

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

This workbook covers the two components from your module descriptor 4001D, Policing in the Workplace 1.

There are two identified learning outcomes:

1. First learning outcome relates to component 1; is 3600 words, contributing 60% to the overall mark – ‘developing your policing practice and reflecting on your learning experience’.

It is a portfolio focusing on the first 5 elements listed below, covered by Task 1, Task 2 and Task 3.

The nature of the your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.

Areas of Professional Practice covered by both components (also known as elements) :

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing
10. Policing communities

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	750
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1250
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1250
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	1750
Task 5	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	1000
	Total	6000
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

As a result of my tutorship period, I have experienced the importance of police constables developing resilience and the ability to minimise stress. Within this essay I will reflect on the coping strategies of embracing organisational culture and adopting sleep strategies which I utilised during this time to develop my resilience and minimise stress. I will reference research throughout and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

Throughout my initial training I experienced stress from a student perspective, however during my tutorship period this progressed into experiencing stress within emergency situations for my first time. I witnessed how experienced colleagues utilised coping strategies to support themselves and developed my understanding of resilience and stress. My research finds resilience to be described as the ability to maintain good physical and psychological health in response to traumatic events which I feel I can now relate to from my tutorship experience (Bonanno, 2004, p. 20). Additionally, my research has found that stress can trigger chemical and hormonal changes within a person's body, in response to challenging situations (The

Healthline Editorial Team, 2020). Consequently, my appreciation of the importance in developing resilience and the ability to minimise stress to support myself within the police constable role has increased.

Within the description element of my reflection, my tutorship period facilitated the transition of my theory-based knowledge into practical application. Although the period was supported by a permanent tutor, I experienced the pressure of dealing with varied high-risk incidents, including my first experiences of violent, tragic and emotional settings.

I recall feeling nervous within the initial stages of tutorship, with self-doubt and critical of my performance. Additionally, I found my first experience of shift working to be a challenge, with tiredness at points impacting my decision making and alertness.

The first coping strategy I am going to reflect upon is embracing the team's organisational culture. Organisational culture is described to be more than rules or documentation, it is instead the values, beliefs and behaviour of a group (Charman, 2017, p. 15). Within the team I joined it was clear how they used jokes and comradery to reduce stress following traumatic incidents. I adopted this approach gently, conscious of being the newest team member however the team welcomed me brilliantly, helping me build a friendship network to strengthen my resilience. I have also found this comradery and humour culture to be common across many emergency services, helping personnel distance themselves from the intense reality of the stressful, traumatic and often dangerous elements of their roles (Charman, 2017, p. 152-154).

The second coping strategy I am going to reflect upon is my utilisation of sleep strategies to support the impact of shift working. During my tutorship period I quickly recognised the difficulty in adopting an effective sleep pattern, this being amplified through having young children. My research taught me there is a close relationship between stress levels and sleep quality. Deshong (2022) explains that poor sleep quality can impact a person's biological ability to manage stress which emphasises the importance of managing sleep well to support the police constable role. To help this area I began by pulling on family support, creating a household pattern which reduced noise exposure. I also experienced the barrier of brightness when trying to sleep through daylight hours. I found small adjustments such as darkened rooms or utilising sleeping masks to be a big benefit, with the combined benefit of reduced noise and light exposure greatly improving my sleep quality. Finally, I adopted the approach of split nap scheduling, this being the use of short intermittent sleep periods which I found particularly beneficial in the build up towards night shifts (Sleep Foundation, 2020).

Within the evaluation and analysis sections of my reflection the steep learning curve forced me to adapt, whereby I utilised the coping strategies discussed to support myself. At times my emotions were filled with nervousness however I feel my openness to organisational culture led to me feeling comfortable and welcomed within my team. My sleep improvement also supported my overall wellbeing, feeling more alert which has created a strong learning base.

The outcome of my tutorship is that I developed my resilience and ability to reduce stress, whilst I developed my theory knowledge into practical application. In conclusion I adapted quickly to change however on reflection the experience would have been more positive through having more self-confidence when beginning my tutorship. Additionally, my level of physical exercise was not at the consistency I desired prior to starting my tutorship. I have witnessed the importance of good physical fitness within the police constable role combined with being aware of its benefit towards overall health and stress reduction. A better structured physical training plan will therefore create a focus point within my action plan whereby I will review my progression weekly until the end of July 2022.

Word Count – 810

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

You must choose **a policing incident** in which you played a role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1250 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Identifying vulnerability within our communities and providing appropriate safeguarding measures is vital within the police constable role. Throughout this essay I will be reflecting upon a recent incident where I supported a vulnerable victim of stalking, expanding on my responsibilities, communication and actions during this time. The essay will be supported with referenced research and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

Within my tutorship period I have witnessed how many different factors can contribute towards vulnerability, some of which can be difficult to identify. This experience has enhanced my training knowledge, which taught vulnerability results from a person's environment or situation, whereby they are unable to care for themselves or defend themselves from mistreatment or abuse (College of Policing, 2020). To prevent vulnerability being missed, it is therefore important Police Constables are well educated and vigilant, to help identify factors and implement safeguarding where appropriate.

Within my research I have found safeguarding to be the protection of a person, whether in the form of their health or comfort, shielding them from abuse, neglect or injury (National Health Service, n.d.). Should vulnerability be identified, ensuring safeguarding measures are provided is a vital responsibility within the Police Constable role and the actions I completed are detailed later within this essay.

The incident I am going to describe is my attendance to a female victim who had reported escalating stalking behaviour by her ex-partner. The victim explained her ex-partner had been following her, arriving unannounced to her home, damaging her property and had attached a tracking device underneath her car. When arriving to her address, my tutor and I decided our roles whereby I gained the victim's initial account.

From a legislative perspective, when gathering the victim's account I was particularly mindful of the offence within Section 4A of the Protection from Harassment Act 1997.

This is the offence of causing fear of violence through stalking behaviour which includes points to prove such as the behaviour involving stalking characteristics, causing the victim to fear that violence will be used against them on at least two occasions or causing a large negative impact on their daily activities (The National Archives, 2012). This offence was relevant given the victim explaining several instances where the suspect had made threats of violence towards her.

Socially, the offence of stalking carries significant risk as cases can lead to serious violence and a major impact on the victim's life. A United Kingdom study discovered alarming findings, with victims experiencing mental health impacts as severe as suicidal attempts. Concerningly, victims also expressed dissatisfaction in the police support they received, driven from inaction, inappropriate advice and poor victim care (Taylor-Dunn, Bowen and Gilchrist, 2021, pp. NP5974-NP5984).

When first arriving to the report, I felt a high level of pressure to complete my role well, with concern for the victim and her young daughter. The victim was visibly upset, explaining she was scared for the safety of herself and her daughter given her ex-partner's escalating behaviour. This pressure was increased by the known negative perception of police action regarding this crime type.

Given the delicate situation, I felt my communication approach was pivotal where I needed to consider the wellbeing of the victim and her daughter, whilst gaining a victim statement and completing safeguarding referrals. First, I considered the location of our discussion, with the victim being particularly vulnerable at that time. I found her home provided a familiar, settling environment and so I sat with her in her

living room, conscious of my body language to show empathy. Although the situation was upsetting for the victim, I could see how this approach allowed her to relax. I also focussed on my communication, using a soft tone of voice, being patient and calm. This further supported the victim to settle and to talk through the sensitive topics. Finally, I used open questioning and practiced active listening. This included questions such as “please can you explain what has happened?” I did this to promote a detailed account, with active listening allowing the victim to openly recall the instances without interruption. The use of open questioning is well studied within the area of initial accounts, with findings showing this approach to generate increased volume and accuracy of information in comparison to a closed question approach (College of Policing, 2020).

When speaking with the victim I continually reassessed the appropriateness of gaining the victim statement at that time. I knew however that providing both she and I were comfortable in her ability this was best practice in line with golden hour principles, where her recollection would provide best evidential value (College of Policing, 2013).

Within this incident there was a clear requirement to safeguard the victim and her daughter, with risk factors such as her home location, financial concerns and family connections being present. The first step within this was to complete a public protection referral with the victim. These referrals are submitted by Police Constables which are subsequently reviewed by internal public protection units. Should these units feel safeguarding is required, the information is then shared with appropriate external agencies for support (Ford *et al*, 2020, p. 89).

Given the high risk of the incident, other officers in the team conducted immediate arrest enquiries for the suspect whilst I completed the final safeguarding steps. This included reviewing the security of her home, ensuring all doors and windows safely locked. We also discussed family and friend support which led to the victim's sister volunteering to stay with her. Additionally, the victim completed a victim personal statement where I explained to her should the case progress to court this can help describe how the situation has made her feel. This victim personal statement also represents one of the rights within the Victims' Code, this being a list of entitlements victims of crime must be provided in England and Wales (Ministry of Justice, 2021).

Within the evaluation and analysis elements of my reflection I feel the situation was managed well. The victim and her daughter were supported whilst providing valuable information to progress safeguarding and investigation steps. During my time with the victim, I was continually aware of the Code of Ethics, demonstrating the values of "Integrity, Impartiality, Public Service and Transparency" (College of Policing, 2022) through my open, honest and fair approach with all involved parties. An improvement opportunity on reflection however is that at points the victim statement was interrupted through my colleagues and I discussing investigation steps.

The outcome of the incident is that the suspect was arrested later that day, with all the required case file documentation in place to support an efficient investigation whereby he was charged immediately following his interview. The protection referrals also resulted in the victim receiving immediate contact from supporting agencies, who safeguarded her long term through the criminal justice system.

The final consideration I give within this essay is towards the human rights of all involved parties. Within this incident the rights of the victim and her daughter were fully protected however given the male's arrest, article five of the Human Rights Act 1998 which protects a person's "right to liberty and security" (Equality and Human Rights Commission, 2021) were removed from him. Due to the suspected commission of an offence, this removal was justified in accordance with Section 24 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991).

In conclusion, I am proud with my contribution within this incident and I have experienced how a high risk, high profile crime can lead to a supportive and positive outcome for the victim. Whilst I understand arresting a person must be necessary, I feel this was unavoidable in this instance given the circumstances and the social context of stalking offences. On reflection, an area which I am going to focus on moving forward is reducing any interruptions when gaining a victim statement. Within my action plan, in situations such as this where several officers are involved, I am going to focus on briefing everyone prior to beginning the statement, developing a plan to reduce interruptions. This will be a focus area for the next three months, with the desire of developing a long-term behavioural change.

Word Count – 1366

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

1250 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Without input from people involved in an incident, physical material may have little evidential value. The interview stage is therefore often considered one of the most important elements of an investigation (College of Policing, 2013). Within this essay I will be reflecting on my recent interview with a suspect for numerous instances of theft. This essay will detail the social and legislative backgrounds to this crime and reflect on my planning and responsibilities during this time. This essay will be supported with academic research and my reflection will be completed using Gibbs' Model of Reflection (MindTools, 2016).

Within my initial training, I naively viewed suspect interviews to be a formality within an investigation. Now however, I understand them to be an opportunity to ascertain truth and gain evidence to support a fair and informed investigation. Investigative interviewing has been a long-reviewed area, with the current police framework following a PEACE model which was endorsed by the Home Office in 1993. This model guides ethical interviews, which has supported the removal of false confessions and oppressive tactics which had been identified in previous years (Leahy-Harland and Bull, 2017, pp. 138-139).

The interview I am going to reflect upon is with a male who had been arrested by an earlier shift, wanted as a suspect for fifteen separate instances of shoplifting. Upon arrival at custody, I worked with the Custody Sergeant where we decided a medical assessment was required on the suspect's fitness for interview. Following approval here, I then began my interview preparation, followed by a solicitor briefing and the suspect interview.

Whether commercially or residentially, experiencing theft is emotional for victims and witnesses, with the crime type reported frequently to police. The Telephone-operated Crime Survey for England and Wales however has recorded a 13 percent reduction in shoplifting incidents between October 2020 and September 2021, thought to be influenced by continued lockdown restrictions (Office for National Statistics, 2022). From a legislation perspective, shoplifting falls in line with the offence of theft, under Section 1 of the Theft Act 1968. The definition for this offence states "a person is guilty of theft if he dishonestly appropriates property belonging to another with the

intention of permanently depriving the other of it” (The National Archives, 1991), where my knowledge of this would become vital during the interview.

My interview preparation began with a planning phase, which I recall felt intimidating as I was aware this was key to the success of not only the interview but the entire investigation. My first consideration here surrounded the wellbeing of the suspect. The medical assessment had supported however I also made my own considerations within Code C of the Police and Criminal Evidence Act 1984, which is the legislation for the “detention, treatment and questioning of suspects” (Home Office, 2019). Within Code C, I considered Annex E for any suspect vulnerability, where options such as appropriate adults can be provided if relevant. I also considered Annex G of Code C, the assessment of whether an interview would be detrimental to the suspect’s physical or mental health (Home Office, 2018). Finally, to protect my own safety I reviewed the suspect’s personal characteristics, such as their prior contact with police.

My thoughts then turned towards the opening and closure of the interview. Here, I sourced the South Wales Police aide memoire which details the vital information to discuss. This includes for example the introduction of all attendees, the suspect caution and to explain the audio and visual recording of the interview under Codes E and F of the Police and Criminal Evidence Act 1984 (Home Office, 2013).

Next, I reviewed each of the fifteen shoplifting instances, which I separated individually to include report details, statements and CCTV footage. This helped me understand each incident clearly, which was vital for the fairness of the interview.

Additionally, I created my written interview plan which would be crucial to my question structure. My plan included the range of topics and evidence I wished to cover, my question framework, the points to prove for the offence and any potential defences. The combination of this information helped create a legal briefing document, in readiness for a meeting with the suspect's solicitor to inform them of relevant investigation information.

Before the PEACE model was endorsed in 1993, several convictions were overturned in high-profile cases due to concerns with the interview process. Famous examples were the Guildford Four, Birmingham Six and Thomas Heron cases which brought widespread criticism on the police service (Griffiths and Milne, 2006, p. 170). When conducting the interview, it was therefore vital the PEACE model was followed in full. PEACE is an acronym for each step of the model, which begins with a planning and preparation stage (College of Policing, 2013). Many of my responsibilities here have been detailed earlier within this essay however this phase also included the practical arrangement of audio and visual recording equipment, supported well by the custody facilities.

The second step within the process is an engage and explain stage. Here, I opened the interview with a desire to build rapport, where I offered refreshments and explained why the suspect had been arrested. I also explained the agenda for the interview and that I would practice active listening to allow the suspect's open account. I reassured the suspect there was no time limit to the meeting and promoted they utilised the opportunity to explain anything they felt relevant to the investigation.

The model next leads into an account, clarification and challenge stage. Here, I had planned to utilise open questions, as opposed to forced choice, leading, complex or hypothetical alternatives. I did this because I knew from my research these can promote dishonesty and lead to inadmissibility in court (College of Policing, 2013). My planned approach was to explore each shoplift individually, and to listen to the suspect's views before presenting the police known information. To my surprise however, the suspect maintained a no comment response throughout. This immediately unnerved me, as it was the direction I had the least anticipated. I knew however I needed to remain professional and continue with my interview plan. I reminded the suspect of their right to remain silent and explained that I would continue my questions should they wish to answer, during which I maintained a slow pace to allow for a response if desired.

Upon completion of my questions, the fourth stage of the model moves into the closure phase, where I ensured the interview was closed professionally. I summarised the points covered and the suspect's responses, followed by a final opportunity to provide their account. I then explained the investigations next steps and thanked all parties for their time.

The final stage of the interview model is an evaluation opportunity, where I decided my investigation recommendations and reflected on my own performance. Here, I felt my preparation had disproportionately focussed on the volume of information involved, which caused the suspect's no comment response to startle me.

Nevertheless, I am proud that I remained composed and remained consistent with the PEACE model.

In analysis, I feel I remained composed due to my interview plan which created a safety net to protect the interview. My initial focus had been to investigate all topics well, however this evolved into maintaining professionalism, fairness and impartiality throughout. Regarding the core policing values, the suspect was treated with integrity and transparency whilst a fair public service was provided to the victims (College of Policing, 2022).

In conclusion, given the strength of evidence the suspect was charged shortly after the interview. From a personal perspective the situation has provided me invaluable experience, where I now approach interviews more confident and better prepared. I reflect back on my performance with pride, however acknowledge my lack of preparation towards a no comment response.

Within the action plan element of my reflection, whilst I feel my confidence has improved, I understand I have a lot of development opportunity. To advance here, I have asked my Sergeant if I could be a supporting officer in future interviews across my team in the next three months. He has thankfully agreed to this which I am confident will greatly support my development moving forward.

Word Count – 1364

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Anti-social behaviour a high priority for police and external agencies, where regardless of the situation on first impression, the impact can be disastrous on victims. Within this essay I will be reflecting on an incident I attended which led to a resolution for everyone involved. My essay will detail the social and legislative

contexts of anti-social behaviour and the impacts this can cause for victims and the wider community. I will examine what forms effective police action and reflect on my responsibilities during this time. Finally, I will reflect on how my actions led to a wider impact on the police and local community relationship. My reflection will be completed using Gibbs' Model of Reflection and referenced research will be included throughout (MindTools, 2016).

Before joining the police, I viewed anti-social behaviour to be predominantly low-level disruption however I now understand the devastating impact this can cause. I have found anti-social behaviour to include a large range of criminal and non-criminal actions, where the views of the victim are often important to support a permanent solution (Gov.uk, 2021). It is therefore vital that all levels and roles within the police understand how to identify anti-social behaviour, with the ability to implement appropriate supportive actions.

The incident I am going to reflect upon is my recent attendance to a report where school children were causing continued disruption outside an elderly victims' home. Upon my arrival the children had already left, with the home facing directly onto a busy beachside funfair. The victim was visibly upset, where she explained this was the first occasion she had contacted police, however this behaviour had sustained across many years. The victim explained during weekends and school holidays, large groups of children gathered outside her home for several hours, where they were loud, abusive and vandalised her home. She explained how before contacting police she had challenged them for the first time, to which the group insulted and

threatened her. This left the victim extremely scared, too fearful to speak with them again and feeling trapped inside her home.

I realised this situation covered many categories of anti-social behaviour, where factors such as a disregard for the community, environmental waste and intimidation of a person were present (Victim Support, n.d.). From the feelings area of my reflection, I felt protective towards the victim. I could see that challenging the children had been a long-anticipated action, however the children's threats and insults had badly affected her. I knew I needed to remain composed, and I reminded myself that I needed to think strategically as opposed to emotionally.

From a social perspective, Dame Vera Baird, the victim's commissioner has recently raised concerns with how anti-social behaviour is still viewed as a sub-crime, with too low of a national priority (British Broadcasting Corporation, 2022). The impact this can cause on victims has proven to be disastrous, with the Fiona Pilkington case being a devastating example. The tragic death of Fiona and her family led to an Independent Police Complaints Commission investigation which found Leicestershire police's failure to identify vulnerability to be a key contributing factor (Hussain, 2011). To understand the scale of anti-social behaviour, I was also aware over the last ten years the volume of reports to police has declined, however for the year ending June 2021 police received a 7 percent increase to 1.8 million reported incidents (Office for National Statistics, 2021).

From a legislative context, whilst many people think all anti-social behaviour is a crime, this is not always the case (Victim Support, n.d.). In 2012, the Home Office

acknowledged the complex legislation in place for anti-social behaviour and recognised the need for change, with current disposals viewed as ineffective. This led to the creation of a 'Putting victims first' document, which outlined the government's plan to better support the area (Home Office, 2012). From here, the Anti-social Behaviour, Crime and Policing Act 2014 was created which formed one location for all enforcement methods and a clearer definition for the behaviour (The National Archives, 2014).

Within this incident, the impact the behaviour had on the victim was clear, where her challenge towards the children had only increased her distress. Beyond the reporting victim, I also considered the wider community impact. The location of this incident meant the behaviour was likely impacting close neighbours and a high volume of passing pedestrians, this likely to include tourists and therefore impacting the areas reputation. In addition to perception, intimidating behaviour can influence public confidence, the feeling of safety and police reputation.

My next consideration was towards the children involved, where I was conscious to not assert blame without understanding their perspective. I assessed nearby facilities and considered the level of community interaction in place for children of this age range. I did this because my priority was to provide a solution for all, not simply moving the children's behaviour to a different location of concern. Personally, in this incident my view of effective and appropriate police action was to create a solution for everyone involved.

When attending the incident, my first responsibility was honouring the South Wales Police guidance for all anti-social behaviour reports. This is an approach which promotes attending the scene, assessing victim vulnerability, offering advice and taking action. Identifying vulnerability is a vital step within this process, where it was clear the female was a repeat victim. To provide support, I informed her of the available police referrals and the benefits these could provide from emotional support to household security (College of Policing, 2021). This helped build her confidence that reporting the behaviour to police was the right action to have taken.

Next, my attention turned towards gathering evidence and identifying the children involved. Unfortunately, there was no CCTV available however some of the children's details had been provided by the victim and her neighbours. For additional support, I engaged with our anti-social behaviour team to raise their awareness of the incident and met our school liaison officer. From here, the partnership approach began, with the investigation gaining pace and most of the involved children being highlighted by the local secondary school.

My consideration then turned to the available police disposal options, these being a number of powers available under the Anti-social Behaviour, Crime and Policing Act. The powers range in severity, from early interventions, warning letters and behavioural contracts, through to higher level disposals such as criminal behaviour orders, issued to persistent offenders by a criminal court (The National Archives, 2014). These however were not our immediate desires. When speaking with the children involved, it became apparent there was very little community support in

place, with the children explaining that whilst they understood their verbal comments were unacceptable, what they desired was a place to socialise as friends.

This presented an opportunity to explore problem solving models however the victims' views were important. When informing the victim of the children's feedback, she reacted brilliantly, relieved the behaviour was not targeted at her and happy to explore options that supported everyone. The problem-solving model we utilised was the SARA model, this being a commonly used and well-respected approach in policing (College of Policing, 2017).

The first step within this model is a scanning stage, where raw information is gathered around a situation. The second stage then leads into an analysis area, where understanding is taken from the information, for example the children's explanation of why the behaviour had been happening. Next is a response step, where actions are implemented to address the situation. Within this step the school liaison officer utilised their contacts in the secondary school, who agreed to open their grounds for the children's use during weekends and holidays. This provided ideal facilities, however required a verbal contract from the children to ensure the area was well maintained and respected. The final stage of the problem-solving model then leads into an assessment area, with an opportunity to measure the outcome and implement changes if required. The victim, importantly, was overjoyed, alongside her neighbours who felt they had contributed towards the solution.

From the evaluation and analysis sections of my reflection, I feel we demonstrated the ability for several policing departments to collaborate, support victims and utilise

external agencies to create an effective outcome. I believe this was supported by the police departments having a common goal to motivate the children instead of penalising them. On reflection however, an area which could have been improved upon is the frequency of victim updates in the early stages of the investigation. Here, I found my time management to be poor, where I focussed heavily on the investigation steps and left periods of little updates being provided to the victim.

To illustrate how policing values were demonstrated within this incident, all involved parties were treated fairly and with respect (College of Policing, 2013). Reflecting on the potential impact of bias, I feel an easy route would have been to solely focus on the victim and pay little attention to the views of the children. I believe if the incident was approached in this way, the children may have resisted police engagement, with the disposal methods previously outlined eventually being required. I feel this would have been a less effective approach and may have potentially led to the behaviour moving to another area.

In contrast to this incident, I have also witnessed how some decisions can divide others within the community and distance their relationship with police. An example of this being in the following weeks, where areas in the community with lesser police engagement began to comment around unfair police treatment, explaining their children had been penalised historically for similar behaviour to what had been seemingly rewarded here. I feel this highlights the difficult balance in actions being compared against historical outcomes, particularly in areas eager to criticise police action.

The outcome of this incident however is that the concerns of the victim were resolved, with the children being supported as opposed to penalised. The conflicting community feedback however raised concerns, which presented a clear disconnect between police and the community in some areas. To support this concern, the neighbourhood policing team has now set up stalls and open day events in the busy areas of the community during school holidays, to welcome all backgrounds to engage with police, provide feedback and receive updates.

From the conclusion element of my reflection, I am proud of the actions taken, the result delivered and the ability for several policing departments to collaborate effectively. I have learned how working with the perpetrators can help identify the root cause of incidents and how problem solving around this can provide a suitable resolution for all. This incident however has also highlighted the requirement for fairness and how communities can judge police action against their own emotive experiences. I feel however it is important to continue approaching each situation from a fresh viewpoint, investigating the circumstances fairly and unbiased.

Within the action plan element of my reflection, whilst I am proud of the actions taken within this incident, I am mindful that my victim contact was not at the level I would have desired. Even though the result for the victim was positive, I am conscious that during periods of the investigation the victim was left without updates which is an area I am going to focus on moving forward. To develop this area, I have learned the benefit of electronic reminders and am going to focus across the next four weeks on utilising this tool to schedule all victim contact.

Word Count – 1917

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed:  (Learner)

Date: ___ 20/04/2022 ___

TASK 5

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed:  _____ (Learner)

Date: ___ 20/04/2022 ___

(Please print this page, sign it, and scan it and add it back into the document)