

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 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.

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:

At the start of the 12 week tutorship phase, I was assigned my station and paired with a tutor to go out on patrol with to help learn the Constable role. I needed to show that I was capable of doing the role so I could be signed off to move to the next phase of my learning. There was a lot to learn and adapt to, whilst having 2 University workbooks to complete in this time. I knew this would be a challenging and stressful period for myself and I would have to find ways to be resilient to it.

“Resilience is the idea that you can build your tolerance level to pressure before it turns into stress.”

Ways to help build resilience to stress include:

- increasing the amount of exercise you do
- eating a healthy, balanced diet
- making sure you get plenty of sleep
- asking for help when you begin to feel under pressure

(Haydock, 2017)

I found myself with less free time due to the length of shifts and travelling time. With new shifts patterns and having to work through the night, I had to work out new sleeping patterns, new meal times, plan when I would exercise and when I would be free to visit family and friends.

“To help keep stress at bay, assess your workload on a day-to-day basis. Try to manage your time well by dividing tasks up into small, realistic and achievable goals to help stop the pressure from mounting.”

(Haydock, 2017)

I tried to incorporate this as I had to continually plan and assess my University workload to ensure I had adequate time to complete the workbooks. We were given 2 days off per month for University work but I also had to use many rest days to complete them.

I wanted to integrate myself quickly into the team, so I could draw on their experience for when I needed their help. I took over coffee making duties for them, bought them cakes on my first shift and spoke to them as much as I could to build relationships with them.

I am a reflector which means:

“Reflectors tend to hang back, mull things over, watch, learn and think.”

(Barkas, 2016)

My plan was to play an active role but to also observe incidents so I could learn and research them afterwards to help improve my knowledge and understanding. However it was clear that the job was faster paced than my previous jobs meaning it was difficult to take an observational role and there was little time to research or reflect on the incidents afterwards meaning I had to adapt my approach.

I feel that I settled into the team well, adjusting to the type of work and adapting to the shift patterns successfully. I also completed the University work by the deadlines set.

However I didn't cope or perform as well as I had hoped in the Constable role. I felt that I had no time to relax and unwind, finding sleeping difficult as I couldn't switch off from the Police and University work which was constantly on my mind. I didn't find time for activities that help me cope with stress like exercising, going for walks, watching TV, speaking to friends and family. I felt stressed by the situation and it had a negative impact on my overall health and wellbeing. This hindered my progress in my tutorship as there was no time to reflect on my work, my performance or to brush up on areas which I was struggling with. It wasn't an enjoyable period and it was too much to deal with.

This makes me appreciate the effects a heavy workload can have on myself and my performance, I understand it is important to manage it effectively so it doesn't have a detrimental impact on myself, my colleagues and the public.

“A heavy workload causes stress and anxiety, which in turn may lead to accidents, injuries, conflicts, health issues and poor overall performance.”

(Picincu, 2019)

It would have benefited me to speak about my issues to my training sergeant to see what support could be provided to me, which will be something I do going forward.

Lifhack.org says:

“One hour of effective planning could save hours of time.”

And

“Take the time to think about the purpose of the project, the deadline, the desired results, and possible challenges.”

(Petit, 2021)

I will learn from this period and be more resilient to similar pressures in the future. As I will have a longer period to complete future university work, I will ensure that I plan tasks better, making them more manageable, enabling me to concentrate more on my role, giving me more time to relax and to effectively manage stress.

Task 1 Total Words - 792

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:

I attended a call where it was reported that an intoxicated female in her mid-20's had been abandoned in a hotel foyer. They were concerned for her welfare but also wanted her to be removed as she was not a resident of theirs.

My colleague and I arrived at the hotel late afternoon. We found the female, slumped and asleep in a chair in the foyer. She did not have any belongings with her. Staff confirmed that she came in with a friend who left her there. They only knew the intoxicated female's surname and the friend's telephone number but she wasn't answering. We therefore didn't know who the intoxicated female was.

My colleague managed to wake up the female by pinching the tip of her thumb. She took exception and an immediate dislike to him. She was very intoxicated and she

was difficult to understand due to this. She refused to answer any of my colleague's questions and became abusive towards him.

In an attempt to quickly de-escalate the situation and to obtain her details, I asked if she would speak to me, so that we could make arrangements to get her to a place of safety. I sat down on a chair by her so we were at the same level but not too close so I wasn't in her personal space.

She was more receptive to me and I started to build up a rapport with her.

"Building a rapport is about quickly creating a positive bond between you and another person that makes them like you and begin to trust you"

"The rapport encourages you to both share information and ideas to create opportunities, which in turn builds a strong trusting relationship."

Empathy:

"By understanding the other person's point of view and their reasons for thinking the way they do then the two of you will become closer. Ask open-ended questions as to how and why and what they are thinking, patiently and positively listen to their responses and opinions."

(Lyons, 2014)

She stated she just wanted to go to sleep but I persevered, initially with closed questions to get her talking. She did start talking but she wasn't forthcoming with her details, so I expanded the conversation by asking her open questions, like how she was feeling, how she had got there and if everything was ok at home.

She told me that she had a drink problem, that she was a carer for her mother, which she was finding hard and struggling to cope with, saying she needed help. She was upset talking about this, which suggested that she could be suffering with stress, anxiety or depression. I listened attentively and showed her empathy in relation to her issues to gain trust.

I attempted to negotiate with her, stating that I would help her find a place to sleep and leave her in peace if she provided her details. I managed to obtain her first name, the street where her mother lived and that she lived with her partner, whose details she wouldn't disclose. She said there were no issues with him but she didn't want him to see her like this. I passed the details to my colleague to investigate, to try to get hold of somebody who could take care of her, whilst I continued to speak to her.

Due to the condition she was in, being alone without any belongings, I considered the threat, harm and risk to her and felt that she was vulnerable.

"A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm or exploitation."

(Ford, Unknown)

"Policing has a crucial role to play in the identification, support and safeguarding of adults who are at risk of harm. Perpetrators will target those with specific vulnerabilities, eg, mental ill health, substance misuse, isolation, to commit or assist in the commission of their crimes, as they know they will be easier to groom, manipulate and threaten"

(College of Policing, 2014)

I felt that she was unable to protect herself, meaning somebody could take advantage or exploit her, due to being in a public place, so it was important as a Police Officer to take positive action to safeguard her from the risks.

“The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect.”

An example of safeguarding duties it outlines, is to:

- “make enquiries, or request others to make them, when they think an adult with care and support needs may be at risk of abuse or neglect”

(Social Care Institute for Excellence, 2016)

“Organisations need to share safeguarding information with the right people at the right time to:

- prevent death or serious harm
- coordinate effective and efficient responses
- enable early interventions to prevent the escalation of risk
- identify low-level concerns that may reveal people at risk of abuse
- help people to access the right kind of support to reduce risk and promote wellbeing”

(Social Care Institute for Excellence, 2015)

When an Officer identifies an adult at risk, it is our obligation to send a referral to the Public Protection Unit. I asked the individual if she would like me to send a referral which would be forwarded to her GP Surgery and other partner agencies to enquire about getting her counselling and the right support for her needs. She agreed to this and I sent the referral once back at the station. This creates a multi-agency response to protect her and potentially others and to prevent her issues from escalating further.

We were able to trace her mother and her partner through our systems. Her partner agreed to come to collect her. As he didn't drive, we gave them a lift home and helped her inside to ensure she was safe.

As per the 'Code of Ethics', I ensured that my actions were in line with 'Policing Principles'. I treated the individual with “Fairness” by acting impartially and reasonably. I also acted with “Objectivity”, ensuring that decisions were based on evidence and I used my professional judgement to deal with the matter.

I also acted in line with the 'Standards of Professional Behaviour' outlined in the Code of Ethics. I showed “Authority, Respect and Courtesy” towards the individual, by respecting her rights, acting lawfully with self-control and showing tolerance towards her.

I always ensure my actions show “Equality and Diversity”, making sure this individual wasn't treated less favourably due to any of her protected characteristics like her sex or age.

(College of Policing, 2014)

By acting in this way and building up the rapport with the individual, it helped me identify her and her needs. It led to me resolving the situation with a positive outcome, with her being referred to get specialist help with her ongoing needs. I was able to protect her from harm by getting her to a place of safety.

I did consider whether we could arrest her for the offence of Drunk and Disorderly: "Any person who in any public place is guilty, while drunk, of disorderly behaviour" (UK Government, 2006)

Disorderly behaviour is not defined by the courts but it generally means offensive. As she wasn't behaving in this manner, I knew that arresting her without grounds would be deemed as a breach of Article 5 - Right to liberty of the Human Rights Act 1998:

"Everyone has the right to liberty and security of person."

There are exceptions to this, however none were applicable, meaning an arrest for this would have been unlawful. I was conscious of the negative impact this would have on Police reputation as the Act also states:

"Everyone who has been the victim of arrest or detention in contravention of the provisions of this Article shall have an enforceable right to compensation."

(Equality and Human Rights Commission, 2021)

Officers should always consider 'JPLANE' when making decisions to ensure they are:

- Justifiable
- Proportionate
- Legal
- Accountable
- Necessary
- Ethical

As I couldn't apply JPLANE, no arrest was made and her rights weren't infringed.

Task 2 Total Words - 1360

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:

As I came on shift, I was made aware that a male had been arrested for taking a vehicle without consent, crashing and abandoning it. He was later found intoxicated at a friend's caravan, taken to custody and was waiting to be interviewed. I was tasked with carrying out the suspect interview.

The purpose of the interview was to obtain the suspect's account of the alleged offences and information that may assist the investigation. Interviews need to be in line with the PEACE Model, which there are 5 stages:

- Planning & Preparation
- Engage & Explain
- Account, Clarification & Challenge
- Closure
- Evaluation

(College of Policing, 2013)

Planning and preparation "is one of the most important phases in effective interviewing. The success of the interview and, consequently, the investigation could depend on it."

(College of Policing, 2013)

I understood the importance of this as failing to investigate properly can have a negative impact on victims.

It is the responsibility of an Interviewing Officer to check the welfare of the suspect, to make sure they are fit for interview.

As per annex G, Code C, PACE 1984:

“A detainee may be at risk in an interview if it is considered that:

- anything the detainee says in the interview about their involvement or suspected involvement in the offence about which they are being interviewed might be considered unreliable in subsequent court proceedings because of their physical or mental state.”

(Home Office, 2019)

I checked the custody log which showed the suspect was still intoxicated, so I knew the interview could be considered unreliable if it proceeded at that time.

This gave me the opportunity to review and gather all the evidence that had been obtained by my colleagues to plan for the interview.

“A planning session that takes account of all the available information and identifies the key issues and objectives is required”

“Planning and preparation gives the interviewer the opportunity to:

- review the investigation
- establish what material is already available
- decide on what the aims and objectives of the interview are.”

(College of Policing, 2013)

I viewed all the witness statements, photographs of the scene and photographs of personal items left at the scene. This helped improve my knowledge and understanding of the incident, helping me identify what questions I needed to ask, what the points to prove were and what information I needed from the suspect.

I created a written interview plan to give me a framework for the questioning and I printed out the Interview Planning Book which includes a memo card for the opening of an interview which complies with obligations of the Codes of Practice PACE 1984. When the effects of alcohol wore off, I went to Custody to interview the suspect. I informed the suspect that it was being recorded and read through the memo card, which is at the Engage and Explain stage of the PEACE Model. It helps explain the purpose, aims and objectives of the interview, making it clear to the suspect as to what to expect from the interview and helps build rapport. It also informs the suspect of their rights.

This includes the right to legal representation as per Code C of PACE 1984:

“all detainees must be informed that they may at any time consult and communicate privately with a solicitor, whether in person, in writing or by telephone, and that free independent legal advice is available.”

(Home Office, 2019)

The suspect declined as he felt it wasn't needed.

I also had a legal obligation to read out the Caution and to ensure the suspect understood it so he was aware of what impact his answers could have in court.

“A caution must be administered where a defendant is suspected of committing a criminal offence and is to be questioned about that offence. This is to ensure that the answers (or silence) will be admissible in proceedings.”

(Thomson Reuters Practical Law, 2021)

If this wasn't read out, then the interview couldn't be used as evidence if the matter went to court.

The next stage of the PEACE Model was to obtain the suspect's account and to challenge it where applicable. I gave him the opportunity to provide this but he declined to comment.

“The aim of all professional interviewers is to obtain a full and accurate account. To do this they must ask the right questions. The chances of obtaining a high-quality account are increased by the application of good investigative interviewing techniques, underpinned by seven key principles.”

Principle 7 states:

“Even when a suspect exercises the right to silence, investigators have a responsibility to put questions to them.”

(College of Policing, 2013)

It was his right not to comment but I knew the importance of continuing the interview as:

“Failure to ask all the relevant questions in the first place may preclude inferences being drawn in court.”

(College of Policing, 2013)

As I didn't wish to negatively impact the investigation, I continued with my questioning and gave him the opportunity and time to respond. I reminded him of the caution and the implications of not answering.

He did answer some questions and I clarified his answers and challenged them when appropriate but he mainly gave no comment to my questions.

I finished asking the questions and checked if there was anything he wished to add, before I brought the interview to an end and stopped the recording.

In the final stage of the PEACE Model, I evaluated what the suspect had said. He stated he had been in his friend's caravan all night, so I established there were further lines of enquiry to be conducted, to check if this could be corroborated. We were also awaiting test results from the Forensic examination of the vehicle, so I decided that the suspect would be released from custody pending further investigations.

Even though the suspect didn't provide much information or answer many questions during the interview, it was important that I didn't let this affect my performance. I stuck to my interview plan and put across key questions, especially in relation to the points to prove for the alleged offences. This would help minimise any issues with the potential prosecution further down the line. The information that I did obtain led to further enquiries being made to further the investigation.

I felt that the PACE Codes of Practice were adhered to with the help of the memo card, which helped give the interview structure and cohesion. By adhering to this, the suspect's rights were respected.

This was my first interview and on reflection I need to consider where I sit in the interview room. The computer is in a fixed position to the left of the table, as I am

left handed, it made it difficult for me to write down information provided, due to the lack of space. As this slowed me down, it could prevent me from writing down key information.

It was also important to take positive action to move the investigation along as the owner of the vehicle was seriously ill in hospital and the family were suffering because of that, so they didn't need the added stress of the offence.

I feel my actions were in line with South Wales Police values. On the website it states our values are:

"To be proud, professional and positive in everything we do."

(South Wales Police, Unknown)

The Code of Ethics also states:

"I will be diligent in the exercise of my duties and responsibilities."

(College of Policing, 2014)

I acted professionally throughout the interview process and carried out my duties to the best of my ability.

I take full responsibility for my actions and feel that the decision to release the suspect pending further investigations was fully justified. I took positive steps to help support my colleagues' progress the investigation, which is working towards a positive outcome for the victims, and as a force is something we can be proud of.

I also acted with openness, as per the Code of Ethics:

"You are open and transparent in your actions and decisions."

I did this by recording my actions and by showing my reasoning behind my decision making which can be viewed by my colleagues.

Task 3 Total Words - 1371

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:

I received a call regarding a group of teenagers who were causing a nuisance and stealing bikes at a local park. It was a bank holiday weekend and the sun was shining, so I knew the area would be busy with people making the most of the weather with friends and family.

When my colleague and I arrived at the scene, officers who arrived at the scene before us had identified and arrested two of the teenagers who were causing a nuisance and stealing bikes, through the help of witnesses. I spoke with the officers

to understand the circumstances of what had happened, so I could determine what further actions were needed by myself. They explained that there was a group of three teenagers aged 16-17 years old who had been harassing a group of younger teenagers, verbally abusing them and taking their bikes. The bikes had since been returned to their owners, the children's' parents were now at the scene and they had sent the children home in case the situation escalated.

These actions would be classed as anti-social behaviour due to the impact it had on the victims.

"Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person'"

(UK Government, 2014)

I went to speak to the two mothers' who were acting on behalf of the victims, to understand their concerns and to see how they wanted the matter to be dealt with. They were concerned by what had happened. However, they didn't want to provide any statements or support any prosecution for the theft of the bikes. They confirmed that there were no previous incidents of anti-social behaviour involving the two groups and they didn't want the perpetrators to have convictions against their names as they were young and didn't want it to affect their futures. They were keen to see if any other actions could be taken.

I knew it was important that positive action was taken due to the impact that anti-social behaviour has on communities and the victims.

Examples of the impact it can have on victims include:

- you can't sleep
- you feel anxious and constantly on edge
- you are frightened to go out
- you don't feel safe in your own home
- your children are upset
- you change your routine to avoid problems
- you want to move
- you can't talk to anyone about it
- you feel you must have done something to cause it
- you think nothing will change and it will never end.

(Victim Support, Unknown)

By taking action now, it would reduce the chances of repeat behaviour and the impact that it has on the victims. If no action was taken, it could cause them to lose faith in the Police, they may feel unsafe in the area and they could fear the actions of the perpetrators could be continued or repeated. By taking positive action it reassures the victims, it maintains public safety, it gives them confidence in the Police and it increases the likelihood that they will report anti-social behaviour issues in the future.

I explained the restorative Justice approach to them as an alternative course of action for the acts of theft and the anti-social behaviour, making them aware that it is a community resolution and an out of court disposal to deal with less serious crimes.

“Community resolutions are a means of resolving less serious offences or instances of anti-social behaviour through informal agreement between the parties involved as opposed to progression through the criminal justice process.”

(Home Office, 2021)

It is part of a community remedy which is a measure outlined in the Anti-social Behaviour, Crime and Policing Act 2014 that gives victims a say in the out-of-court punishment of perpetrators of anti-social behaviour.

This meant that it would still be dealt with as a crime but the impact on the perpetrators would be less than having criminal convictions against them, which was important to the victims and it ensured they had a say in the outcome.

I also explained that as there was a Section 35 Dispersal in place, meaning that we had powers to remove the perpetrators from the area, prevent them from coming back which would stop them repeating their behaviour and causing further issues.

“The dispersal power is a flexible power which the police can use in a range of situations to disperse anti-social individuals and provide immediate short-term respite to the local community. The power is preventative, allowing an officer to deal quickly with someone’s behaviour and nip the problem in the bud before it escalates.”

(Home Office, 2021)

It is a useful tool to the Police which allows officers to manage incidents and take preventative measures so the issues don’t escalate and effect the wider community.

The parents were satisfied with Restorative Justice as they felt it did address the anti-social behaviour issues without serious repercussions for the perpetrators. They were happy that the perpetrators would be removed from the area, giving them comfort that their children could return to play in the park without being harassed. By listening to what the victims wanted, it helped to get them involved in the solution, increasing their satisfaction. I completed the process on my mobile phone with them as victims.

I de-arrested the perpetrators, I explained the situation to them and they agreed to take part in the Restorative Justice process. I warned them about their future conduct and explained the impacts that their behaviour has on the community in the hope that this would deter them from similar behaviour in the future. I also explained to them that they were being issued with written Dispersal notices, stating that they had to leave the area straight away and could not return to the specified area within 24 hours otherwise they would be arrested for breaching the order. They did show remorse for their actions, which I was able to feed back to the victims.

Under the Act, as well as dispersal powers, there are a series of other effective powers to help Police and other agencies like local Councils and Social Landlords tackle anti-social behaviour. These include interventions like verbal/written warnings, mediation, Acceptable Behaviour Contracts and Civil Injunctions. It is therefore important to share information about anti-social behaviour with other agencies to have a joined up approach to dealing with the issues.

It is a Police Officer’s responsibility as well as other agencies, to identify repeat and vulnerable victims, assess the risk of harm and to protect them when a complaint of anti-social behaviour is made. This information is also shared with partner agencies to make them aware of the issues to ensure victims get the correct support.

“It is important to identify the effect that the reported anti-social behaviour is having on the victim, particularly if repeated incidents are having a cumulative effect on their well-being. A continuous and organised risk assessment will help to identify cases that are causing, or could result in, serious harm to the victim, either as a one-off incident or as part of a targeted and persistent campaign of anti-social behaviour against the victim.”

(Home Office, 2021)

This helps us address the needs of the victims and to take an early and positive action in resolving the issues and protecting them from harm.

On reflection, I believe my actions were in line with Police values. For example, as per Standards of Professional Behaviour in the Code of Ethics I acted with “Authority, Respect and Courtesy”. It states:

“I will act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy. I will use my powers and authority lawfully and proportionately, and will respect the rights of all individuals.”

(College of Policing, 2014)

I showed respect to the victims and perpetrators and the actions taken were proportionate to the circumstances. The perpetrators rights were respected and they were released from detention and de-arrested as soon as it was established that an alternative course of action would be taken.

They were treated with “Equality and Diversity” by myself, I acted impartially by not showing any bias to either party. Sometimes people feel they are targeted by the Police because of their age, so I ensured that the perpetrators were not treated differently or unlawfully because of this and age, which is a protected characteristic under the Equality Act 2010, was not a factor in my decision making.

I also feel I acted in line with Policing Principles in the Code of Ethics by treating parties with “Fairness”, especially with the outcome and I ensured that I acted with “Integrity” by making sure that I did the right thing and took positive action to resolve the matter.

Overall I feel my actions helped portray the Police in a positive light as it took place in a busy public place and it showed them that anti-social behaviour won’t be tolerated and action will be taken to address it. It would have given the public reassurance that the area is safe to take their families to.

In relation to problem solving, I have witnessed how this can impact negatively on relations between the Police and the community.

During a sunny half term week, a high number of people were present at a local beach. Most were there with their families enjoying themselves but to one side of the beach there was a large number of youths. They were drinking alcohol, playing loud music, arguing between themselves and generally causing a nuisance to those around them.

The Police received a number of calls about them during the day but when we arrived, they would settle down and disperse but the moment we left the area to attend other calls, they gathered again causing further issues with fighting occasionally breaking out.

There were a number of comments from the public, who generally thought not enough was being done and there was a lack of Police presence to deal with the

youths' behaviour. This perception can have a detrimental impact on how the community perceive the Police which could result in them losing respect, trust and confidence and therefore not reporting the crimes.

The Routine Activity Theory says:

“that for crime to occur, three elements must be present, namely (1) a motivated offender, (2) a suitable target, and (3) the absence of capable guardians. When these three elements come together at the same time in the same space, crime occurs.”

(Criminology Web, Unknown)

A capable guardian in this instance would be regular Police patrols and this could well have deterred the youths from gathering and reduced any anti-social behaviour and the impact it was having on the people around them on the beach.

As it was known beforehand that it was half term and the weather would be good, planning could have been improved by being more proactive rather than just responding to each separate incident. This could have been done by applying this theory and ensuring that a continued Police presence or regular patrols were in place as a deterrent for the crimes to happen. If the matter was under control, then there would have been less frustration towards the Police from the public and they may not have had to suffer from the anti-social behaviour that the youths were responsible for.

Task 4 Total Words - 1893

Bibliography

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: Neil Park_____ (Learner

Date: 12/06/2021_____

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: Neil Park_____ (Learner)

Date: 12/06/2021_____

Signed: Timothy Carter_____ (Tutor Constable)

Date: 10/06/2021_____

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