



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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:

In this essay, I will be reflecting upon the previous twelve-week period of tutorship and the many changes this has brought to my day to day life. The role brings about many new challenges including joining a new team, working a new shift structure – which includes night shifts – and having to cope with a large workload each day. In order to combat these new changes and help build resilience to these difficulties; I will be discussing how I have utilised exercise as a coping method, and the benefits this has had on my mental and physical health.

One of the main difficulties that I faced throughout the initial first weeks of tutorship was the change of shift pattern. As the shift pattern involved night shifts and this was something I had not previously worked, it began to cause issues with my sleeping pattern, especially on rest days. The new shifts were causing me difficulties with sleeping at night on rest days; meaning I felt as though I was missing out on time off during my rest days, as well as it causing issues with insomnia the evening before my first day shift back in work and leaving me feel lethargic on this shift as a result. This is supported by Nichols, 2017 who discusses how night shift work goes against the body's natural rhythm and twenty-four-hour circadian cycle, causing hormones to be released at the opposite times and therefore causing the body to be much less alert.

Research shows that a persons' sleep pattern can be improved and regulated through regular exercise. Pacheco, 2021 supported this by stating that 'proper exercise can alleviate sleep-related problems and help get an adequate amount of rest'. According to Pacheco this is due to physical activity being able to alleviate daytime sleepiness, as well as reducing their sleep onset; making it easier for them to fall asleep at night. Due to this, I felt that if I incorporated a more structured exercise schedule into my day to day activities, it would result in a more structured sleep pattern. On my first rest day I began to get up as early as possible and go for a walk or attend the gym, this left me feeling much more upbeat and awake during the day and a lot less lethargic. This feeling of being much more alert was also backed up by evidence stating that 'exercise causes the body to release endorphins' and 'these chemicals can create a level of activity in the brain that keeps some

people awake' (Gamaldo, No Date). As a result of being more alert during the day, I felt that I much more tired during the evenings and able to return to a normal sleeping pattern and circadian rhythm.

There are many other positive impacts exercise can have on other issues which affect both physical and mental health, therefore resolving other concerns and changes that tutorship had instigated. Starting a new team and meeting multiple new people can be a very daunting experience and according to Peterson, 2017, can instil 'a sense of dread' as there is potential that they will face judgement or not be liked. These feelings were something that I felt at the time of meeting my new team and caused a feeling of anxiety. This anxiety was also heightened by the high workload that police work brings and having to maintain a high standard and keep on top of this. Due to this, I wanted to utilise exercise as an outlet for this anxiety and apply it as a coping mechanism to reduce the additional stresses of the job and meeting new people.

As discussed earlier; exercise releases endorphins in the body that can help to keep you awake, however they are also beneficial for helping a person feel better about themselves and improving their confidence levels. Studies from The Mayo Clinic (No Date), state that 'regular exercise may help ease anxiety and depression by releasing feel-good endorphins' which 'enhance your well-being', as well as 'taking your mind off worries' and helps to 'gain confidence'. Owing to this, I felt that this would give me the outlet I needed to release any additional stresses from the job and improve my confidence when meeting new people.

Overall, I believe that utilising exercise as a coping method resolves many different issues and stresses that appear in the initial tutorship and throughout the policing role in general. By regularly exercising, I was a lot less lethargic and therefore able to utilise my rest days to their full effect; therefore improving my work-life balance, much more alert whilst working; due to my schedule of sleep improving significantly, and my anxiety levels has dramatically decreased; due to the increased endorphins and confidence from exercising. Although this may not work for everyone across all these areas, in conclusion I believe that there are benefits from using this as a coping mechanism for every individual working in this role.

Word Count: 825

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:

One of the key elements of a police officers' role, is to ensure that victims, witnesses, and suspects are safeguarded in the most efficient way possible and in line with their rights. It is even more vital to ensure this is done when a service user has a vulnerability that can prevent them from being able to safeguard themselves. Throughout this essay I will be demonstrating how I ensure that I protect and safeguard vulnerable service users, by discussing an incident where I have played a vital role in the case. I will also be exploring how, by certifying that the person is safeguarded, I have ensured that I have adhered to the policing principles and ethics that I need to observe as a police officer.

As discussed, I will be exploring an incident I have recently attended which explored many different vulnerability and safeguarding factors. The incident in question, involved concerns for a female and her young child who were found to be naked in the street and demonstrating other concerning behaviours. The female was

incoherent and was not able to converse with officers in a sensible way, her behaviour was erratic, and she was also fluctuating between speaking English and another language, as well as having as being a previous victim of Female genital mutilation. The child was also extremely young; and it was discovered that she was born within recent months.

Upon reviewing, it was clear that both the female and her child were to be considered as vulnerable due to their high number of risk factors. This is corroborated when we consider the statement 'A person is vulnerable, if as a result of their situation or circumstance, they are unable temporarily or permanently, to protect themselves from harm' (Bedfordshire Police, no date) and when we also consider that a risk factor can be defined as 'a characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes' (SAMSHA, No date). The female clearly had biological risk factors; due to her being both post-natal and being a victim of female genital mutilation, cultural risk factors; due to the language barrier and cultural normalities of female genital mutilation, and psychological risk factors; due to us perceiving a potential mental health condition from her demeanour at the time. As well as this any minor is automatically classed as vulnerable Practical Law (No Date); which means that the child in this incident was also vulnerable due to biological factors.

The main priority in any incident is to ensure that any persons involved in the incident are safeguarded. Although I firstly ensure that both persons were covered and no longer exposed, due to the vulnerabilities raised and the erratic behaviour of the mother, I ensured that the child was separated from her temporarily. Part of a police officers' role include ensuring that all children are protected and safeguarded as a priority. This principle is enforced by the Home Office (No Date) which states 'the police have a central role in protecting children'; this meant that I had to ensure I did everything possible to prevent harm to the child involved. As I was unsure if the mother was going to harm the child voluntarily or involuntarily, this allowed me to have the rationale to separate them from each other. I also made the decision to have the child transported to hospital for a physical assessment. By doing this, I ensured that I was following my duties and responsibilities enforced by the Code of ethics (Gov.uk, 2014).

Although it was vital that the child was safeguarded, my main concerns in this incident were for the mother. Upon initial attendance and speaking with the mother she appeared to be coherent, however her manner and actions were causing issues with public decency. According to Treebold (2018) 'Discretion means the power and ability to make decisions' and that in the context of policing 'officers are given some leeway on which they can rely as they make choices that impact the people they are policing'. In accordance with this, I needed to use my discretion as an officer to determine if this incident was caused as result of mental health issues or if this was potentially an offence of public exposure. I also needed to consider what action I was going to take as a result.

To allow me to use this discretion I needed to engage with the mother to determine her mental state. Upon speaking with her she was incoherent; speaking about religious things and not responding to questions I was asking her correctly.

Her answers often related to something entirely different and she began to refer to me as someone else in her family. According to the NHS (No date), delusion and hallucinations are symptoms of psychosis and she was showing these symptoms whilst speaking with myself. This led me to rule out any offences caused by the female, however I needed to consider discretion in how I was going to deal with the mental health issues that she was portraying.

My considerations at this point were whether the female had enough capacity to voluntarily admit herself into hospital; if we were able to locate a family member to attend with her, or whether I believed she would not voluntarily attend; and deemed it necessary to section the female under Section 136 Mental Health Act 1983. Legislation is in place that allows police officers to remove a person to a place of safety, who they believe is suffering from a mental disorder and is in need of immediate care and control (Mental Health Act, 1983). In order to enforce this part of the act, I needed to be positive that the female needed immediate care and that she was unable to look after herself. I began to adapt my communication skills with the female to try and get her to understand what I was saying and to see if she understood my questions. As she was fluctuating between English and a foreign language, I tried to determine the language she was speaking by utilising a translator application. I also slowed my speech and framed the questions I was asking in a different way. All of these methods were unfortunately unsuccessful, and the female had responded to me several times in English, however these were still incoherent and showing the signs of delusion. The female then tried to run away, which meant that I felt that I had no other option that to detain her under the mental health act. By doing this it meant that I had the relevant policing powers within the code of ethics (Gov.uk, 2014) to use force where necessary. If this section had not been applied, I would not have had any reasonable power to detain the female, and therefore I felt she could have absconded and caused further harm to herself or others.

All things considered, I believe that although this incident was a difficult one; with many factors of vulnerability and potential resolutions initially, I applied the correct resolution. Although I had the option to wait for the female's family member to arrive for a voluntary admittance into hospital; I felt that the risk of the female absconding or not attending voluntarily was too much of a risk in this situation. Even though this would have meant less officers were tied up and able to deal with other incidents, a police officer must follow their duties and responsibilities in line with the Code of ethics, and one of those duties is to ensure that service users are safeguarded; specially those who are vulnerable. In this situation, I used my discretion to ensure that the correct decisions were made and that all parties were safeguarded in the most efficient way possible, and due to this I believe the outcome was a positive one.

Word Count - 1316

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:

When a person is arrested, it is the consensus that the person will be interviewed under caution regarding the offences they have been arrested for. According to the College of Policing (2013), "Investigation is a core duty of policing. Interviewing victims, witnesses and suspects is central to the success of an investigation and the highest standards need to be upheld". There are many considerations that need to be made before the interview process, and many duties and responsibilities that the police officer has whilst completing the interview. Throughout this essay, I will be discussing a suspect interview which I have been involved in, as well as the legislation and responsibilities that I followed throughout the process. I will also be exploring how cultural and legislative contexts impacted the interview process and how I resolved these impacts.

An incident occurred where two males had been involved in an altercation and the male who was believed to be the instigator of the assault was detained in custody, after being arrested for assault. The male had been arrested the previous evening, and I was tasked with collating the additional evidence, including the victim's statement and any CCTV covering the incident, and conducting the interview itself. There were also cultural and language issues that needed to be addressed, including both the males being from the Kurdish community and English

not being their first language. The male had also requested a solicitor, meaning I would need to ensure the solicitor was briefed fully and appropriately of the details from the incident. A witness statement had already been provided to officers which identified the male as the perpetrator. This gave the arresting officer the legislation of having reasonable grounds to suspect that the male had committed an offence, and therefore the power to arrest (Police and Criminal Evidence Act, 1984 a).

Preparation is a key part before interviewing suspects and to be prepared, all possible evidence must be collated. This can be difficult as legislation states that a person can only be detained in custody for a maximum of twenty-four hours (Police and Criminal Evidence Act, 1984 b). As the male had already been in custody for twelve hours, this limited our time to gather any evidence, conduct the interview and any potential bail applications required. The issues surrounding this were that many of the public places with CCTV were not open until later that day and the victim was unable to provide a statement for several hours. Due to this, I had to prioritise what evidence was vital for collation in order to have sufficient topics to question the suspect. As I only had the witness statement at this time, it meant that I did not have enough information about the incident to question the suspect.

As the victim was not able to provide a statement until later, I made the decision to check for CCTV enquiries on the police owned cameras available. As CCTV is a type of evidence that be used in court to prove someone was in a certain place or that they committed an offence (NIDirect, no date), I prioritised collating this so that I could potentially identify the suspect and confirm the offence that was alleged. However, the footage only showed an altercation between two males and the suspect could not be identified due to the quality of the footage. On this basis, I made the decision that the suspect could not be interviewed without a statement from the victim to give a full account of the incident, even if this meant it left limited time to complete the interview and bail application. I ensured the statement was collated and this partially corroborated the events reflected in the CCTV footage. Although there was other evidence available, due to the limited time left available to complete the interview, I believed the evidence I had collated was sufficient to complete it. This was due to me having a full account from the victim as well as some evidence from another statement and CCTV to corroborate this.

When conducting a suspect interview, an officer should follow a certain process to get the best account from them. The mnemonic PEACE is a five-phase model which aids an officer to ensure that all the relevant policies and processes are followed during the interview (College of Policing, 2013). The first stage of the model is 'planning and preparation'; which involves: ensuring all relevant evidence is collated, preparing questions for interview, briefing the solicitor on the evidence available so that they can advise their client effectively, and ensuring that the suspect needs are catered for prior to the interview. Where a suspect's first language is not English, they are entitled to have the interview conducted with an interpreter. This is supported by the Crown Prosecution Service, 2019, who state that "the right to an interpreter is an integral part of the right to a fair trial". In this case, as the suspect's first language was Kurdish, I consulted with the suspect and his solicitor to confirm the language he would like the interview conducted in. In this situation, the suspect confirmed that the interview was to be conducted in English.

The next area of the PEACE model is the 'engage and explain' section. The suspect must fully understand why they are being interviewed, the questions that are being asked and that they are under caution during the interview. So that they understand, officers use 'The aide memoire' (College of Policing Library, No Date) to help them explain the interview process to the suspect; it covers the caution, topics that are going to be discussed, as well as the roles of each person in the interview room. By explaining this, it ensures that a police officer follows their 'duties and responsibilities' as well as ensuring that each suspect is treated with 'equality and diversity', both of these principles are ethics that a police officer must follow in line with the Code of Ethics (College of Policing Assets, 2014).

As the point of a suspect interview is to gain an account from the suspect of the incidents that occurred, the 'Account Clarification and Challenge' section is arguably the most important area of the PEACE model. Utilising different questioning skills during interview is a vital element of this segment as this allows the officer to get the most information from the suspect. One of the most popular techniques to use, is known as the questioning funnel; the 'technique involves starting with general questions, and then drilling down to a more specific point in each' (Mind Tools, No Date) and enables to officer to get to the root of the account. It also gives the officer the opportunity to challenge the account of the suspect based on the information they provide and the evidence available to utilise.

This leads to the final two segments of the model: 'Closure' and 'Evaluation'. The 'Aide Memoire Memo Card' is something that is used again in this section to give the suspect a final opportunity to disclose anything about the incident that they feel necessary. The Cambridge Dictionary (No Date), defines evaluation as 'the process of judging or calculating the quality, importance, amount or value of something'. In the context of interviewing, this can be applied in two ways; to assess the account provided in the interview and how this applies to the case, and to assess how the interview was conducted and any potential ways this could have been improved. This meant that I was able to discover potential lines of enquiry and put new skills into practice for the next interview completed.

In conclusion; suspect interviewing is an effective way of developing an account or possible defence from the interviewee. I believe, that although the suspect responded with no comment to all questions put to him in interview, I would have been unable to change this unless further CCTV was available at the time. Had this been available at the point of interview, the suspect would have been more likely to provide a defence due to the footage demonstrating him partaking in the events, however as this was not the case, he would not want to incriminate himself without the sufficient evidence.

Word Count 1367

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:

One of the most common issues faced within policing is anti-social behavioural issues and trying to put preventative measures in place to stop these from occurring. One of the main difficulties with anti-social behaviour is that often the behaviours displayed are not classified as crimes, however this does not mean that they do not have a big impact on communities and individuals. Legislation describes anti-social behaviour as behaving in a manner that caused or is likely to cause harassment, alarm or distress to one or more persons not of the same household as themselves (Crime and Disorder Act, 1998). During this essay, I will be demonstrating how I

deal with anti-social behaviour through discussion of an incident that I have dealt with recently. I will also be focusing on the impacts this behaviour has on individuals affected by it, both directly and indirectly, as well as theories and problem-solving methods often used for resolving and explaining anti-social behaviour.

Over the past three months, I have dealt with several incidents involving various types of anti-social behavioural issues. Recently, I dealt with a female who was having repeated issues with her neighbours and had reported concerns of noise pollution to the council on several occasions. She had reported that her neighbours were consistently playing loud music throughout the late hours and that this was having a major impact on her. The report had come to us from the council as they had increasing concerns for the impacts this anti-social behaviour was having on the female's mental health. There were other issues in the area that had been reported by others, such as an increase in street drinking, use of graffiti and an increase in drug use. This was having a big impact on the area and the area had begun to look extremely run down. The female was living next door to students and although reports had been made to the council, the behaviour was continuing to have an impact on her life and wellbeing.

Evidence based policing is often used in these scenarios, to assess the situation and events, and utilise previous methods that have worked successfully in other locations to improve the situation. The College of Policing (no date), confirms this by stating that 'in an evidence based policing approach, police officers, staff and volunteers create, review and use the best available evidence to inform and challenge policies, practices and decisions'. One of the most popular methods of doing so, is by using the ATLAS model, which can be broken down into five sections: Ask, Test, Learn, Adapt and Share (College of Policing, 2016). By using this method, it allows officers to get the opinions of the people who are being most affected by it, in this case the female who was reporting the issue and the communities living nearby, aim to resolve the issues and share resolutions with others who are having similar situations in their communities.

The initial element of the ATLAS model is to 'Ask', this means discussing with the female, the subjects, and other members of the communities the issues they are facing. From enquiries into community issues, it became clear that there was a much wider issue other than noise complaints and there were multiple reports of other anti-social behavioural issues in the area. Social scientists, Wilson and Kelling (1982) defined a theory known as the 'Broken Windows theory', which is cited by Psychology Today (No Date). They argue that 'no matter how rich or poor a neighbourhood, one broken window would soon lead to many more windows being broken' and in comparison to anti-social behavioural issues, this translates to mean that 'visible signs of disorder and misbehaviour in an environment encourage further disorder and misbehaviour, leading to serious crimes'. This can be applied to this scenario, due to the increase in reports of anti-social behaviour and wanting to ensure preventative measures were put in place to reduce the use of crime or further misbehaviour.

As well as finding out what the issues were in the area, the 'Ask' segment of the model involves asking what the community or individuals want or need from intervention. In this case, it involved speaking with the female, who stated that due

to the noise issues being a repeated problem, it had resulted in her not being able to sleep, therefore causing issues with her mental and physical health. She stated that the outcome that she wanted, was for the noise to stop. However, the difficulty with this was that the students had already been spoken with by the council previously and this had not been resolved. This meant that research would need to be completed, so that a more effective method could be put into practice to resolve the issues. For this to be done successfully it would involve collaboration with other agencies, such as the council and universities to help with community engagement.

In order to collaborate fully with these other agencies, it was vital to engage the local neighbourhood policing teams who engage with communities and enable a more preventative approach to policing. Neighbourhood policing is often referred to as community policing and can be defined as “a police strategy for fostering trust in the community in the effort to enhance crime prevention, in which officers hold regular meetings with community organizations and patrol on foot or on bikes to develop relationships with community members” (The Free Dictionary, No Date). I ensured that I worked with these officers, who had familiarised themselves with the area, to help in this situation and work with all parties involved. They approached each of the parties and spoke with them individually to offer reassurance to the female who had been affected, and to make the students aware of their behaviours and how this can have an impact on others.

As discussed, the council had already consulted with the students regarding their behaviour on multiple occasions and this had not previously resolved the issue. This meant that although initially it is vital that we show positive action regarding informing the students of their behaviour, it meant that we needed to ensure that there were other preventative measures that needed to be put into place. Although anti-social behaviour is not a crime, the people affected by it are still to be defined as victims and if impacted by this more than once in a period of twelve months they should be regarded as a ‘repeat victim’ (Bedfordshire Police, No Date). This was the first incident where it had been reported to the police, however it was necessary to ensure that this was the last incident for the female. This is because anti-social behaviour victims can suffer many impacts if the behaviour is not dealt with, including: issues with sleeping, anxiety, depression, not feeling safe in their own home, isolation, and many others. This can lead to long term effects and in previous well-known cases that have been publicised has led to victims taking their own lives due to the toll it has taken.

Due to this, I ensured that neighbourhood were tasked with regular patrols of the area, to show a positive police presence and reduce the likelihood of anti-social behaviour being committed in the location. This element of the ‘ATLAS model’ is the ‘Test’ segment which allowed us to determine whether the behaviours were reduced overall. I also spoke with the neighbourhood policing teams and asked them to attend the university and consult with them regarding the students and to liaise with them regarding speaking with the students on a larger scale, and explain the effects this kind of behaviour can have on members of the communities that they live in. It could be argued that this could have been a bias against all students and that it could have possibly had a negative effect on the results due to the possible bias that all students behave in this manner. However, during this phase the students

seemed to have a positive reaction after understanding how, what may seem like a small thing to them, has a bigger impact on others.

It is important that after the 'Test' phase has been completed, we assess and 'Learn' from what went well in the process and what could have been improved. In this situation it was clear that the results for the individual female were positive and that area patrols had improved things overall for the community, however there were still improvements to be made. There were still incidences of anti-social behaviour such as graffiti and street drinking which were unrelated to the initial incident, however just as important to eradicate in order to improve the likelihood of crime in the area. Although Neighbourhood policing teams can conduct patrols of the location, it is impossible for them to be in the area the whole time, due to them covering other areas and having other work to do. This meant that adaptations needed to be made to the initial decisions made, which leads us to the 'adapt' phase in the model.

Referring back to the 'Broken Windows' theory and the idea that if an area looks run down, it is more likely to remain that way or become worse off, engagement was needed from the council to support with this. I submitted a referral to the council for the female, as well as the location and noted my concerns for the community. The community had expressed concerns about the security of the location and how the area looked and by speaking with them and completing the referral, it meant that plans were able to be made to clean up the location and potentially provide more security using CCTV cameras. By removing existing graffiti and adding security, it would hopefully act as a deterrent for any persons who believed it would be easy to commit these sorts of behaviours in the location. Although this is not something that can be put into practice straight away, it is something that has been shared from other locations and has been successful.

The 'Share' element of the 'ATLAS model' is a vital one. It involves reporting on what has already been done and sharing this with other areas where the situation may be similar. Where something has had a positive effect elsewhere, it is likely to have a similar impact on other locations and even in this scenario, I utilised positive outcomes from other areas to confirm whether the final steps I put in place were likely to be successful.

All things considered, I believe that the overall outcome of the incident was a positive one and that by showing a positive police presence and positive action in a location, it is likely to have a much better impact on the overall result. Throughout this incident, it was demonstrated that by collaborating with other agencies, the community and other teams within policing, the outcome is often resolved much quicker but also enforces preventative values. It meant that due to this, communities often become more trusting of the police and are more likely to report incidents like this to us, rather than ignore them because they believe nothing will be done. I also believe that by utilising the 'Broken Windows' theory and the 'ATLAS model', I was able to structure my responses to the incident effectively and assess them thoroughly through the incident.

Word Count - 1893

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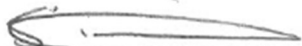
Signed: S.Warriner (Learner)

Date: 5/1/2022

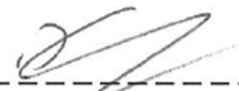
TASK 5

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: 14/12/2021

Signed:  (Tutor Constable)

Date: 14/12/2021

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