



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 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:

I am going to be using Borton's reflective model to help me reflect upon the coping strategies I have used during my tutorship (Borton, 1970).

What pressures and stressors have I dealt with during my tutorship and first few sets on shift?

In my first workbook, I spoke about how I used my coping strategies of gaming and physical exercise to help reduce stress and build resilience. While I think I provided sufficient evidence of how effective these methods can be to improve the wellbeing of their participants; my tutorship and subsequent first few sets on shift were to be the real test of their effectiveness.

I was somewhat not prepared for the immense change from an isolated classroom environment to working with the public, face to face, in my new role. I don't think anything could've prepared me for what I was about to experience.

I spoke in my last workbook about the types of incidents that officers would deal with on a day-to-day basis and how the trauma we are exposed to over our careers has a lasting effect on us. This is a well-documented issue within in policing. A peer reviewed study from Cambridge university which surveyed over 10,000 serving police officers and stated "The prevalence of PTSD was 8.0% and of CPTSD was 12.6%... were associated independently with frequent exposure to traumatic incidents and traumatic visual material" (Brewin, et al., 2020).

I have experienced trauma, seen some distressing scenes and experienced the distress from victims. One particular incident has stuck with me and maybe it was because it's a situation anyone could find themselves in. It was a suicide attempt where the victim had jumped off a bridge, luckily, they survived but not without sustaining life changing injuries. I attended with my tutor as they are a police medic. I saw how brilliant the police and medical professionals were to save this person's life. I also saw how an incident like this can completely shatter a family. I spoke with the victim's family as the incident was ongoing. A few days later, I received an email

from the area sergeant. It contained an email from the victim's mother, who praised the officers who attended and thanked us all for what we did.

So, what coping strategies did I use to help deal with this experience?

In my previous workbook I spoke about how officers regularly feel underappreciated and not recognised for their work and how this contributes to occupational stress (Demou, et al., 2020).

This email was a rare example where the work we do as officers which positively impacts victims can be recognised and after speaking with the colleagues who attended, how much it meant to them to be recognised for the work they do daily.

After this incident, I went home. Still trying to process what had happened and why?

I hoped online with some of my friends and played for a few hours. This was the early hours of the morning. The social aspect of online gaming has given me easy access to my support network of friends. Talking with friends or colleagues can reduce the impacts of stressors and some traumatic events as discussed in (Lepore, et al., 2000). With alternating shift patterns, unsociable hours and not knowing if I would need to work on, having that easy access to my support network was invaluable that day.

Support networks are such an important tool in reducing stress and helping build resilience. A study in 2014 by Joachim Gerich showed that individuals with better support networks would find exposure to stressful events less threatening and lead to reduced symptoms of stress (Gerich, 2014)

I also used physical exercise to deal with this incident. While gaming provided a great distraction, when running or going for a walk I was able to process the incident.

When exercising, I tend not to think about too much. I never really knew how useful this would be for reflecting on incidents and processing them. It's almost as if it provides my mind with a blank canvas to think clearly about something, process it and store it away. Whilst I concede this is very anecdotal, this has been my experience and a positive one.

Now, what have my coping strategies shown me in practice?

I think the evidence is clear on how effective these strategies can be but to reflect on their effectiveness in practice, I would say they have been very helpful. I have used them to help deal with traumatic incidents, occupational stress and personal stress. They have allowed me to process things more effectively and I find myself using them frequently. I have felt the benefits, I feel less stress symptoms and find myself reflecting in a positive way when using these methods.

In conclusion, I am satisfied with these coping strategies and how they have performed when using them to deal with the stressors related to policing.

822 Words.

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 am going to be using Borton's reflective model to review the elements of effective communication, reflect on my considerations for the vulnerabilities of the subject and any relevant safeguarding considerations. I will also use this to reflect on my application of core policing principles (Borton, 1970).

To give a brief overview of the incident in question. I was asked by my sergeant if I could carry out a hospital 1-2-1 for a patient who was detained under Section 136 of the Mental Health Act 1983. Another colleague and I obliged with this request and made way to the hospital. We were made aware that the subject identified as non-binary and we were given their pronouns. Upon arriving we relived the officers currently at the hospital. Speaking to the subject and when given circumstances it was clear that they were vulnerable and in crisis.

We had to attend the A&E before going to our local mental health hospital due to the fact the subject said that they had taken an overdose. They had taken 5mg instead of their daily 2mg dose of anti anxiety medication. I know to medical professionals this amount probably wouldn't seem significant, however, as police we have a responsibility to make sure that anyone in our care is safe and we have to get the all clear from a medical professional. Police officers aren't medical professionals and were not trained to make decisions regarding people's health.

When speaking to the subject I found it very easy to build a rapport with them. I tried to ask a lot of open questions, one to distract from their current situation and two, to see if we had anything in common to talk about. I used my active listening skills to relate to the victim and make them feel more comfortable talking with them. In previous incidents if I have had a good rapport with someone they tended to listen more to my advice. Particularly, when telling someone to be as open and honest with the mental health professionals as this would give a better foundation for them to work with the victim and help them.

Once given the all clear, we headed to our local mental health hospital. Once arriving the victim expressed that they were very worried and were anxious about being there. As I had managed to build a good rapport with them, I tried to reason with them. They eventually agreed to come in with us. When we spoke to the mental health professional the victim expressed their thanks to us. They said how much we had helped them and how patient we were. This was fantastic to hear as this was my first mental health incident where I took the lead.

What is effective communication?

In my last workbook I explained what effective communication was and some of the models and tools available to officers to help us build rapport with a subject.

This included the leaps model which is a tool officers use to approach communication.

Listen – Use active listening skills, listening for the whole message and not just taking the content at face value. Officers should keep an open mind, listen and hear, show they are actively listening and not interrupt.

Empathise - Empathy means the ability to understand and share the feelings of another.

Ask - Use effective questioning techniques to ask for clarification in order to establish facts, to seek opinion and to check for understanding.

Paraphrase - Repeat back your understanding of what you have heard.

Summarise – Summarise everything that has been said in a simply and concise statement (College of Policing , 2020).

Also, when dealing with a situation such as this is so important to have emotional awareness. The College of Policing define emotional awareness as “the ability to

identify and manage your own emotions and the emotions of others” (College of Policing , 2020). In this situation it was important to understand we were dealing with someone in a mental health crisis who attempted suicide. So, it was important to try and remain as calm as possible and really understand their emotions. I believe I did well with this as they spoke to me quite openly about their issues. I had to also keep my own emotions in check to be able to help them as best I could. This is such a relatable situation to so many people that it’s hard not to be emotionally driven but I had a job of safeguarding and getting this person the right help.

Active listening was another tactic I used to build a good rapport with the victim. Active listening is a core principle of effective communication. The college of policing define active listening as “a system of opening and maintaining communications using empathy, listening and body language” (College of Policing , 2020).

Active listening is an effective tool in police officer’s arsenal, it is a skill that can be learned but difficult to master. When communicating with a subject, being empathetic, open and listening to them can help build rapport with them, easing the tension of the situation. In a high stress situation such as this mental health crisis it’s important to be able to build that rapport and better understand the needs of the victim. This allows us to give the best support possible (Timm, 2011)

Under Section 136 of the Mental Health Act 1983 officers have a few, very important, responsibilities when using this power. First when using this power, it must be in the best interests of the subject and everyone else. It is a last resort, usually reserved for people in serious need of help and could be a serious danger to themselves or the public.

Another responsibility is that they must be seen by a mental health professional for assessment. While police can use this power, it is only to get a mental health assessment. We cannot indefinitely hold someone under Section 136 of the Mental Health Act.

In this situation it was clear that this power was applicable. They were in mental health crisis and if left alone could’ve seriously harmed themselves.

Some safeguarding considerations were made. Such as the need for two officers to be present to ensure that they didn’t run off and hurt themselves. While myself and my colleague built up a good enough rapport to allow them some leniency such as going outside for a cigarette, an officer was always with them. We had to consider the flight risk posed in this situation.

Reflecting on this situation I am happy that I applied the core principles in dealing with this. I think I did particularly well in dealing with the equality and diversity sensitivities surrounding this incident. I believe I did my very best to show consideration and empathy for the victim’s non-binary identity. I made a conscious effort to remember and use their preferred pronouns.

The use of correct pronouns is more important than one might think. Research has shown how the use of a persons correct pronouns can affirm their gender identity providing a more inclusive environment. There is a lot of resistance to pronouns non-

binary language, but research has shown how something as simple as language can have a large impact on a person's perception of being included and valued (Morgenroth, et al., 2021).

1220 Words.

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:

I am going to be using Bortons reflective models to reflect on the suspect interview I conducted and how I performed (Borton, 1970).

I was tasked with conducting an interview of a suspect who was accused to taking items from a shop to the value of £100. He was accused of taking several bottles of alcohol and had been witnessed doing this on CCTV and was stopped by staff. I was given this as a handover from the previous shift.

When planning for the interview I always create a blank aide memoir ready for the interview, I fill out the relevant information and delete the unnecessary information, so the interview runs smoothly. In my opinion a well conducted interview can alter the way a case can go. I try to plan every question I can think of, so I know I have covered all possibilities for a defence and covered all the relevant areas of the offence.

In this instance all the relevant evidence had been gathered namely the CCTV which clearly showed the defendant commit the offence. I had this ready to show the defendant in interview.

Once I had planned and gathered all the relevant evidence I conducted the interview. The interview was conducted in compliance with PACE (Police and Criminal Evidence Act 1984) and the PEACE interview process (College of Policing, 2020). Initially the defendant went no comment to all questions but once I introduced the CCTV evidence the defendant admitted to the offence providing a very brief account of what had happened.

Ultimately the defendant pleaded guilty in court and believe that this interview was partly responsible for that plea. I think the interview I conducted was to a good standard providing vital evidence in securing a conviction of the suspect. I went through the PACE requirements with the suspect, informing him of his rights and entitlements and making sure that he understood the caution. I went through the interview asking open questions to gather more information from the suspects account and probing his answers. I think I did well on the challenge phase and introducing evidence.

When interviewing suspects officers are required to comply with Code C of the Police and Criminal Evidence Act 1984. These requirements are outlined for officers clearly in the aide memoir used for interview. In the aide memoir it sets out the requirement to inform the suspect their right to free and independent legal advice. The next part is to ask the suspect about any significant statement made, ask them to confirm or deny them. An officer is not allowed to obtain any answers or statements by the use of oppression.

When taking into consideration juveniles or vulnerable persons an appropriate adult must be present when being interviewed or being asked to provide a written or recorded statement under caution. There has been some suggestion that the role of appropriate adults needs to change in future codes of practice. An article published in the Journal of Forensic Psychiatry made suggestion that some of the duties incumbent on appropriate adults may be better suited for a legal advisor. Namely that an appropriate adult can request legal advice on behalf of their client, but it has been suggested that this become a duty for police to call a legal advisor in cases where there is a child or if someone is not of firm mental capacity. It is argued that any third party should be there to provide social and phycological support (Robertson, et al., 1996).

Also, for an interview to take place the suspect must be in a fit state to be interviewed. If under the influence of drugs or alcohol an interview may not take place. If for any medical reason a suspect may not be interviewed a medical professional must be consulted in line with PACE Code C.

The same is said for people who a mentally unfit to be interviewed, in these cases medical advice should be sort and capacity of the suspect should be rigorously tested.

When conducting an interview in line with the PEACE interview process, there are five sections to follow.

Interviews are to be audio and visually recorded in line with PACE and this footage is to be retained and store accordingly. The second stage is to go through the PACE

requirements with the suspect which I have outlined above. First is the opening of the interview to obtain the initial account and develop it, ask open questions and some appropriate closed questions to get a fuller account of what has happened. After this point, you should identify some topics to probe and develop more information about the topic and gather more detail. Now you should introduce topics the interviewing officer would like to discuss and probe those topics. We should challenge the suspects account and scrutinise the finer details of their account. Then close the interview and explain the next steps to the suspect. Finally, a review of the interview should take place, including the information divulged by the suspect. It should be a full and thorough review to identify if any defence is available and if the evidence presented is enough to charge with.

The PEACE interview model has been shown to be an effective model to conduct suspect, witness and victim interviews. It has been scrutinised and adapted for use around the globe. Case studies of interviews conducted in line with the PEACE process have drawn some interesting conclusions. For one research has suggested that during a PEACE compliant interview of benefit fraud offences the main factor behind confession was the tactics and techniques used in the PEACE process rather than the weight of the evidence (Scott, et al., 2015). Global roll-out of the model has shown promising results so far. For example, a research paper that aimed to evaluate the training program of the Vermont State Police in Canada showed that new police recruits displayed positive attitudes towards the model in line with scientific consensus (Fallon, et al., 2021).

During this incident I believe I acted in line with the core policing principles (College of Policing, 2020). I'd like to provide a few poignant examples.

I think during this interview and subsequent interactions with the suspect I acted with respect and fairness. I provided the suspect with all the information they needed. I spoke calmly and with respect to the suspect and made an effort to make sure their needs were met. I made sure the suspect was comfortable.

I believe that during the interview and the review of the evidence I acted with objectivity. As officers we are required to make decisions based on evidence and my best professional judgement. It can be difficult to be objective especially when you know the suspect and their offending history but I entered the interview with an open mindset and gave every opportunity for the suspect to provide a credible defence.

1150 Words

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:

For this question I would like to use the example of policing the night time economy, what role we have as police officers, what partner agencies we engage with and how policing the night time economy has influenced my perception of the wider community?

I will be using Driscoll's adaptation to assist in the reflective part of the question (Driscoll, 2007).

Anti-social behaviour has a tremendous impact on local communities, its effects have been felt for a number of years and is a serious concern in local communities and wider society. Some issues that have come about have caused major political controversy and have had a serious impact on the general population of the United Kingdom (Heap, 2021). One major part of that is the night time economy. It is not a recent issue or one that is particularly controversial but the impact the night time economy has on the wider community is immense.

We have all been on a night out and most of us have seen the effects alcohol has on the human body and mind. The scenes that have been documented over recent years have been appalling to say the least, wide spread drug use, sexual assaults, sexual harassment, violence, all linked to the night time economy. British people, I believe have a somewhat toxic relationship with drink and drugs in a pub and club setting. It has had a significant impact on police and NHS resources over the years. For example, just 2 days ago I spent 4 hours over my allotted 11 hour shift to deal with the fallout of an horrendous night policing the city centre. All of my shift were retained, and we all ended up working 15 hours shifts. It is hard not to become somewhat frustrated having to deal with adults who clearly have no sense of personal responsibility.

During this period conducting my City Safe duties I arrested a male for assaulting a bouncer. The male and his friends were being kicked out of the club they were in. they had been causing issues with the door staff all night and eventually due to their (College of Policing , 2020)behaviour they were kicked out. The male in question punched the bouncer in the face in his way out causing a significant cut and bruising to his eye. We quickly ran over to assist the door staff. I took a hold of the male and he was resisting violently. After a period of time I managed to control him and handcuff him to the rear. He was very non-compliant and a violent individual, luckily no officers sustained any injuries.

We have officers that are specifically allocated to conduct CitySafe which is a initiative that my force has to police the night time economy. We work with partner agencies from licensing to identify any licence issues with local clubs (under-age drinking, opening times), Newport city council who provide community safety wardens to deter ASB, door staff, pub and club owners who help us identify criminality taking place in the night time economy. My role as a police officer is to help keep the peace and prevent and deal with any offences identified whilst policing the night time economy. (Newport City Council, 2020) I think considering the limited police resources available, we provide effective enforcement and prevention when conducting our CitySafe duties.

Majority of the time a police presence is all that is needed to nip any potential issues in the bud. I think our presence provides reassurance to the members of public who are just there to enjoy a night out as we all should be able to. A report published by De Montfort University for Leister city council stated that having dedicated policing teams has helped reduce violence in the city centre by utilising police powers and enforcement (Knight, 2021). However, on some occasions swift and decisive action is needed to prevent serious harm being caused.

The London Police and Crime Committee published a report on London's night time economy which showed some interesting findings and made some recommendations as to how the night time economy could be better policed and how to reduce its impact on the wider community (London Police and Crime Committee , 2016).

To better understand the recourses that had been used to deal with incident related to the night time economy, the committee recommended a national definition for alcohol related crime. This would help classify these incidents to be able to better understand how much of an impact on resources these incident have.

The committee also recommended that information should be shared between hospitals and the metropolitan police force using the Cardiff model, to help inform crime reduction responses.

Another recommendation was that a review be conducted of the demand the night time economy places on police forces and possible future pressures.

Finally, they recommended that licence changes could be used to alleviate pressures on policing. This would be particularly useful in my force area as some pubs/clubs are allowed to remain open until 5am which places a massive strain on our resources (London Police and Crime Committee , 2016).

As police officers we have responsibilities when it comes to dealing with anti-social behaviour. Working together with partner agencies and sharing information with them is crucial to be able to plan an effective response to anti-social behaviour. It allows for victims to be offered the best suited support available to them.

We also have a responsibility to protect vulnerable/repeat victims. We do this by placing markers in addresses to identify them as repeat or vulnerable, this allows officers to better risk assess and apply the appropriate response.

We must constantly assess the risk to victims of anti-social behaviour as there have been cases in the past where victims have become targets.

When policing anti-social behaviour as police officers we are subject to the Anti-social Behaviour, Crime and Policing Act 2014 which provides us with most of our powers and policies that are available to us to deal with Anti-social behaviour.

As police officers we have a number of disposal methods to deal with anti-social behaviour. Some are formal and some informal. One simple form is to issue a verbal or written warning to the subject, outlining what specific behaviour is the issue and future consequences if it does not cease.

Community resolutions are another option for officers, these are reserved for less serious offences and have to be agreed with the victim. These are usually meant for first time offenders.

Some formal disposal methods are:

Criminal behaviour orders are issued by courts against anyone who has been convicted of an offence and are usually reserved for the most prolific individuals.

Community protection notices are used to stop someone committing anti-social behaviour and to protect the community's quality of life.

When looking at the impact of bias on the decision-making process behind policing the night time economy, I think I have shown that I do have some bias towards people who decide to commit crime and be anti-social when on a night out. I have reflected on this and thought what if any bias has caused me to come to these conclusions.

Unconscious (or implicit) bias is triggered by our brains when making quick assessments of people or situation. This is influenced by our upbringing, socioeconomic background and personal experiences. It can have a major impact on decision making when dealing with others. Particularly when deciding what course of action to take for a given situation. It is almost impossible to eliminate unconscious bias as it is a learned, instinctive behaviour. However, there are steps one can take to reduce the impact on decision making (Imperial College of London, n.d.).

The National Decision Model (College of Policing, 2020) provides a tool for officers to base their decisions on, mitigating any potential bias. It allows officers to rationalise decisions and make informed decisions. I think even though I have identified a bias I used this to mitigate any bias in the decision-making process. Specifically related to this shift I think I made the correct choice to arrest considering the assault had taken place and the seriousness of it.

I think I displayed the correct use of force in line with the Standards of Professional Behaviour (College of Policing, 2020). I believe it was in reason and justified in the situation, I reacted quickly in the situation as needed. When reflecting on it, applying the national decision model I can see that I used the right amount of force to affect arrest.

I also believe that I displayed selflessness in this incident, I didn't hesitate to get stuck in and help the members of public and my colleagues. It was a very volatile situation and was very dangerous as we had some very violent offenders but I think all those involved did an incredible job at protecting the public and arresting those violent individuals.

To answer the question 'How has your experience of policing the night time economy influenced your perception of the wider community?'

I think it has changed my perception of the wider community. I have seen first hand how this type of anti-social behaviour impacts the wider community. The impact it has on the emergency services and public services and how it stretches police resources. I feel that from my experience people can be incredibly selfish and have zero regard for the impact they have on others. I think a lot of people on a night out don't even realise the impact their actions on a night out have on everyone else. Not

just immediately but the long term implications on resources, public services, victims, partner agencies and also the community that lives near the city centre.

I hope that the concerns raised by the community, police, NHS and others is listened to in the future and their concerns are taken seriously. The community shouldn't have to suffer anti-social behaviour due to intoxicated individuals.

1653 Words.

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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Signed: GRANT NICHOLSON (Learner

Date: 18/10/2021

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: GRANT NICHOLSON (Learner)

Date: 18/10/2021

Signed: _____ (Tutor Constable)

Date: _____

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