

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

As a police constable it is important to manage stress and build resilience to be successful in the role. Stepping out of the Police training environment and into the role of a Police constable meant adapting to many changes. For example, working shift patterns, learning the organisational culture and facing the real pressures of working within the emergency services. Throughout this task I will use the use the Borton Model of reflection (1970) to discuss new found challenges and the coping strategies I applied in order to develop resilience and manage stress throughout my tutorship and adapt to my role as a police constable.

Shift work is common amongst emergency responders and as a response police officer you are required to work a set of rotating shifts on a six on, four off basis. In order to build resilience and avoid the negative impacts of shift work, I ensure I maintain a good quality of sleep hygiene. My activities include regular sleep patterns in accordance with my shifts, whereby I aim to routinely have on average eight hours of sleep a night and wake up at similar times daily. However, this method is not appropriate for managing night shifts. As an individual who struggles to make use of evening naps, my routine consists of several hours sleep on returning home in the morning and partaking in relaxing activities prior to commencing a night shift. Haus and Smolenksy (2006) explains that inadequate sleep has been proven to have an adverse impact on an individual's health, wellbeing and job performance. By ensuring I follow a routine and have adequate rest between shifts I am able to focus

whilst in work and maintain my resilience. At the beginning of my tutorship, there was a stage of trial and error when adapting to shift work and I have found the methods I have applied best suit my needs, therefore I will continue with these moving forwards.

I believe that sustaining a healthy diet goes hand in hand with good sleep hygiene in order to manage stress. As said by Gonzalez and Miranda-Massari (2014), consuming nutritious food you can positively combat stress as it accelerates the immune system and lowers blood pressure. I ensure I make time to prepare and eat healthy, whole foods at regular times of the day to avoid depleting energy levels. By doing so, I typically feel energised throughout my shift and resilient enough to carry out the physical and mental aspects of my role. However, it is easy to fall into the habit of consuming fast foods whilst working shift patterns due to the busy nature of the Policing role. To avoid this and the feelings of fatigue it induces, I ensure I prepare healthy food to snack on during shift.

As a police officer, you are required to deal with negative situations on a daily basis. I feel it is important to have a good support network of colleagues. Throughout my tutorship I quickly built a positive rapport with the team I was working with. By doing so it allowed me to form a trusted support network of colleagues that shared a common ground and allowed me to feel comfortable to discuss any concerns and alleviate feelings of work related stress.

The emergency services is known to have an organisational canteen culture. This culture often provides a safe space as a "repair shop" for officers who have a common ground to discuss incidents that have effected them. Waddington (1990) states that this culture regularly incorporates jokes, banter and anecdotes that intend no malice, but are used as a coping strategy to deal with the reality of the role. Being involved in such organisational culture has allowed me to build resilience through dealing with negative aspects of the role in a light hearted manner. However, being overly immersed into this culture can result in being engulfed by other college's negative outlooks or opinions. For that reason, I ensure I am mindful of the time I spend occupied in certain conversations.

In conclusion, stepping into the role of a police constable has meant that I have had to adapt to a number of changes and challenges. In order to become resilient and maintain my wellbeing I have developed a range of coping strategies to manage the adaptations and stress. A good quality of sleep, routine and a healthy diet has proved beneficial to me in successfully keeping stress at bay. Having a good rapport with my colleagues has enabled me to benefit greatly from their support when dealing with the mental stress following negative situations, helping me to “repair” mentally and maintain wellbeing. Research provides evidence that the strategies discussed are most effective in minimising stress and building resilience.

Word count - 788

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:

As a police constable I frequently deal with members of the public who may be considered vulnerable and at risk of harm. When dealing with a vulnerable person, it is imperative to act accordingly and use the available information to establish the level of risk that may be posed to them. I must make justifiable decisions based upon what I know, using appropriate communication and policing discretion when necessary in order to protect and serve the public. The College of Policing (CoP) states that " 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". (College of Policing, 2021).

Through the use of critical reflection I will discuss an incident where I dealt with a vulnerable person. I will review the communication methods used in order break down barriers and reflectively explain the decisions I made in order to safeguard the service user from further risk.

The initial call stated that the ambulance service required assistance from police officers due to mental health concerns. Upon arrival, I was updated by the paramedics that the male was immobile and had been bed bound for several weeks with no care. The male was suffering from an infection that was deemed by medical professionals as life threatening if left untreated. Due to the male's declining mental health, he was unable to understand the urgency to attend hospital and was refusing to leave the address. As a result, Police assistance was required. There were no cultural, ethnical or language barriers for consideration when attending this incident. Mental health is more prevalent than ever, with the number of persons suffering with mental crisis increasing over previous years. Police officers are now often first to respond to mental health calls and play an ever more important role in these types of incidents (Lamb et al. 2002).

At first, the male was reluctant to engage with myself or colleagues, stating that no one was listening to him and that he was fine. In this moment it was necessary to attempt to build rapport and trust with the individual and I done so by asking open questions and actively listening to the male. Rogan and Hammer (1997) explains that active listening can result in decreased animosity during incidents, help resolve crisis, and alleviate feelings of stress and anxiety of those involved. This in turn leads to developing a rapport, which is key when attempting to resolve incidents. On reflection, this transpired to be a positive action as it showed understanding and empathy towards the male who then began engaging with officers. It was established through effective communication that the male had anxieties about leaving the address as he had not done so for several months. I also sensed from the male's frustration he was embarrassed by his condition, as he was aware he would have to

be assisted out of his home due to being immobile. Although the methods used proved to be effective in breaking down barriers, in a time critical incident that required immediate action I would consider a different approach to ensure time efficiency.

Although the male was engaging with officers, it was clear he still did not understand the seriousness of his condition as he continued to refuse help. In order to negotiate with the male, I made use of tactical communication in the form of the five step appeal. This method gives the individual several opportunities to comply with your request before taking final action. The levels are as follows: Simple appeal, reasoned appeal, personal appeal, final appeal, actions; reasonable force (College of Policing, 2020). On reflection, the use of this method was effective once a personal and final appeal had been made. I reaffirmed that medical professionals stated he may lose his life if he did not attend hospital, and his refusal to go was jeopardising his life. Furthermore I explained the police powers we were able to use if necessary. Royce (2005) describes that negotiation tactics are widely recognised as an incredibly important tool for managing and resolving crisis events in an amicable manner. Through negotiation, the male eventually agreed to be assisted out of the property to hospital. I believe the five step appeal approach to be a very effective tool when communicating with vulnerable service users, especially those dealing with mental crisis and I will continue to use this method in future. I believe the method allows the individual involved to feel more in control of the situation, when in fact as an officer, you are the person dictating the situation appropriately.

Due to the high levels of risk and vulnerability of the individual, through use of the THRIVE risk analysis model and the National Decision Making Model (NDM), consideration was given to detain the male under section 5 of the Mental Capacity Act 2005. This allows police to help protect vulnerable people aged 16 or over who lack the mental capacity to make decisions or protect themselves (Legislation.gov.uk). Initially, it was evident that the male may not have the capacity to make the right decision for himself, therefore it is down to an officer to make a decision that is justifiable and proportionate in order to safeguard the individual from risk or harm. I made the decision to use police discretion and use negotiation tactics to allow the male an opportunity to make the decision for himself. I believe this action

was in line with policing values, whereby we must treat every person with dignity and respect. However, if the male continued to refuse to leave, I had the reasonable grounds to detain under section 5 as a contingency to ensure his safety and wellbeing. Due to the information received from paramedics and the living conditions of the male, whereby he also had no access to care services, I believed that his situational and living environment posed a great risk to his safety and it is my duty as a police officer to ensure public protection and provide sufficient safeguarding. As this was a slow paced incident, I believe my actions provided fairness, equality and was also in line with the Human Rights Act. In a time sensitive situation, I would make a swift decision to use the relevant Policing powers in order to provide immediate safeguarding to an individual in a similar situation.

Furthermore, it was my responsibility to ensure the male received the relevant support from partner agencies where applicable to reduce further risk in the future. After returning to the station from the incident, I completed a public protection notification order that is shared with the appropriate partner agencies. The update consisted of my observations whereby I believed the male would benefit from further support from community careers and mental health support.

In conclusion, the information provided by the paramedics and from observation of the male's appearance and living conditions, I was able to establish the high level of risk and act accordingly. Using appropriate body language enabled me to ascertain a good rapport with the individual, reducing his anxieties. Further use of communication in the form of the five step appeal eventually provided a resolution to the incident as the male attended hospital on his own accord. Through effective risk analysis and use of the NDM I was able to make a swift decision regarding the use of Section 5 of the Mental Health Act as a contingency to safeguard to male from further risk. Post incident activates ensured that the male received further support and that I was effective in my duty to protect the public.

Word count - 1270

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:

Throughout this task I will use the Borton Model of reflection (1970) to discuss and reflect on my considerations and responsibilities when planning, preparing and conducting an investigative suspect interview. The suspect in question was detained by staff from a local store as he was witnessed placing numerous items in a bag and attempting to exit the store, making no attempt to pay for the goods. He was later arrested by officers for the offence of theft. Theft is defined under Section 1 of the Theft Act 1968 as "a person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it" (Legislation.gov.uk). Theft is a very common offence and the Office of National Statistics (ONS) provides a good source of information, whereby it states there were 3 million incidents of theft estimated in the year ending September 2021. This

information was derived from the Telephone-operated Crime Survey for England and Wales (Office for National Statistics).

The aim of a suspect interview is to establish what they were doing during the material time frame of the incident. The PEACE model sets out the requirements for interviewing and is frequently used as best practice by Police to conduct lawful interviews. The framework consists of five stages: Plan and prepare; engage and explain; account and clarify; closure and evaluation (College of Policing). There are several considerations to be made when planning and preparing a suspect interview to ensure you are responsibly conducting interviews in accordance with the relevant legislation and PEACE interview process.

There is an association between high standard planning and the overall quality of an interview, whereby "skilled planning leads to skilled interviewing" (Walsh and Bull, 2010, p.319). When planning and preparing a case file for a suspect interview it is important to review the incident to understand the full circumstances of the incident and have an interview objective. I considered the evidence available relating to the offence and what other information I aimed to gather before and during the interview. A written plan should be created and recorded and it is best practice for officers to plan for a 'no comment' interview to ensure they have all necessary questions to hand. I would also consider having a definition of the offence, points to prove and potential defences to hand in order to assist in preparing interview questions. Furthermore, any exhibits needed to be appropriately prepared to be introduced into the interview. It is vital to gather information about the characteristics of the interviewee to establish their mental state and wellbeing. I must ensure that the relevant support is available to them, for example, they must be offered a solicitor, translator and be in the company of an appropriate adult if necessary. At this point, I would also consider whether a second jockey would be beneficial in supporting me through the interview.

Before the interview was commenced, I ensured that the suspect had access to a solicitor and carried out the relevant disclosure. It is my legal responsibility to ensure the suspect is read the interview 'aid-memoire' that outlines their legal rights, the

interview process, legalities of interview recording and introduce all persons present. By carrying out this action, the suspect was provided with the chance to ask questions regarding their rights, request a solicitor or further support and object to the interview being recorded. Furthermore, I ensured the suspect was cautioned in line with the Police and Criminal Evidence Act 1984 and the interview start time was noted. Completing these actions meant that the suspect was safeguarded where necessary and the interview would not be admissible in court.

It is my responsibility as a police officer to act professionally and display integrity before, during and after conducting an interview. I must be aware of several provisions of the Human Rights Act 1998 and ensure that the suspect's rights are met. By being aware of these legislations allowed me to ensure the suspect was protected from discrimination, inhumane interviewing tactics and guard their right to liberty and security under Schedule 1 of the Human Rights Act ([Legislation.gov.uk](http://legislation.gov.uk)).

It was my responsibility to lead the interview using appropriate communication to ensure the suspect was treated fairly, understood my questions and was understood by myself and others present. By using open questions and non-intimidating body language the suspect was receptive and provided their account. Furthermore, I had to introduce a number of exhibits in the form of photos and CCTV footage. I referred to and established the exhibits appropriately, providing a description of what they were. It is my responsibility to introduce exhibits into an interview in this way and to make sure the suspect understands what is being produced to them. I then allowed the suspect a fair chance to explain the exhibits to me. During the interview, the suspect initially denied any knowledge of the offence and claimed the person in the footage was not them. I then clarified and challenged the suspect appropriately in line with the PEACE model. By doing so, offered the suspect another opportunity to reiterate and confirm their account.

To close the interview and to remain in line with legislation and the PEACE model I again referred to the 'aid-memoire', offering the suspect a final chance to say or add anything to what had already been discussed. It is my responsibility to ensure this chance is provided to the suspect before advising them that the interview is over.

Through reflectively evaluating the interview with my colleague and tutor, it was believed that the interview went well. The outcome of the interview was that the male in question was fairly charged with the offence following his admission. Through ensuring I methodically and skilfully planned for interview I was able to be confident in my questioning and lead the interview effectively using appropriate communication skills. Due to gathering all the available evidence and familiarising myself with the case in question, having to hand relevant exhibit materials and offence definitions, I was knowledgeable throughout and I was able to strategically pick up on any anomalies. I was then able to tactfully clarify and challenge with the assistance of the second jockey. Incorporating a second jockey into the interview was very beneficial as they were able to intervene when necessary and ask further questions from a different perspective. I would endeavour to make use of this tool again in future, especially for a higher level case. By ensuring all legal responsibilities in line with the relevant legislation and PEACE model were carried out, it was established that the interview was conducted fairly and within the legal remits.

In conclusion, there are many responsibilities and considerations to be made when planning, preparing and conducting suspect interviews. It is vital to review the case and consider all available evidence in order to effectively plan and be successful in conducting interviews. Research shows that a high standard of planning results in successful interviews. Gathering all relevant information on the suspect allows you to carry out your responsibilities as an officer to treat people fairly and ensure they have the relevant support throughout interview. You must use appropriate communication, exhibits and strategic challenging throughout. Furthermore, the use of a second jockey during interview had proven beneficial in this instance. All actions throughout interview must be justifiable, proportionate and fall in line with the relevant legislation and PEACE model.

Word count - 1237

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:

As a Police constable you are required to use numerous skills, methods and the National decision making model (NDM) on a daily basis in order to effectively problem solve. Evidence based (EBP) policing is an approach that “uses best available evidence to inform and challenge policies, practices and decisions”

(College of Policing). The method takes into consideration that policing is not only about fighting crime, but promoting measures of preventing crime, harm and disorder in order to improve public safety and wellbeing. Throughout this task I will critically reflect my use of problem solving and evidence based policing during an incident involving alleged anti-social behaviour (ASB). Anti-social behaviour can have a detrimental impact on a community and leave the public feeling alarmed and distressed, resulting in high community tensions and lack of confidence in the Policing system. It is important to note that consistent ASB has historically devastated lives, with the 2007 Fiona Pilkington case being just one of several tragic examples of the negative impacts ASB can have on members of the public.

The initial call stated that a female had contacted the police following a neighbour dispute over a number of youths playing football and causing a disturbance outside her home. The reporting person explained that she felt distressed following the incident and the consistent presence of youths hanging around in gangs near her home. On route, officers were updated of another report from the same area about the same incident, whereby a different reporting person stated that a female had been shouting and swearing at the youths and parents in the area. They further explained that this was an ongoing occurrence. As there was no further information regarding the number of youths and the level of tensions between all involved, it was important to take responsibility and consider what actions I could take as a police officer to appropriately dissolve a potentially escalated situation. A Police officer has dispersal powers under the Anti-social Behaviour, Crime and Policing Act 2014 to "exclude individuals from a specified area for up to 48 hours" (Legislation.gov.uk).

On initial arrival I spoke with a small number of youths in the square and it appeared that they had been playing football and posed no immediate threat. I also spoke with some of their parents that were at the scene who explained that the person who had contacted the police previously had several altercations with the youths and parents, whereby she had been shouting and swearing at them. Through the use of evidence based policing and investigating into historical reports it transpired that there had been ongoing issues with this particular individual for several years. I noted that previous actions had not resolved the problem therefore it was important that I considered a different approach in order to prevent further incidents. It was my

responsibility to consider several options moving forwards such as prevention activity enforcement and partnership work to promote positive action.

Through further investigation into the historic incidents in the area, it was evident that there was indeed an issue with ASB in the area with a different group of older individuals. Upon what I viewed at the scene and the information received, I did not feel it was necessary or appropriate to use dispersal powers and criminalise the children who appeared well behaved. However, I did ask that they left the area for the evening as it was late. The children were polite and courteous towards officers and left the area quietly. The parents also had no objection with this as I took the time to engage to establish their side of the story and explained it was simply to ensure the situation was not escalated and could be dealt with peacefully. I believe my approach constituted as appropriate police action in that moment and engaged policing values, where I showed fairness, avoiding potential negative impacts on public perception.

Upon further use of EBP I noted that the reporting person had previously requested for enforcement action to be taken and she was previously advised by the Neighbourhood Policing Team that the youths in question activities did not amount to ASB. Furthermore, there was no enforcements that could be made as the area they were playing on was considered a 'green area'. By gathering all this information I was able to consider different avenues in order to resolve this incident. It was my responsibility to ensure appropriate action was taken in order to prevent further complaints.

Upon speaking to the reporting person it was clear she was distressed by what had gone on that evening. She explained that this had been going on for several years and it was causing her great deal of anxiety and the frequent noise was triggering her medical conditions. I advised her that I had spoken to the youths and parents outside and asked them to leave for the evening. I further advised that I was aware of previous incidents and explained that the children appeared to engage with police officers politely and that they did not mean to cause any alarm or distress towards her. Furthermore I had a lengthy discussion with the reporting person in order to establish what police action she wanted moving forward. I advised what we could do within our remit and it was my responsibility to offer a different approach to what had

previously been used. The approach I considered was that she and the parents of the children was to have an amicable conversation facilitated by partnership agencies and our neighbourhood policing team. The aim was to establish a common ground amongst them and come to an agreement whereby the children were able to play in the square in the daytime but went home or left the area at a suitable time in the evening to allow the reporting person some respite from the noise in the evening.

I felt in this instance it was vital to display discretion and be impartial to resolve the situation. By offering this alternative method, the reporting person felt relieved that a different approach could be taken. However, she did feel anxious to meet with the children's parents as there had been previous incidences where they had verbal disputes. To relieve the reporting person's feelings of anxiety towards this I ensured them that I would again speak to the parents and pose this option as a resolution. Furthermore, I submitted and tasked the relevant teams in order to progress the matter. It was my responsibility to ensure the relevant partner agencies were referred to and effectively utilised. From past experience, partner agency referrals have been very effective in minimising anti-social behaviour in areas. They also provide the relevant support to repeat victims of ASB further and can offer services such as target hardening to prevent ASB related criminal damage. Teams such as Design-out crime are effective in re-building or reorganising certain areas in order to prevent further crime and minimise the areas in which it can take place. It is my responsibility as an officer to ensure these methods are considered and referred to appropriately.

I believe that my actions through the use of the decision-making process avoided negative public perception as I remained impartial and did not act with bias. If I was to act with bias while dealing with the incident, it could have resulted in inflation of the incident and lack of confidence in policing. Schlosser (2021) states that to avoid community perception of the bias in policing and to improve on community relations with the police, we must act with an open mind in order to positively co-construct a way forward. I was understanding of the fact that the noise must have been difficult to cope with on a daily basis if it was frequent, however I was also conscious of the fact the youths were in fact not intentionally causing distress and simply enjoyed playing football in the open space as they had nowhere else to go. This resulted in

my decision to offer the alternative method. In a similar incident where no offences had been disclosed I would consider this approach again. However, if the youths were blatantly the cause of the main issues in the area I would act differently, enforcing dispersal powers.

Following my experience of this incident, my perception of the wider community now slightly differs. Whereby before I might assume the youths were the instigators of the incident due to ASB being so prevalent in certain areas. The use of EBP and open minded problem solving allowed me to understand the real issues at hand and work towards a longer term resolution. On reflection, by maintaining professionalism and avoiding bias I was successful in building positive relationships with the diverse members of the community and have an insight into community policing.

In conclusion, anti-social behaviour is prevalent in certain areas and can have a detrimental impact on the public's mental health and wellbeing. Furthermore, it can cause tensions in the community, resulting in feelings of animosity throughout. There are several considerations to made when dealing with instances of ASB, whereby dispersal powers can be used when necessary. The evidence based policing approach is effective in establishing what works best and what has failed before. As a police constable it is imperative to act accordingly and establish the best course of action to resolve a situation using the information at hand. By remaining impartial and acting without bias, positive relationships can be built with communities and build confidence and trust in the police. By incorporating initial response policing, neighbourhood policing teams and relevant partner agencies, you can begin to make real changes in the communities. Furthermore, partnership agencies have proven effective to provide support to victims of anti-social behaviour.

Word count - 1624

Bibliography

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Signed: V.DAVIES

Date: 20/04/22

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.

20/04/2022

X 

Victoria Davies

Signed: Signed by: SWP6978

Date: 20/04/22

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