



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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**Learner's University Registration Number:
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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.

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	600
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1500
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	2400
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	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).

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

ANSWER:

I had multiple concerns about transitioning from the safe learning environment of training to the world of operation policing with the main one being the amount of pressure put on students of managing a workload alongside completing a degree. This was a high area of stress for me when I initially started my tutorship but I believe I found a healthy balance between my police work, my university work and my social life.

Before my tutorship, I was nervous about starting a working day with a group of people that I had never met before. Due to this accumulation of stress, I decided that I would go down to the station with a selection of confectionary and spend an hour with the team so that when I initially came into work the people around me would not be complete strangers and there would be some familiarity between everyone. I found this to be highly effective as I started to build relations between my peers and felt comfortable being among the team.

After the above issue was resolved, the pressures of the job started to take effect. Being from a non-police background, I had been told what to expect concerning the nature of the work I would be required to undertake but when I had experienced everything, I believe that nothing could have prepared me for this role. The role had so much variance concerning the nature of work. For example, I have experienced a tour of duty being deployed to domestic incidents and after completing my lines of enquiries and outstanding actions, I have been deployed to deal with a sudden death incident where an elderly person has passed away in their home. This initially caused me stress due to having to apply different policies and procedures to each of these calls but as my tutorship progressed, I found that I was able to deal with each incident as a single entity. After each incident had been completed and I had left the location, I was able to clear my mind and be ready for the next incident.

I initially found the shift patterns to be extremely draining and disorientating as I would struggle to remember what day it was and I would struggle to function on my days off due to lack of sleep (Y Taylor, N Merat, S Jamson – 2019). This would affect my productivity to complete my university work due to my sleeping pattern

being offset from the shifts. I found the best course of action to avoid this was to force myself to get up after only five hours and force myself to stay awake until the evening. This would allowed me to put my body back on a normal sleep schedule and continue with a normal sleeping pattern for my rest days. This gave me the opportunity to progress my workbooks without being disadvantaged from lack of sleep. This relieved some of the pressure I originally was experiencing.

I find the nature of the work to be generally enjoyable but I found that I would struggle to cope with the more morbid aspect of the role, that aspect revolving mainly around death. Prior to holding the role of police constable, I has never encountered a deceased body before. My first sudden death experience was surreal and alien to me but I found that the more experience I had then the easier I found this type of incident to handle and reflect on. I found that explaining what I was doing to the deceased body helped my mind cope with the situation so I continue to do this, I know feel comfortable dealing with death and confident that I can accomplish what is expected of me at a sudden death incident.

(618)

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This is an incident of domestic violence between a parent and child under eighteen years of age so there is a high level of vulnerability involved. A police constable and I were carrying out a scheduled afternoon tour of duty where officers are scheduled to work from 15:00 to 00:00. Towards the end of this tour of duty, an emergency incident was allocated to me where it was alleged that an assault had taken place within a dwelling and there was a disturbance ongoing at said dwelling. I attended the incident location as an emergency response and while travelling, a brief summary of the incident was passed over the air via my personal issued police radio. The summary of the call was that a teenager had attended a youth club to partake in activities and the teenager appeared to be intoxicated through alcohol so the youth worker decided to take the teenager to their home address. After conveying the teenager to their home address, the youth worker has witnessed the teenager have a verbal argument with their parent so the youth worker stayed to try and sooth the teenager as the youth worker had dealt with the teenager before. While the

verbal argument was ongoing, the other parent living at the address started arguing with the teenager. After a short period of time, the teenager has moved towards the parent they were currently arguing with and has looked aggressive by clenching his hands into a fist and straining his face. As the teenager has continued to approach their parent, the parent has assaulted the teenager by means of a head-butt to the nose. This has caused the teenagers nose to split, bleed quite heavily and swell. The teenager has then gone to the bathroom with the original parent they were arguing with to tend to his injury in the bathroom mirror while the parent who assaulted the teenager has stayed in living room where the assault occurred. Officers have then arrived at the address.

While outside the address, I activated my body worn camera, as it is South Wales Police policy with domestic violence incidents. The youth worker made herself known to me and explained the above circumstances and the location of everyone involved in the house as the door was ajar and the blinds of the front window were closed so the interior of the house was unable to be viewed to risk assess. My colleague entered the property first, I entered directly after them, my colleague and I both announced loudly that we were police officers while crossing the threshold of the dwelling. The dwelling had a long hallway that was about ten metres long and a bathroom at the end where the teenager, the mirror was on the rear wall so the teenager was standing with their back towards officers. While in the hallway, the teenager turned around and charged at officers. My colleague instantly drew his PAVA spray and told the teenager to stop. I immediately moved past my colleague, informed the teenager to turn around and handcuffed them to the rear to prevent a breach of the peace. The teenager was then removed from the property and placed in a detention cell the back of a marked police vehicle but the cell door was left open so the teenager could be spoken to. It was clear to me the teenager was intoxicated through alcohol due to their demeanour, their fluctuating emotional state and their eyes were glazed over. The teenager requested his sibling be allowed to talk to them as the sibling knew how to soothe the teenager so this was allowed. Now all the parties involved were separated, I remained with the teenager and spoke to him about his life while other officers investigated the incident. I did not believe the teenager was going to breach the peace so I removed their handcuffs so they could be conveyed to hospital with their sibling to seek medical attention for the injury present.

Officers then regrouped and entered the dwelling again to arrest the parent that assaulted the teenager. The parent was found to be sitting down in the living room and presented calm to officers. The parent was arrest for domestic violence related actual bodily harm, cautioned, handcuffed to the rear and told the necessities for their arrest. The parent was then searched under section thirty-two of the police and criminal evidence act. The parent was then placed in a detention cell in the back of a marked police vehicle and conveyed to a custody suite.

When the dwelling was initially entered, the teenager charged officers as soon as they realised that someone was behind them. The teenager was extremely aggressive during this charge and was loudly screaming, I only had time to react and was not able to navigate the national decision making model. I held out arm at 90 degrees from my body, point it straight at the teenager, exposing my palm to

them while shouting loudly and clearly 'STOP'. My colleague had drawn PAVA but I did not do this because I was confident that the teenager would listen to instruction from police due to the fact that they were the victim of the reported incident. The teenager stopped immediately and turned around when instructed to do so. I narrated everything that I was doing to the teenager so they understood the actions I was undertaking. I informed the teenager the reason as to why they were being handcuffed and they communicated back with me stating that they understood my rationale and they planned to be compliant with officers so there was already a base level of communication established which served as a steady platform to start building a rapport with the teenager.

While the teenager was in the back of the police vehicle and I was able to assess the teenager's physical and mental condition, I initiated a conversation with the teenager by saying 'TELL ME WHAT HAS HAPPENED?'. I decided to use an open question because I was trained with the CONE model where you originally start with open questions that require a long reply. After the reply is given, you can ask closed questions that allow you to gain more information and probe the given account. Using this model, I was able to assess the vulnerability of the teenager, which I will describe in a later section. I find the CONE model to be an extremely effective while communicating with persons at an incident as it simplifies the process of gathering the relevant information.

From the initial call, I identified that there was increased vulnerability in this call due to the fact that not only it was an incident of domestic violence but also that it was between a child and an adult. Children under eighteen are instantly considered vulnerable and the victim needs assessment result called for an enhanced victim service from South Wales Police which is required by the victim codes of practice.

With regards to the teenager, they disclosed to me that they were not happy living in the address and that they thought they had undiagnosed mental health problems. I noted all this down and gained their doctor's details from them. The fact that the teenage was also drunk worried me as domestic abuse has a high correlation with alcohol consumption (ML Zilberman, SB Blume, 2005). Due to the factors present I then asked the victim what support they had in place. They stated that they did not have much and would like the option for more so I told them that I would be submitting a public protection notice to refer to our partner agencies. The teenager was happy for the form to be submitted but refused to answer the domestic violence questions on the notice. The victim stated that they were willing to go to court so I explained that due to their age, they would qualify for special measures. After explaining special measures, the teenager informed me that they would not require special measures and would not be able to provide a statement until their injuries were treated due to the current levels of pain.

To safeguard the victim, officers removed the teenager from the dwelling as the aggressor was still inside. A form was submitted to refer the teenager to police partner agencies and the teenager was taken to a different address after treatment. South Wales Police policy regarding domestics is that you must take positive action so following policy and offences being present, the parent was arrested and taken to custody. The next day the parent was released without charge from custody due

to the teenager not providing a formal complaint. A domestic violence protection notice was considered to safeguard the teenager but the requirements of this were not met.
(1465)

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The suspect interview I shall discuss and analyse is one of domestic related criminal damage. Criminal damage is defined by S1 of the Criminal Damage Act 1971 and is an either way offence, there are multiple points to prove for the offence to me made out and I shall discuss these later. I was not an attending officer for the incident I have chosen to analyse. The investigation was handed over to my shift from officers on an earlier tour of duty but I believe that the interview I conducted was a good example to discuss. I will now explain the details of the incident.

The offender had warning markers on police systems for being a medium risk domestic abuse aggressor towards the victim and the offender had a warning marker for being a repeat aggressor towards the victim. A report was received in the morning from the victim stating that their ex-partner, the offender, was outside their home address and the offender was hitting their fists against the door. Officers attended as an emergency response and found a person in the street, walking away from the address. When questioned on their identity, the offender lied to officers and stated that the person officers were looking for were still outside the address. The officers immediately continued to the address to prevent a further disturbance and this gave the offender the opportunity to make good their escape. When officers attended the home address of the victim, they found the door handle to be missing

and the letterbox to be gone. Contact with the victim was only available through the letterbox as the door handle was missing. The victim stated that the offender had attended the victim's home address, caused damage to the front door of the address and left the area, leaving the victim locked inside the property. The victim described the offender and officers realised that they had been deceived so information of the offender's whereabouts was located through police systems and they were arrested for domestic related criminal damage and conveyed to a custody suite.

I was taught in my initial police training to interview using the PEACE model, which helps achieve best evidence and keep a fixed structure to interview. This model's name stands for Planning and Preparation, Engage and Explain, Account, Closure and Evaluation. I will now explain each of these steps.

After I was informed that I would be interviewing the offender, I began the planning and preparation stage. I accessed the occurrence details via my work laptop to familiarise myself with the incident and assess the evidence gathered by other officers from the ongoing investigation. I did this as I wanted to structure my questions around the evidence available to me, this gave me a high chance of gaining information in the interview as it allowed further questions to be asked. I had a victim statement, an independent witness statement, an attending officer's statement, an arresting officer statement and photographs of the damaged front door. From this information, I had tailored a plethora of pre-prepared questions to the incident as I suspected that the offender would exercise his rights and respond to all questions asked with 'NO COMMENT'. I suspected this because the suspect said 'I HAVN'T DONE ANYTHING' as a reply to the caution upon arrest. The police have a duty to interview suspects as it allows them to answer the allegations made against them and allow their account of events to be given. An interview under caution is crucial as it may provide evidence that could not be discovered by other means and it identifies key lines of enquiry in an investigation. It is a police officer's duty to investigate all lines of enquiry available whether it assists the defence or undermines the prosecution. Any person has the legal right to do this, as it is the first part of the caution but I believe it casts doubt and suspicion on the person exercising this right due to the fact that the person is denying the court their personal account. If the person then provides an account in court, the court will question why this account was not initially given during interview.

Before taking the suspect out of their cell, I checked the custody log to assess the welfare of the suspect as it is my responsibility as the interviewing officer. The suspect had been deemed fit for interview by custody staff, they had also been given a meal and a hot beverage recently. After reviewing this, I was happy to remove the suspect from his cell. I greeted the suspect and asked how they were feeling, I did this in attempt to build rapport as this is key (G Pounds, 2019) but they did not respond. I then escorted the offender to an interview room, sitting them away from the door to ensure security and prevent escape. The offender was offered a solicitor on multiple occasions but they refused. If they had requested a solicitor, I would have organised for the offender to have a private consultation about the incident to allow them to decide on a course of conduct. I would have then completed a solicitor's briefing packet that outlines the alleged offence that had been committed; the circumstances of the incident and it would disclose the exhibits that I would be

referring to in interview. I then started the interview recording and began to progress the interview aide memoir used by police for suspect interviews. I explained the reason why the interview was taking place, the route map of how I would like the interview to follow the PEACE model and stated what I expected from the offender but this was all explained in simpler terms. I then stated who was present in the room and cautioned the offender in three parts and after each part, I explained in depth what that meant so there was no confusion.

The next step is then account, clarify and challenge. Due to this being a no comment interview, I could not gain an account from the offender. At the end of the aide memoir I asked the question 'ARE YOU RESPONSIBLE FOR THIS DAMAGE?' to which the offender replied 'NO COMMENT'. I then asked more questions around various pre-identified topics but these were met with the same reply. I then explained to the offender that I understood that they were exercising their right but I intended to ask all my prepared questions whether I received a reply or not. I then periodically worked through my interview plan, keeping in mind the pace that I asked questions. I did this because if I asked the questions too quickly, the offender could claim that I did not provide an appropriate amount of time to answer so I left time in-between my questions to avoid this from happening. I only got a different response from one question. One of the points to prove for criminal damage is 'property belonging to another' so when I referred to the photograph of the door, the offender stated 'THE LETTERBOX WAS MISSING WHEN I TURNED UP'. As this was the first time I had been given any input, I probed for information but the offender reverted no comment for the rest of the interview. Ideally, I would like the offender to give a full and detailed account. I would then be able to identify topics I thought were relevant and once the offender had finished their account, I would go back to these topics and clarify any details that I required. After obtaining as much detail as possible, I would then challenge the offenders account with evidence I had available to be and record their response to said challenge.

I then moved onto closure where I asked the offender if they wished to add anything and they shook their head so I said 'FOR THE PURPOSE OF THE TAPE, THE OFFENDER IS SHAKING THEIR HEAD'. I did this as it avoids confusion and narrates the action when watched back. I stated the time, date and that I was stopping the interview. I then returned the offender back to their cell, updated the arrest record to state that offender had been interviewed in line with the police and criminal evidence act, and evaluated the interview with my tutor. I believe that the interview was well conducted well as all the points to prove were covered and the offender was given multiple opportunities to give their account but refused.

I believe all four policing values are present in this incident but the one I identify most is impartiality. It is not the role of a police officer to prove that a person is innocent or guilty of an offence, the role of a police officer is to investigate incidents to the best of their ability and gather all evidence available. It can be easy to forget this as in specific cases, the evidence can be damning but this is no reason to treat anyone differently. I conducted myself professionally while dealing with the offender and allowed them to give an account, they did not wish to do this but that is not my choice to make. I remained impartial and covered the necessary points that were required to exhaust all the lines of enquiry. (1548)

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.

2400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The incident I will be describing involved anti-social behaviour and the issuing of multiple fixed penalty notices for breaching local restrictions. I was the attending officer and was able to deal with this incident via an out of court disposal.

My sergeant and I were on mobile patrol on a night shift. I am based in an area in Wales where the area was subject to lockdown restrictions and the incident took place during this local lockdown. A call was allocated to us where it was alleged that

an address on the high street of a town was playing loud music, multiple different voices could be heard and glass bottles could be heard rattling against each other. I attended the address with my sergeant and before entering, I activated my body worn video as I believed was a party going on inside and I wanted to record the covid-19 regulation breach to gain best evidence. Upon entering the address, the music had stopped and the address was quiet. I entered the living room where the homeowner and their friend were sitting at the table but the amount of alcohol on the table excessive for just two people. I asked the homeowner if anyone else was currently at the address, to which he stated there was not and I asked for permission to search the address. Permission was granted and after I searched the upstairs of the address, I found four people trying to conceal themselves in a room upstairs. I then confronted the homeowner about this and he attempted to lie to me, I challenged this lie and they immediately became furtive with me. I then issued a fixed penalty notice to everyone inside the address. I then left the address, happy that my response to this incident was justified and appropriate.

Anti-social behaviour is defined by the university as conduct that has caused, or is likely to cause harassment, alarm or distress to any person. A member of the public who lived close to the occurrence location brought the behaviour to our attention as they felt that the actions being carried out were not only anti-social but also had the potential to endanger lives due to the ongoing pandemic. The reporting person would have had to experience at least one of the elements of the definition to report the incident as even though there would not necessarily be offences taking place, there would be social disorder occurring which can have a negative impact on the local community. I believe that this type of behaviour, especially during a local lockdown which is implemented to protect lives, shows complete disregard for others and portrays the negative perception of selfishness to the local community. With such blatant disregard for the restrictions that everyone else was sacrificing elements of their personal lives for, the people partaking in this behaviour broadcast to others that they do not care about the general health of others and do not show consideration for the vulnerable people in their own lives that they could be putting at risk.

Playing loud music and shouting during the early hours of the morning might be enjoyable for the people partaking but again there is disregard for the community. There are multiple potential impacts of anti-social behaviour that the general public do not see such as a feeling of powerlessness in the reporting parties and if the police are committed with emergency calls then the issue may not be resourced until after the behaviour is ended. This can lead to a lack of faith in police as from the eyes of the general public, it would appear that the police are ignoring a reported incident but the underlying issue comes down to resourcing and operational demand.

Anti-social behaviour should always warrant police action due to a person being either harassed, alarmed or distressed. During this incident, I approached the matter via the appropriate South Wales Police policy for anti-social behaviour. This is the GET OUT approach that I will now explain as it was the appropriate police action. I spoke to the reporting person by telephone as they did not want police to attend their house and gathered the relevant information. I then assessed to see if the

reporting person was a repeat victim of anti-social behaviour and they were not. I took all the details the reporting person could provide for the suspected house where the behaviour was taking place and offered advice on what to do if the incident happens again after police leave, a reference number was also provided. I then updated occurrence enquiry log with the information gathered and all the actions I had taken. Finally, I took immediate action by attending the incident address and resolving the issue. While inside the address, I conducted myself in line with three P's for anti-social behaviour calls that are positive, professional and proud. After dealing with the incident, I completed an ASB referral form that highlights the incident to the relevant teams and partner agencies and I also sent a task to the neighbourhood policing team via police systems. I made the neighbourhood policing team aware of this as they would speak to the caller again during the day to reassure them that action was being taken and so that the location could be added to their patrol, if it wasn't already, to show a presence in the area and deter any future anti-social behaviour that may occur again.

Officers must always take anti-social behaviour seriously, as there have been stated cases where vulnerable victims have been subject to anti-social behaviour but have not been identified as repeat victims. This has sadly lead to cases such as Fiona Pilkington (L Pople, 2012). Fiona was a 38-year-old female who lived with her daughter Francecca Hardwick who was 18 years old but Francecca suffered from a disability that left her with a mental age of four at the time of the incident. In October 2007, both of the females' bodies were discovered in a burnt out car on the side of the A47 in Leicester. There was an inquest in 2009 that concluded that Fiona had deliberately started the fire, killing her daughter and herself. Fiona had made over 20 calls to police in an attempt to stop youths from abusing Francecca but it was found that the police did not take positive action in regards to these incidents. Young people would deliberately attend the property to damage the garden, throw stones and eggs at the address where Fiona and her daughter lived. There was even an exclusion zone of 300 yards put around the property by the council but the zone was not enforced and people still attended the address. It was stated in the inquest that the entire family was subject to anti-social behaviour at one point but police treated these incidents as single entities and failed to piece together the broader situation which unfortunately lead to deaths that could have potentially been avoided if positive action was taken.

As I am a response officer, I do not deal with many incidents of anti-social behaviour due to our neighbourhood policing team being the unit that primarily deal with it but when I do deal with this behaviour there are three vital questions to ask during the GET OUT process. These three questions are 'HAVE YOU REPORTED THIS PROBLEM BEFORE?', this allows the attending officer to immediately assess if they are dealing with a repeat or vulnerable victims. Officers should then ask 'WHY DO YOU THINK THIS IS HAPPENING TO YOU OR YOUR FAMILY OR OTHERS?', this question allows the victim to express what they think is the reason for the behaviour reported and as they are the people that have experienced the behaviour, they are more familiar with the incident and generally know the reason. The final question is 'HOW IS THIS AFFECTING YOU/ YOUR FAMILY/ OTHERS?', this is to identify the risk and see if there is any immediate safeguarding of the victim needed by police. It is crucial that officers ask these questions during initial attendance to

ensure that the victim's vulnerabilities and/or differences are highlighted as soon as possible so the relevant actions can be taken.

The antisocial behaviour, crime and policing act 2014 give both communities and victims of the behaviour a say in how the anti-social behaviour is rectified. The first option it gives is known as a community trigger. A community trigger gives victims the ability to request action by police, starting with a review of how their case to see if the local conditions of anti-social behaviour are met. These conditions are usually 3 complaints over a period of 6 months and if they are met then partner agencies will inform the victim. The agencies will then state if an action plan is required, this is done by speaking to the victim and a timeline of positive action will be agreed upon. This allows communities and victims to work with partner agencies to take a problem solving approach to resolve any ongoing issues. The other option available is a community remedy, which allows victims to speak their voice in the out of court punishment of offenders for low-level crime and anti-social behaviour by allowing the victim to 'choose' an option. For a remedy to be given to a person there must be evidence that the person has committed anti-social behaviour where the relevant action to be taken would be use of a caution or court proceedings. You would also require an admission of the alleged behaviour from the person and they would have to agree to participate in the community remedy. A community resolution can only be agreed when officers have the full details of the offence committed and the offender. A consultation with the victim will take place to reach a fair resolution. Some example of community resolutions are an offender can agree to give a formal apology to the victim or the offender would provide compensation to the victim.

All of the above options have input from police but with the most serious and persistent offenders of anti-social behaviour, the courts will become involved. One of the powers the courts has is a Civil Injunction. This can offer swift and effective protection for communities and victims by outlining a clear guideline behaviour for offenders, which are put in place to prevent the behaviour of the person from continuing. If this fails, the courts will seek out a Criminal Behaviour order, which is their last option before they are left with no choice but to start take proceedings through the criminal courts for the behaviour and offences being committed.

A huge value when dealing with anti-social behaviour is public service as the reason someone is reporting the behaviour is because it is effecting the individual. The issue with this value in regards to bias is that police could assume that the report is accurate but there could be ongoing problems between the two parties and the call could be malicious. This could lead to persons being accused of partaking behaviour that they have not which could lead to an increase in tension between members of the public. High levels of tension and false reports can result in retaliation and this is where there is a possibility of more serious offences. Officers must serve the public but investigate the incident as much as possible so that people do not take advantage of their position as victim to create unrequired police contact in other people's lives. As discussed in previous incidents, impartiality also plays a critical role to combat this issue.

Transparency is also key when dealing with anti-social behaviour as the police need to be trusted by the community to deal with the behaviour and they also need to be

honest in their intentions on how they will be dealing with the incident. The victim will not be happy if the police officer dealing with their issue is vague and does not explain their actions. By justifying your actions to the victim, you project your thought process to them. This can almost be reassurance to the victim that the officer is competent and is equipped with the knowledge needed. If an officer is transparent with a victim and deals with the call correctly, it negates the need for a review of the victim's case. A review of the victim's case taking place means that the police have failed to act appropriately and take action. This does not reflect well on the officer and has a negative impact on the public perception of the police.

I have found that I have become more sceptical of what the general public report to the police since holding the role of police officer. I believe I have developed this due to the experiences I have had with incidents being reported as one offence and after the incident is investigated, it comes to light that the offence was never committed but a different offence is. I find that the general public always report events to be a lot worse than the truth and it confuses me why people would intentionally lie to police when they are the person reporting. I have mainly come across this in public order incidents where both parties are committing the same offences by shouting abuse and threat to each other but the reporting person will generally leave out the details of their actions. The issue can also be a problem as the incident may be graded a higher priority than other calls which can lead to calls going unsourced due to my shift numbers being smaller than most.

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Bibliography

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

Signed: C.Costello (Learner)

Date: 07/12/2020

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: C.Costello (Learner)

Date: 07/12/2020

Signed: T.O'Hanlon (Tutor Constable)

Date: 07/12/2020

(I understand the page must be printed out and signed but I am currently self-isolating so this is no possible for me)