

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

Learner name: Owen Sellars

Learner's University Registration Number: 2031209

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:

During my tutorship, I faced challenges in adapting to my role as a constable within the workplace. As a result, I applied coping strategies to develop resilience and minimise stress. In my answer, I will reflect on these strategies and use Gibbs' Reflective Cycle (University of Edinburgh, 2020) to guide my thinking.

I was exposed to various situations where I was required to demonstrate resilience due to the nature of the work. I found myself dealing with serious road traffic collisions, abusive suspects and vulnerable victims of crime. In order to develop resilience, I built a strong support network with my colleagues. I also viewed my mistakes and failures as opportunities to learn, rather than criticising myself for them.

Additionally, I experienced stress due to adapting to a new shift pattern involving unsociable hours. This put a strain on my close relationships. I also experienced stress due to pressures of the role and the expectations of the public. To minimise this stress, I took time to relax outside of work by walking my dogs and spending time in nature. I also set myself a schedule to manage my time effectively.

As a result of the challenges that I faced in adapting to my new role, there were times where I felt that I could not balance the job alongside responsibilities in my personal life. However, having now completed my tutorship, I feel positive about the experience as I learned not only how to carry out the role, but also how to cope with new challenges I face.

Upon evaluation, the coping strategies that I applied worked well for the most part. In hindsight, I recognise that creating a schedule to manage my time effectively had a negative impact on my stress levels initially. However, the overall result of applying these coping strategies was that I was able to apply myself fully to my tutorship.

The most beneficial aspect of building a strong support network with colleagues was that they were able to empathise as they had previously been in my position. Cross, Dillon and Greenberg (2021) argue “we can actually become more resilient in the process of connecting with others in our most challenging times”. I certainly found this to be the case. Having applied this strategy, I significantly developed resilience as I no longer felt isolated.

Furthermore, applying the coping strategy of viewing my mistakes and failures as opportunities to learn, rather than criticising myself for them was essential in developing resilience. For example, I attended an incident where I didn't take contact details of a witness, resulting in an incomplete line of enquiry. Sicinski (n.d.) has stated “the more mistakes you make, the more resilient you will become, as long as you proactively learn from these mistakes and adapt your approach accordingly”. I applied this theory by seeking feedback and applying it to similar scenarios which I faced. This strategy ensured that I did not become discouraged during my tutorship.

Additionally, relaxing by spending time in nature whilst walking my dogs greatly minimised my levels of stress. A study conducted by Ewert and Chang (2018, p.49) found that spending time in nature reduces stress levels. I found that the most useful aspect of this strategy was that it gave me time to gather my thoughts and to keep myself motivated. Furthermore, it brought the additional benefits of exercise and bonding with my dogs. Therefore, applying this strategy was highly effective at minimising stress.

I also found that managing my time effectively by creating a schedule for myself worked well to minimise stress. This is supported by Shah (2016) who has argued that good time management is effective at reducing stress. Initially, I found this strategy difficult to implement as there were occasions where factors outside of my control would cause me to fall behind schedule, such as finishing shifts late. This caused me

to feel more stressed. However, after I learned to adapt to these changes, I was able to get enough sleep, complete work for my studies on time and keep up with my responsibilities to my family; all of which greatly minimised my levels of stress.

Having applied these coping strategies, I have learned that they are all effective. However, I have also learned that when creating a schedule to manage time effectively, there is a risk that further stress can be experienced if an open mind is not kept around the schedule being changed. If I had adopted a pragmatic approach at the start of my tutorship, additional stress could have been avoided.

If faced with a similar situation in the future, I would apply the same strategies again. However, I will apply my learning from this experience and allow room for manoeuvre when planning a schedule, as I now recognise factors outside of my control may cause it to change. Therefore, I will adopt a pragmatic approach to ensure that I do not inadvertently cause myself further stress.

Word count: 824.

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 officer, the use of effective communication is imperative. Equally, it is crucial to recognise the vulnerabilities of those we encounter and provide safeguarding where necessary to reduce risk. Our actions must also always align with the core principles of ethics, equality, diversity and human rights. Considering these points, I will reflect on a recent incident I attended and will use Gibbs' Reflective Cycle (University of Edinburgh, 2020) to guide my thinking.

My colleague and I attended a domestic incident where the suspect had refused to leave. Upon arrival, we learned that the suspect and the victim were immigrants. The suspect had a much better understanding of English and attempted to speak on behalf

of the victim. Looking at the social context in which this incident sits, I refer to the report “Safety Before Status” (Domestic Abuse Commissioner, 2021) which discusses the concept of “immigration abuse”. The report argues that in instances such as this “perpetrators of domestic abuse often use a victim’s insecure immigration status to exert further power and control over them”. The Home Office (2020) also argues that “migrant victims of domestic abuse are sometimes unwilling to come forward for fear that they may face detention or removal from the UK”. The combination of these factors makes victims in these circumstances especially vulnerable.

My colleague and I separated the victim and suspect, with myself remaining with the victim. Here, I applied the National Decision Model (College of Policing, 2013) to guide my actions. I firstly arranged a translator to allow me to gather information by asking the victim questions. The victim advised me that the suspect had made threats to kill her, had assaulted her on numerous occasions and that she was suffering from poor mental health. With this information, I assessed the threat and risk of the situation and developed a working strategy. I deemed that there was a high risk to the victim’s safety and developed a working strategy of arresting the suspect to provide immediate safeguarding for the victim. I then considered my powers and force policy. I knew that I had a power to arrest the suspect under section 24 (2) of the Police and Criminal Evidence Act 1984 and that our force policy is to take positive action during domestic incidents. I also identified the alternative option of taking the male to a friend’s address, however I did not believe that this would have been an appropriate action to take due to the information I had gathered.

I arrested the suspect for common assault, contrary to section 39 Criminal Justice Act 1988 and threats to kill, contrary to section 16 Offences Against the Person Act 1861. The suspect was conveyed to custody whilst I stayed with the victim to take a statement. The victim provided a full account in her statement, however advised that she did not support a prosecution and did not want to attend court. During interview the suspect denied the alleged offences and was subsequently released without charge due to there being no realistic prospect of conviction.

During the incident, I felt I was providing an effective service for the victim. However, in hindsight I am disappointed that the victim did not support a prosecution. I believe there is now a risk that the victim may allow the suspect to return as she is vulnerable.

Upon evaluation, the positive outcome of the incident is that by arresting the suspect I removed the immediate risk to the victim. However, the negative element is the fact that the suspect was released with no further action due to lack of victim support.

I will now review the fundamental elements of effective communication that I used. Despite communicating through a translator, I spoke directly to the victim and maintained eye contact with her. This worked effectively as it enabled me to build a rapport with her (Reynolds and Mariani, 2002). The result of this was that as the conversation progressed, she became more confident and began to answer me in the little English that she knew, which built our rapport further. When the victim returned to speaking in her native language, I used my non-verbal skills effectively to communicate with her. I did this by demonstrating active listening by nodding as she spoke. I also used open body language by keeping my arms and legs uncrossed and leaning towards her. This showed her that I was interested in what she was saying and encouraged her to speak freely. As a result, the victim gave a great deal of detail about her experience. Additionally, I used a combination of open and closed questions to bring the conversation to specific topics and extract detail from her answers. This worked well in ensuring that I was able to gather the highest quality of information for the victim's statement. However, upon reflection I realise that I did not use my verbal and negotiation skills effectively to achieve the desired outcome from the interaction. When the victim advised me that she was unsupportive of a prosecution, I only explained the special measures available to assist her in attending court, rather than seeking to understand the reasons behind her lack of support. If I had done this and provided reassurance, the victim may have been more inclined to provide support and an alternative outcome potentially could have been reached.

I will now reflect on my considerations and actions in relation to the victim's vulnerability. I considered that the victim was vulnerable due to her being a victim of domestic abuse and the fact that she was suffering from poor mental health. Furthermore, I considered that the victim was vulnerable due to being unemployed

and the fact that she was socially isolated, resulting from her being alone in a foreign country and being unable speak English. I had a responsibility to safeguard the victim under Article 2 of the European Convention on Human Rights (European Court of Human Rights, 2021) which places a positive obligation on the state to take “appropriate steps to safeguard the lives of those within its jurisdiction”. Additionally, section 162 of the Social Services and Well-being (Wales) Act (2014) sets out a requirement for the police to work with partner agencies to provide safeguarding for adults who are experiencing abuse or neglect. I adhered to this guidance by submitting a public protection notification on behalf of the victim. In doing so, I reduced risk to the victim by enabling partner agencies to provide support. I also provided safeguarding to the victim by arresting the suspect, removing him from the property and taking his key to the victim’s address at her request as his name was not on the tenancy.

During the incident, I acted in line with the policing principles of integrity and objectivity, as are set out in the police Code of Ethics (College of Policing, 2014). I did this by taking the best course of action for the victim and making my decision based on the available evidence. I also acted in line with the values of equality and diversity, as are also set out in the Code of Ethics. I acted in line with the value of equality by giving the victim a fair opportunity to communicate with me in her preferred language. Additionally, I acted in line with the value of diversity by recognising that race and disability are listed as protected characteristics under the Equality Act (2010) and ensuring that she was not discriminated against due to these characteristics. I achieved this by providing a service that was impartial and committed to her needs. My actions were also in line with article 2 of the Human Rights Act (1998), which provides a right to life, as I removed the threat to the victim’s life.

In conclusion, I have learned that I need to seek to understand the reasons why victims may be unwilling to support a prosecution and address them. If I had done this, an alternative outcome could have been reached. If faced with a similar situation in the future, I will seek to understand the root causes of why vulnerable victims may not want to support a prosecution and look to address them to provide encouragement in supporting a prosecution.

Word count: 1,373.

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:

The ability to interview suspects fairly and effectively is crucial to the success of investigations. In my answer, I will reflect on a suspect interview and use Gibb's Reflective cycle (University of Edinburgh, 2020) to illustrate my thinking.

My colleague and I attended a call in which the victim had been assaulted by his friend. This was witnessed by a shopkeeper who knew both parties. Looking at the social context in which this incident sits, the Office for National Statistics (2021) states that in England and Wales "in the year ending March 2020 (...), the most common perpetrators of violent crime were acquaintances." This highlights the indiscriminate and emotional nature of this type of offence.

I learned that the suspect had a learning disability. He also had no history of such behaviour. I intended to use my discretion to deal with the incident by way of

restorative justice, however the victim advised that he wished to pursue criminal proceedings. Therefore, by using my powers under section 24 (2) of the Police and Criminal Evidence Act 1984, I arrested the suspect for battery, contrary to section 39 of the Criminal Justice Act 1988. During the interview, the suspect initially answered 'no comment' to my questions however later made a full admission. He was subsequently bailed pending advice from the Crown Prosecution Service.

During the interview, I initially felt that I was not in control due to the suspect answering 'no comment' to my prepared questions. However, in hindsight I feel pleased with the outcome.

The positive aspect of the interview is that I was able to gain a full admission from the suspect. However, the negative aspect is that the suspect's 'no comment' answers had a detrimental effect on my confidence and led to me lose control of the pace of the interview.

I will now outline my considerations when planning and preparing the interview. I considered that I needed to gather evidence. I did this by taking a statement from the victim and witness in which they identified the suspect and detailed what had happened. I also took photographs of the victim's injuries and gathered CCTV footage showing the assault.

Additionally, I considered that the suspect was vulnerable due to his learning disability. Therefore, I adhered to guidance under Annex G - Code C of the Police and Criminal Evidence Act 1984 and ensured that a medical assessment of the suspect's physical and mental state was conducted prior to interview. I also adhered to guidance under Annex E – Code C of the Police and Criminal Evidence Act 1984 by arranging for an appropriate adult to be present during the interview. Additionally, I considered Article 6 of the European Convention on Human Rights (European Court of Human Rights, 2021) which provides a right to a fair trial and acted in line with it by adhering to the guidance under these annexes.

I will now explain and reflect on my responsibilities when conducting the interview by addressing the 'analysis' stage of Gibb's Reflective Cycle. I conducted the interview in

accordance with the PEACE interview process (College of Policing, 2022). During the 'engage and explain' element of the PEACE model, investigators have a responsibility to explain the suspect's legal rights, the reason and objectives of the interview, the interview procedure and the investigator's expectations. I read an aide memoire which explained these points to the suspect. I also cautioned him and checked his understanding of what I had said. I adhered to my responsibilities well here and this worked effectively as it ensured that the interview was conducted fairly. In hindsight however I believe that my approach was too formal. I could have done more to engage the suspect in conversation and make him feel at ease as he had not previously been interviewed by police. If I had asked him how he was feeling and reassured him, I believe that this could have encouraged him to engage with me sooner and avoided his 'no comment' responses.

During the 'account clarification and challenge' stage of the model, investigators have a responsibility to gain the suspect's account. I attempted to do this by asking him questions around his responsibility for the assault and the material time frame, however he answered 'no comment' to these questions. This resulted in me rushing through my questions and losing control of the pace of the interview as my confidence decreased. Upon reflection, I realise that I should have remained calm and given the suspect adequate time to answer. I believe that preparing more questions for a 'no comment' interview would have given me more confidence here. However, on the other hand I am pleased with my performance in gaining the suspect's account after this. I did this by moving onto the police agenda, exhibiting prepared CCTV footage of the incident to the suspect and asking him about it. Research by Softley *et al.* (1980) found that suspects are more likely to confess when evidence against them is strong. Exhibiting the CCTV footage had an incredibly effective impact on the investigation as it caused him to give me his account and make a full admission.

When the suspect began to engage with me, I used my communication skills effectively. I demonstrated active listening by maintaining eye contact, not interrupting him and nodding as he spoke. I also ensured that my body language was open by keeping my arms and legs uncrossed and my facial expressions non-judgemental. These behaviours allowed me to establish and maintain a rapport with the suspect.

This worked well as it encouraged him to continue to provide information, which consequently had a positive effect on the investigation.

The PEACE model also sets out a responsibility for investigators to repeat the process of selecting topics, probing, asking questions which have been missed and summarising what has been said after each topic. I did this; however, I realise that I did not ask him wider questions around his relationship with the victim, his understanding of his actions or his feelings before, during or after the incident. This could have been avoided if I had prepared more questions in my interview plan.

I will now evaluate my performance in the interview and its effectiveness in the investigative process. I believe that my performance in the interview was generally good and that it had an effective impact on the success of the investigation. The planning that I put into gathering evidence prior to the interview was key to the successful outcome. However, due to not preparing enough questions in my interview plan, I felt unconfident and did not obtain important information around the offence.

However, throughout the interview I engaged with the values of impartiality and public service as are outlined in the Competency and Values Framework (College of Policing, 2022). I acted in line with the value of impartiality as I was fair and objective in my approach to investigating the offence. I achieved this by acting on the best available evidence and not allowing my personal feelings to influence my decisions. Alternatively, I acted in line with the value of public service as I provided the victim with the best service possible by respecting his wishes. I also understood the needs of the suspect and ensured that he had support in place during the interview.

In conclusion I am pleased with the outcome of the interview, however I recognise that there are learning points to take from the experience. I have learned that I need to encourage suspects to engage in conversation with me prior to asking questions. If I had done this, I believe it would have encouraged a greater level of engagement during the initial stage of the interview. I have also learned that I need to prepare a higher quality of questions in my interview plan. Doing this would have increased my confidence and reduced the risk of me failing to ask key questions during the interview.

In future, I will take a more personal approach in order to build a rapport prior to asking questions. Additionally, I will prepare a higher quality of questions to cater for 'no comment' interviews. The combination of these factors will ensure a greater rate of success in future interviews.

Word count: 1,371.

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:

Anti-social behaviour can have a devastating effect on communities if an effective and permanent solution is not provided. In my answer, I will reflect on an incident I attended involving anti-social behaviour and will use Gibb's Reflective Cycle (University of Edinburgh, 2020) to guide my thinking.

I attended a call in which a concerned resident had reported anti-social behaviour in his community. Looking at the social context in which this incident sits, the Anti-social Behaviour, Crime and Policing Act was introduced in 2014 with an aim of tackling anti-social behaviour. However, research conducted by Heap (2021) highlights that anti-social behaviour is still a prevalent issue within society. It found that anti-social behaviour still causes a perpetual fear among victims and a reluctance to report incidents due to fear of the consequences. Additionally, the research shows that victims often stop their usual activities to avoid the perpetrators, causing their quality of life to deteriorate as a result. This highlights the devastating effect that antisocial behaviour can have on society.

I applied the National Decision Model (NDM) (College of Policing, 2013) to guide my actions. I gathered information and intelligence from the victim who told me that youths had been causing graffiti outside his block of flats daily. He also told me that they had recently started setting fire to the communal bins. With this information, I assessed the threat and risk and developed a working strategy. I deemed that there was a high risk of this behaviour continuing to escalate. I therefore developed a working strategy of speaking to the youths to understand the root cause of their behaviour with an aim of finding a permanent solution. I considered that I had a power to arrest the youths under section 24 (2) of the Police and Criminal Evidence Act 1984 for the offence of criminal damage, contrary to section 1 of the Criminal Damage Act 1971. However, I was reluctant to take this action and put the youths through the criminal justice system due to their age. Therefore, I identified the alternative option of working with the residents to put a community resolution in place.

The youths admitted causing the vandalism and expressed remorse for their actions. They advised me that they had nothing else to do and were bored as a result. Therefore, I agreed a community resolution with the residents whereby the youths cleaned the graffiti and provided written apologies to those who had been affected by their actions. Additionally, I referred the youths to the local youth club which they agreed to. There have been no further issues reported in the area.

I will now address the 'feelings' stage of Gibbs' Reflective Cycle. when I was told about the issues in the area by the victim, I initially felt overwhelmed and unsure how to address them. In hindsight however, I feel pleased with the result.

The anti-social behaviour caused intimidation within the community. This negatively impacted the community as the residents changed their day-to-day activities due to fear of going out. The result of this was social isolation among the victims, which consequently affected the economy in the local area. Equally, the anti-social behaviour affected the youths' prospects as they were at risk of falling into a cycle of crime. In these circumstances, some officers might argue that effective and appropriate police action required applying for a civil injunction or arresting the youths and pursuing criminal behaviour orders. Whilst these may potentially have been effective actions, I believe that they would have been overly severe and therefore inappropriate.

In my opinion, effective and appropriate police action required seeking to understand the needs of the victims as well as the youths. The importance of this type of approach is evidenced by the College of Policing (2013) which has argued "positive public interaction and engagement can improve (...) perceptions and increase 'institutional trust', thereby enhancing police legitimacy". For me, the most significant effect of taking this approach was that I understood the root cause of the issue and was able to provide a lasting resolution which benefited all involved.

When responding to anti-social behaviour, officers have a responsibility to ensure their actions are in line with the Human Rights Act 1998 and the Equality Act 2010. Officers also have a responsibility to assess the risk to victims, recognise vulnerabilities and put safeguarding measures in place where necessary. We also have a responsibility to examine the scene where the anti-social behaviour has taken place to gather evidence. We must also take details of all victims, witnesses and perpetrators and ensure that we pass intelligence on. Additionally, we have a responsibility to provide victims with advice on what to do if they experience further issues, provide them with our contact details and incident reference number and keep them informed around our actions.

In addition, when enforcing resolutions to anti-social behaviour, the Home Office sets out a responsibility for officers to ensure that responses are “appropriate and proportionate to the nature of the anti-social behaviour or the offence committed” (2019). Furthermore, from a prevention activity approach, officers must recognise repeat victimisation and refer the case onto the antisocial behaviour team to ensure that long-term support is provided to victims. Officers also have a responsibility to work in partnership with local authorities, housing landlords and the Crown Prosecution Service to ensure that the most effective resolution is provided.

I will now address the ‘evaluation’ stage of Gibbs’ Reflective Cycle. The positive aspect of the incident is that I was able to provide a lasting resolution which benefited both the victims and the youths, whilst adhering to my responsibilities towards the victim who made the call. However, the negative aspect is that I did not fully assess the vulnerabilities of the other victims. I believe that this is because I was too focused on the caller. In doing this I may have failed to put safeguarding measures in place for those who needed them.

I will now further my reflection by looking at the ‘analysis’ stage of Gibb’s Reflective Cycle and will firstly illustrate how I engaged police values during the incident. I engaged with the police value of impartiality, as set out in the Competency and Values Framework (College of Policing, 2022). The potential existed for bias to influence my decisions towards the youths due to what the victim had told me. Bias has been defined as “a tendency, inclination, or prejudice toward or against something or someone” (Psychology Today, n.d.) and can be broken down into ‘conscious’ and ‘unconscious’ bias. It is suggested that conscious bias is “biased attitudes about a group we are aware of” (School of the Art Institute of Chicago, 2020). On the other hand, it is argued that unconscious bias is “often much harder to determine as it exists in our subconscious and is normally triggered automatically” (Change, 2017). Both types of biases can have negative effects on our decision-making process. However, unconscious bias can have a greater impact on our decision-making process due to being more difficult to detect. Therefore, a conscious effort is required to avoid biases when making decisions. I avoided these biases by acting with impartiality. I acted with impartiality by listening to the opinions of the victims and perpetrators and considering both sides equally before making a

decision. This worked effectively because it ensured that I provided a fair and objective resolution that benefited all involved, which was more likely to have a permanent effect.

Furthermore, I engaged the police value of transparency (College of Policing, 2022) by clearly explaining the rationale behind my decision not to prosecute the youths to the victims. I also showed transparency when communicating with the victims to gain their input on the disposal that was chosen. This worked well as it increased the victims' trust in the police. Additionally, I engaged the police value of public service (College of Policing, 2022) by taking into account the needs of all involved in relation to stopping the anti-social behaviour. I also acted in line with the value of public service by treating everyone with respect and making the victims feel valued by involving them in the resolution process. This worked well as it had a positive effect on the public's perception of the police in the area.

I will now reflect on my experience to date of using the NDM during incidents and how it impacts upon wider police/community relations. During my tutorship, there was an incident I attended in which I did not use the NDM. An assault had taken place between two friends. I did not gather information about the incident and arrested the suspect immediately without fully understanding the circumstances or considering alternative options. This was due to my inexperience in the role. The victim did not want to make a complaint and the suspect was subsequently de-arrested. In hindsight, I realise that I acted rashly here and made a poor decision which was based on emotion, rather than logic. As a result, not applying the NDM negatively impacted the relationship between the police and the community as it damaged the community's perception of the police.

Having learned from this incident, I have applied the NDM in all incidents since to provide the most effective resolution. In a recent incident I attended involving neighbours fighting over parking, I used the NDM to provide a resolution for both involved. Both neighbours initially wanted to make a complaint about the other, however I gathered information from speaking to each and considered that I had a power to arrest them both. I explained this and offered them words of advice around

their behaviour and the parking issue instead. Both were grateful for the way in which I handled the incident which strengthened the police/community relationship.

From my experience, I have found that applying the NDM has an incredibly positive impact upon wider police/community relations. Since using the NDM, I have experienced greater community satisfaction in the decisions that I have made. This is due to me considering all options and choosing the best one for those involved prior to acting. On a wider scale, using the NDM increases community confidence in the police as the actions that are taken are generally the most appropriate in the situation. Furthermore, the NDM creates a cycle of trust as it allows transparency in explaining decision-making rational to members of the public. The result of this transparency is strengthened police/community relations and increased encouragement for reporting crime and community intelligence. Consequently, this sharing of information enables us to better protect the communities we serve, which further strengthens our relationship with them.

In conclusion, I am pleased with the result of this incident and how use of the National Decision Model aided a successful outcome here and in other incidents I have attended. During this incident however, I realise that I could have performed better by risk assessing the vulnerabilities of all victims, rather than of the caller only. If I had done this, it would have ensured that I adhered to my responsibilities towards all victims and that all who may have needed additional support would have received it.

In future, I will continue to use the NDM to provide the most effective resolution to incidents. However, I will risk assess the vulnerabilities of all victims and put safeguarding measures in place for those who require them. I will achieve this by spending more time speaking to all victims about additional support they may require. This will protect more vulnerable members within communities and further strengthen police/community relations.

Word count: 1,924.

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work. #

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

Signed: Owen Sellars (Learner)

Date: 15/04/2022

TASK 5

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: OWEN SELLARS (Learner)

Date: 17/4/2022

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