

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Adapting to my role as a Police Constable has been a significant learning curve for myself. As well as trying to carry forward everything that I learned within the initial 6 months such as legislation, I had to adapt to a completely different shift pattern, meet an entirely new team, and get to know my patch. As soon as I arrived for my first shift, I was considered an active Police Constable; I could not attend a call and expect people to know I was new, all they could see was another officer who was there to help. I had to learn how to engage with people, and how to adjust to ever-changing situations such as managing conflict, which was entirely new to me, so I had no choice but to make on the spot decisions using the NDM. I can analyse my strategies of developing resilience and minimising stress using Borton's Model of Reflection (Borton, 1970).

Minimising stress was my main goal of my rest days and time between shifts. In-between my shifts, I would try to relax by playing on my games console, watching movies and television shows, and playing sport. These tasks would not take up a lot of time that meant they were perfect for the few hours I had in-between my shifts and would not add to my stress by making me late. For my rest days, I could engage in more time-consuming activities, which for me included renovating my home. I purchased a home just before the start of my tutorship that needed a lot of structural and decorative work. I would spend my days off focusing on different parts of my home; I had to knock down a wall to achieve an open-plan living room/ dining room, as well as painting every single room in the house, before moving in furniture. I was living elsewhere at the time so I had no time limit for my renovations, this meant I could take as long as I needed, without adding any stress to my days.

When I had had a bad day in work, or I had been to a particularly negative call, I knew I would be able to come home and renovate. This always acted as a good distraction technique and allowed me to turn something negative, into something positive. Putting my negative emotions into producing a home for my family allowed me to put my emotions into perspective. "Distraction can help you cope with and manage negative emotions by swapping them for positive actions or activities that might

side-track you. If you find yourself struggling in a particular moment, distraction takes you out of that moment and helps put things into perspective.” (Oakley, 2021). I learned that there’s always something I can do to minimise stress, whether that is taking an hour out of my day to watch a movie or performing a productive task as a distraction; these methods worked very well for me.

Whilst I was on shift, I had to develop methods in order to build resilience to my new working environment. The nature of working as a Police Constable is unlike anything I have ever experienced in previous jobs. When you are at a call, everyone is looking at you to take control and resolve their issues, and the only way you can learn to deal with that, is with experience. I ensured that at every call, I was getting involved and taking on as much responsibility as I could. After every call I would then ask for feedback from my tutor in order to be constantly improving and learning.

Adapting to a new shift pattern had a big impact on my life, both in work and on rest days. I have never worked shift patterns like this before, so going from Monday – Friday in training to six-on four-off of operational policing was a massive adjustment for me. I spoke with my team and asked them for help on times that they would sleep and how they organise their time during shifts, in order to gain an understanding. I also started to plan my time off better than I ever have, this gave me a structure to follow. This meant that I was making the most out of my time off as well as getting enough rest to minimise stress. “Whether it’s in your job or your lifestyle as a whole, learning how to manage your time effectively can help you feel more relaxed, focused and in control.” (NHS 2018).

Going forward I will ensure that I am using the distraction and time management techniques. I have learned a method of how to cope with stress and build resilience that works for me, and I have to ensure that I keep calm. If I start to feel overwhelmed, I feel confident enough that I will be able to use one of these methods effectively.

WORD COUNT: 817

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, you must have effective communication skills. The main part of my role as a constable involves speaking to people, which means that I must use many different techniques to understand the situation unfolding in front of me. In order to understand the needs of the service user, I must first ask many questions and build a good rapport with them. I will be focusing on an incident that I played a major role in; I was involved in the safeguarding of a mother and her children, who were experiencing hardship. Using Borton's Model of Reflection (Borton, 1970) I will examine this incident.

This call started by my colleague and myself checking the welfare of a female. There had been a 999 call during which she had stated that her then-partner had attacked her in the street, in front of their

children. By the time I had arrived at the scene, her partner had driven away, and she was standing in the street with her children not knowing what to do. My role was to make sure that they were safe in that initial moment and going forward. I had to use many different communication techniques such as open questions and studying body language in order to find out the details of her situation, and to know how best to help her. Her body language showed clear vulnerability, according to (Yes Therapy Helps, 2022) vulnerable body language can be, “people who walked with their heads down, with their shoulders hunched and inward, hunched over and with their eyes directed towards the floor.” This is exactly what the victim was showing. Not only did this allow me to adapt my body language to be more open, trying to reassure her, this allowed me to submit the appropriate forms such as a Public Protection Notification. I informed her of our partner agency Live Fear Free, to give her the tools she needed to escape her abuser and protect her children. As well as this, the victim was from a European country and English was not her first language. Even though she had very good language skills, I had to adapt my language appropriately which included using more basic English, limiting contractions and speaking slightly slower and more clearly to make sure she understood the message exactly and what we were going to do for her.

When I arrived at the scene, the victim was understandably very distressed. As mentioned previously, I had to use different communication techniques to try to find out exactly what happened and how serious this situation was. Part of this included using open questions; an open question can be defined as a “question that cannot be answered with a yes or no but requires a developed answer” (HarperCollins, 2022). This type of question almost forces the receiving person to give a detailed answer, which allows us to tailor our response to the individual. Because of this style of questioning, the victim divulged a history of abuse dating back a number of years. This allowed me to give accurate information on our Public Protection Notification, which meant that the Multi Agency Safeguarding Hub could process her form and pass it on to agencies that have a lot of experience in historical abuse; an example of this would be the Independent Domestic Violence Advisors. I was asking her questions such as, “What happened...can you explain to me how this made you feel?”

I do believe that utilising my communication skills and building a good rapport with the victim, is what led to her trusting me enough to give me this information. Building rapport is one of the most important elements of my role as a Police Constable, as without this, victims and perpetrators would not engage with us. People usually respond to you using the same attitude or language that you use with them, which is why I always try to build a good rapport with everyone I meet. “We create and maintain rapport subconsciously through matching non-verbal signals, including body positioning, body movements, eye contact, facial expressions and tone of voice with the other person” (SkillsYouNeed, 2017). It is very important that the person you are talking to knows you are giving them your full attention. This includes actively listening to them and taking in all the information that they are giving you. This not only benefits them, but also shows them that we care and allowed me to report accurate information. It is very important to me that service users have a good opinion of the

Police, that they know we really care about them and will do everything in our power to help them; this all starts with simply listening to them.

The victim in this incident was extremely vulnerable, and this had to be at the forefront of my mind whilst engaging with her. She had been experiencing this abuse for years, and now had children that could be put in harm's way if action were not taken. She was currently living with the aggressor that was a major environmental issue putting her at risk of harm. To combat this, I helped her to get in contact with Women's Aid to arrange a refuge for her to stay, which eliminated the risk of her coming to more harm. I also had to ensure that her children were safe, and although the refuge would allow them to leave the abusive household, I had to put as much detail as possible in their Public Protection Notification form. This would allow the information to be passed on to the partner agencies for them as well as their mother, offering them just as much support as their mother; by way of potential counselling or referrals to youth centres for extra-curricular activities. I gave the victim my work mobile number, so that she would always have direct contact with someone regarding the occurrence, and to offer any further advice that we may be able to give her.

The final part of dealing with this occurrence involved making the right decisions on how to pursue the case. In the United Kingdom, everyone is innocent until proven guilty, so as with every call I attend, I had to handle the case ethically and with honesty and integrity. I arrested the subject using Section 24 of the Police and Criminal Evidence Act (PACE) 1984 for an offence under Section 39 Criminal Justice Act 1988 and set up an interview adhering to Code E of PACE. This allowed us to complete a full and fair investigation into the allegations, as well as protecting everyone involved. Due to the victims' vulnerability, I was also able to set up special measures if the case should ever go to court. This meant that she would be able to give evidence however she chose, even if this was pre-recorded or via a live video link. Being able to give evidence via "live link" is a service that comes under Section 51 of the Criminal Justice Act 2003 and gives further protections to vulnerable witnesses and victims.

Many factors have to be considered when executing my duty as a Police Constable. I must use different communication skills such as active listening, open and closed questions, and building a rapport with service users. I must ensure that any solutions that are put in place not only work in the short term, but they also provide a long term solution that protects these vulnerable people. In my case, the actions I took protected both a mother and her children. It gave them somewhere to live and put them into contact with agencies to help both their mental and physical well-being.

WORD COUNT: 1281

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:

One of the major parts of conducting investigations involves interviewing suspects. The interview process allows all parties to get their side of the story across, and answer and questions that we may have about the incident. I will be analysing an interview that I have been involved in, where the suspect had been accused of Domestic Common Assault under Section 39 of the Criminal Justice Act 1988. I will go through how I used the PEACE interview process (College of Policing, 2020) and reflect on how I performed. There are five basic parts to the PEACE interview model, these are: Planning and Preparation, Engage and Explain, Account, Closure and Evaluation. In order to perform a legal interview under Code E of the Police and Criminal Evidence Act 1984 (Gov.uk, 2018) you must adhere to all of these sections, and read the interview memo card word for word.

The first stage of any interview is the Planning and Preparation stage. I had to review the incident and read the victim statement, which allowed me to produce suitable questions. In this case, I had to study the timeline of events, as well as work out when the subjects had changed scenes as this incident happened across multiple rooms. Once I had started my interview, it was important to build a rapport with the subject and introduce myself. As with any interview, I needed the subject to trust me enough

to feel comfortable giving me his side of the story. For this, I engaged with the subject in general conversation about football, as he was wearing a football top at the time. This allowed both of us to relax and make the process feel like more of a conversation than an accusation. This worked very well as the subject engaged with me and the interview flowed, making the experience nicer for the subject as well as keeping to PACE requirements. I had to consider vulnerability with my subject during this stage as I was made aware of the fact that he was partially deaf and would need help during the interview. I felt the best course of action was to speak to the subject first and see what he would be most comfortable with and in this case, he stated that he didn't need assistance from anyone else if he could see my lips to lip-read. The only issue with this was due to COVID-19 restrictions of having to wear masks, however I made sure the interview took place in a room where we would be 2 metres apart so that I could take my mask off whilst asking the questions. I made sure to speak louder and very clear, so that he was able to read my lips as well as hear me as best as he could.

The next stage is to Engage and Explain, which links into the first stage during the interview process. This is where I started to use my memo card, which you must read out word for word to adhere to PACE guidelines. It is important that you still use your communication skills and body language to make the person feel comfortable, but this is the point where you caution the person under 10.5 Code C PACE 1984. It is very important at this stage that the person understands the caution, which is why I then took the time to explain it to my subject and ask him follow up questions. This is the stage where you introduce any solicitors or appropriate adults that are currently present, however in this case there were none.

Once I completed these first two stages, I then move onto the Account. With the account, I allowed the subject to give me their version of events in full before I asked open questions to expand on the account. I continued this until we reached a point where we have a full version of events. At this point, I was able to use the victim's statement to challenge certain elements of their account if they did not match up and made notes on their responses. The initial report was that the subject had strangled the victim in a fit of rage and had dragged them around the home address. Upon interview, the subject's version of events was completely different. The subject stated that they had had a verbal altercation only and was very surprised when Police arrived at the door. This is a perfect example of why we need to conduct an interview in line with PACE policies. Everyone is innocent until proven otherwise and an interview allows a suspect to give their version of events, allowing us to conduct full investigations. If these interviews were not conducted in line with PACE principles then we could potentially have innocent persons being charged or guilty persons not being charged.

"Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law." (Human Rights Act, 1998).

It is at this point I completed the Closure. This again is in line with PACE to ensure a legal interview. I read the memo card word for word, which allows the subject to have one last opportunity to speak or inform us of any lines of enquiry they want us to follow. In this case, the subject did not say anything and just wished for the interview to be concluded. This is a very important process as it allows the subject one last line of enquiry for us to follow, which could be something we have previously not been aware of; allowing for a prompt and effective investigation for the offence they were arrested for.

One of the most important parts of the interview is the Evaluation. It is at this stage where I decided how I was going to proceed. I had to take all the information that I had received during the interview and summarise it. I then had to decide how the subjects account fitted into the victim's account, mark any similarities and differences, and then compare it to other evidence that had been collected. It is also important at this stage to evaluate my own performance including questions asked and how I controlled the situation. This was my first interview, and I conducted it in a professional manner and kept complete compliance under PACE 1984. I was able to ask all the relevant questions in relation to the accused offence, coming to a complete resolution. The outcome of my interview led to the case having no further action.

Interviews are one of the most important tools in my role as a Police Constable. This interview was conducted to a high standard and led my case to the correct outcome. I was pleased with my performance and how we accommodated the subject's disability, with care and respect. PACE principles were adhered to and most importantly, the accused had the chance to give their version of events and allow myself to conduct a full and proper investigation. If I could change anything about my interview, I would have taken the victim statement in with me to allow me to reference it. I knew what was stated in the victim's statement that allowed me to challenge the subject at the appropriate times; but having the physical statement in front of me may have allowed me to be slightly more specific with my responses. I plan to adapt my approach to future interviews based on this learning curve.

WORD COUNT: 1245

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 is something that we come across almost daily in our role as a Police Constables. This is especially more prominent in the evenings and nights, as there are less people walking around to discourage the behaviour. I will be focusing on an incident that I have been involved in where I witnessed people fighting on a Saturday afternoon shift. Afternoon shifts on weekends are known as super-noon's, and it is a policing strategy to show presence in the middle of the town centre after all the bars have closed to try and avoid anti-social behaviour. Prior to this

incident, I was conducting a patrol when a fight started outside one of the nightclubs. This was completely spontaneous and involved several people; there was also damage caused to windows that caused the entire incident to have anti-social behaviour elements. As a resolution, we used our powers of dispersal under Sections 34 to 42 of the Anti-social Behaviour, Crime and Policing Act 2014, to ensure those involved left the town centre and caused no more issues. Incidents such as this are relatively common in the town centre, in 2020, 31.1% of all crime in Pontypridd was related to anti-social behaviour (Crime Rate, 2021).

Once we had gained control of the situation, we separated the two main parties and dealt with the investigation; it was at this point that I discovered a potential issue with a language barrier. One of the subjects uses English as a second language, that meant taking details and a statement were a harder task. It was important to actively listen to the subject and take on board everything he was saying to take accurate information. I adapted my language so that he could better understand me by enunciating my words and intermittently checking he was following what I was saying.

Anti-social behaviour caused by alcohol involvement is a significant issue in Pontypridd town centre. This incident was one of many occurrences that happen on a weekly basis and these reoccurring issues have a massive impact on the wider community. Residents will actively avoid the town centre when the bars are open for fear of being subjected to anti-social behaviour. Due to this, Rhondda Cynon Taff Council have implemented a Public Space Protection Order, with the intention of reducing this type of crime and giving confidence back to the residents. "Key findings include that 86% of respondents saw alcohol-related anti-social behaviour as a problem across Aberdare and Pontypridd, and 69% said they were aware of the PSPO in the areas; Also, 54% of the respondents said the PSPO has or is likely to have a positive impact on the quality of life in the County Borough." (Rhondda Cynon Taff Council, 2021). This shows effective and appropriate Police action, with over half of residents stating they have seen a positive impact because of the order. Specifically, this order places "no alcohol zones" (Rhondda Cynon Taff Council, 2021) in the town centre, so that once people leave bars and pubs, they cannot carry on drinking in the street, leading to a reduction in alcohol induced anti-social behaviour. This adds to our existing Policing powers and allows us to hand over fines as another disposal method.

South Wales Police have a responsibility and a duty to intervene with anti-social behaviour. One method that we can use to reduce the number of incidents involves showing a Police presence which is a preventative action. During this incident, the fact that we were already in town when the fight broke out meant that we could be at the scene in seconds, rather than minutes from the Police Station. Since I was already in the area, my presence will have acted as a deterrent for others getting involved in the incident, stopping things before they even start; it's much better for everyone to prevent a bad situation than to try and deal with a bad situation ongoing. We also partner with CCTV operatives in order to have wider areas of the town centre being watched at all times, that would be holding a high volume of people walking around. It was a CCTV operator that informed me about this

ongoing incident, if the operator had not informed us of it, the amount of damage caused to people and property would have increased.

Dealing with anti-social behaviour leads to many different policing values being implemented into my work; particularly fairness, respect and selflessness (College of Policing, 2014). It is unfortunately easy to think that people committing anti-social behaviour do not care about the public and are simply destructive; however, this is not always the case. During this incident, although there were multiple people involved, the main two perpetrators who were fighting were very different people, and you must be careful not to allow unconscious bias to influence your policing decisions. Unconscious bias is something that unfortunately everybody has; as Police Officers we cannot always control that; however, you can control refraining it from turning into active prejudice.

“Unconscious or implicit bias can lead to instinctive assumptions that a nurse must be a woman, or an engineer must be a man.” (Ro, Christine. 2021). In this case, we had two groups of friends; one of the groups was on a night out in the town centre, and one of the groups were all around 16/17 years old and walking through town wearing tracksuits. Unconscious bias would typically make most people think that the youths who were not in town for any specific reason were the ones who caused the issue; caused by various TV shows and popular culture. You cannot base any decision making on the appearance of another person and it would have been easy in this situation to just assume it was the youths who were in the wrong. I ensured that I spoke with everyone involved in the same manner, with the same level of respect and understanding to figure out exactly what went wrong.

We could not ascertain who had started the incident and who had caused the damage, so in this case we used our powers of discretion to state they were all jointly responsible and that everyone involved had to leave the area immediately. This was very effective and prevented any potential future issues.

The resolution of enforcing the Anti-social Behaviour, Crime and Policing Act 2014 powers of dispersal was a very effective method of ending the behaviour in town that night, but this decision could affect different people in different ways. As we had no way of knowing who had started the incident, we had to treat everyone in the same way, which was the only fair solution we had at the time. However, if one of those subjects had just been retaliating in self-defence for example, then being told to leave the area could have a major impact on their views of the Police. Our role is all about protecting the public and responding to their calls for help, it is for this reason that public perception is such a massive part of modern-day policing. I handled myself in a very professional manner, but if the subjects feel like they were mistreated, they will tell friends and family about their experience which could have a detrimental effect on how people view us. On the other hand, after the damage that was caused, the fact that we dispersed those responsible would have greatly increased the owners' views and opinions of us, as well as the general community that have to deal with this anti-social behaviour on a daily basis. Seeing us tackling anti-social behaviour by using our powers in

conjunction with the Public Space Protection Order will be very effective in improving public confidence in the Police.

Anti-social behaviour can have an impact on the entire community since it can cause residents to feel ashamed of their town, ultimately leading to neglect of the area. "The standard of living in an area is negatively affected which destroys the spirit and pride of communities and makes people feel neglected and powerless. People begin to move from the area and businesses close down." (Gwent Police, 2010). This incident was not just a quick fight and a broken window; this caused a big impact on many more people. The owner had to come out to their shop in the early hours of the morning and wait until someone could arrive to fix the window, as well as not being able to open at their normal time whilst work was ongoing, causing a loss of earnings. All anti-social behaviour will have a ripple effect that causes stress and harm to others.

In this incident, the Policing values we engaged were very effective in dealing with the situation and removing the threat, risk, and harm. I avoided any unconscious bias and utilised discretionary powers in order to gain control of the situation and help the wider community. I handled the situation effectively and used partners to gain knowledge of my surroundings, stopping the situation from developing into something worse. The owners of the store and residents were happy with our response. My presence in the middle of the town centre proved to be just as effective as dealing with unfolding events, due to the amount of people that would stop and speak to me and that I helped to make their way home. My sensitivity to language barriers allowed me to fully understand what had happened and how was best to approach the situation. I used the National Decision Model to make all the decisions in line with PACE guidelines and adhered to my policing principles. I am satisfied that actions we took during this incident have helped with the issue of anti-social behaviour and the public perception of Police Officers.

WORD COUNT: 1627

Bibliography

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

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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: ___ D.MOORE ___ (Learner

Date: ___10/01/2022 ___

TASK 5

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

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

Signed:  (Learner)

Date: 10/01/2022

Signed: C. Mason (Tutor Constable)

Date: 10/01/2022

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