

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.

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:

In this essay, I am going to reflect on coping strategies that I applied during my 12 weeks tutorship that supported me in developing resilience and minimising stress, whilst adapting to my new role as a police constable. In.time.com described resilience as, 'the ability to emotionally and mentally cope with traumatic scenarios. A successful resilience-focused strategy will allow people to address the trauma they faced and move on.'

Due to the unpredictable nature of the job and the challenging situations we regularly find ourselves in, resilience is an essential trait that all officers must hold and be constantly working to develop.

Mind.tools defined resilience as, 'Our ability to adapt and bounce back when things don't go as planned'.

Before starting work, I knew that organisation was going to be a key element to maintaining low levels of stress. I considered the impact that shift work was going to have on family life. I knew that I could discuss my feelings with my family and I wanted to strike a balance between my profession and parenthood. From experience I knew that if my home life was disorganised it could have a negative impact on my ability to cope with the demands of the job. I involved my children in the planning process and kept them fully informed about changes to our family routine. Knowing that I was organised at home enabled me to be present and able to focus on my job.

I found adapting to shift work challenging; my body clock quickly became uncoordinated. Healthysleep.med stated that, 'inadequate sleep can cause irritability and stress.' After my first few sets of shifts I felt that I was constantly playing catch up with sleep. I stayed in bed in the mornings and napped during the day; this relieved my immediate fatigue but had a knock on effect. On my rest days I struggled to stay awake and get off to sleep, I also felt irritable, stressed, and found it difficult to concentrate.

In.time.com suggested that, 'using peer support is heavily underused.' I spoke to colleagues who advised me to wake up at the normal time after working afternoons and to only nap before night shifts. I was also advised to use a journal to jot down things that were playing

on my mind before going to sleep. Using these strategies made a vast improvement to how I felt.

When under pressure attending calls that involved conflict, I found decision making difficult. In.time.com believed that, 'communication is part of the process for developing resilience.' and noted, 'when individuals reiterate their experiences often it becomes clear how they feel about the incident or how it impacted them.' I sought advice from my sergeant who advised me to assess the information that I had been given and to take my time. She reassured me that however volatile a situation was in the moment that that I would always have the support of colleagues, either in person, or via radio and to remember that we are equipped with training, powers and appointments to effectively manage the situations. She also suggested that I should remain mindful of the fact that, the situation would end and I would then move onto the next call. Mind.tools 2020 noted the importance of maintaining perspective, 'Resilient people understand that although a situation or crisis may seem overwhelming in the moment, it may not make that much of an impact over the long term.'

I aim to further develop my resilience by exercising regularly, princeton.edu stated that, 'exercise re-organises the brain to be more resilient to stress,' I intend to visit the station gym more regularly.

In conclusion, I consider that changing my thought process helped me develop my resilience and increased my confidence in stressful circumstances. I believe that I'm more optimistic, have an increased self-awareness and I'm better equipped to maintain perspective on situations.

645 Words

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

You must choose **a policing incident** in which you played a role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

In this essay, I will use Gibbs Reflective Cycle Model to reflect on an incident that I have dealt with during my tutorship involving a vulnerable person. College of Policing 2019 noted that, 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.'

I aim to discuss the steps taken to safeguard the individual and outline the police role in managing and minimising the related risk factors.

The incident that I am going to discuss involves the reporting person (RP) and her partner (subject) who had a history of violence towards women and substance abuse.

I was allocated a call, which was graded as an emergency response to an abandoned 999 call whereby a woman could be heard screaming, “stop!” and “help me!”

I ran checks on Niche and Police National Computer to gather information about the individuals residing at the address. The male had warning markers for domestic violence, assaulting police and drugs. The female was not registered to the address and had no niche footprint. Due to this new information and the increased risk that the male posed towards officers, I asked for back up from colleagues.

In line with South Wales Police policies and procedures, I utilised my body worn video throughout and notified both the subject and Reporting Party (RP) of the fact that the video was recording.

On arrival, the subject answered the door, his behaviour appeared erratic and he was sweating profusely. We entered the flat and located the female sitting on the sofa. She appeared upset and withdrawn, her eyes were sunken and dark and she avoided eye contact. I asked her if everything was ok but she did not speak. I explained why we were there. It initially crossed my mind that the RP may not speak English and I was mindful that if there was a language barrier I might need to consider using Language Line to support effective communication with her. To safeguard the RP from any further risk of harm and give her privacy to talk, I decided to separate her from the subject. I asked my colleagues to speak to the subject in another room.

When we were alone the female began to talk and answer some of my questions, she told me that she had called because she was scared. As she began to open up the male started shouting in the other room, the female’s head dropped, she became very quiet, and stopped speaking. My gut instinct told me that something wasn’t right, but I knew that I couldn’t force the RP to talk if she chose not to. I tried to build a rapport with her; I remained calm and relaxed and asked her to call me by my first name. I chatted about myself in the hope that it would make her feel more comfortable; I wanted to encourage a two-way conversation. I hoped that by taking this approach, the RP would reveal more information about what had happened. I reassured her that she was safe with us and emphasised that we were there to help.

I explained that if any offences had taken place then we would have the power to arrest the subject. The RP began to relax and talk; she said that the subject was controlling, that he stopped her from seeing her friends and regularly hit her during arguments. She went on to say that that evening he had pushed her onto the sofa and grabbed her round the throat; she moved her top back and showed me her neck which had a bruise starting to form.

Safeguarding the RP was now my priority. South Wales Police policy states that, ‘positive action must be taken in order to safeguard all victims of domestic related incidents.’ In line with this policy, as well as the fact that a domestic common assault had been disclosed, the subject was arrested by colleagues and conveyed to custody.

I took a statement from the RP and then discussed the possible outcomes. I spoke about the special measures that were available to her if the case went to court. I then completed a Public Protection Notice, an information-sharing document handled by the Public Protection Unit. Due to disclosure of previous domestic related incidents as well as the potential for escalation, I identified the victim as 'High Risk' and completed the attached DASH forms. Within the PPN I gave my personal opinion based on my professional judgement outlining the circumstances. I explained how this information would be shared with other agencies.

High Risk victims of domestic abuse are often referred to a Multi-Agency Risk Assessment conference (MARAC). This is a meeting where representatives from local police, probation, social services, housing practitioners and Independent Domestic Violence Advisors share information. I explained the role of IDVA's and outlined their role of supporting victims through the criminal justice service. I also advised her of other agencies that could support her, such as Women's Aid and Refuge. I explained that a multi-agency approach is adopted so that the different agencies can provide support to those at risk whilst reducing risk of harm and repeated victimisation.

I noticed that the more information the RP was given the more relaxed she became. I believe this was because she felt supported and relieved that the situation was being dealt with. I reassured her that I would be in touch as the investigation progressed. I suggested that it would be appropriate for her to be with someone that evening rather than being left alone and she asked to be taken to her parent's house.

The subject was interviewed in custody and then bailed pending further enquiries. He was then free to leave which increased the risk to the RP. In order to negate this risk and protect her, bail conditions which were put in place which stated that the subject was not allowed to contact the RP directly or indirectly, this included initiating a third party to contact her.

Before the suspect was released from custody, I phoned the RP and informed her of what was going to happen and explained the bail conditions. I also advised her of what to do if the subject breached the conditions, reassuring her that he would be re-arrested if he did this. I believe that keeping her informed gave her a little more control and she was able to prepare herself mentally for the subject being released.

On reflection, I feel that there were several things that worked well throughout the incident. I sensed that by asking her to call me by my first name it made our conversation less formal. This helped the RP to relax and chat to me as a friend, rather than a police officer. This allowed me to gain her trust and she began to speak in more in depth about what had been happening, enabling me to gather key evidence.

Whilst taking the statement from the RP I consider that my tactical use of open ended and closed questions supported me in gathering an in-depth first account. When I asked open questions, the RP spoke at length about her experiences, which

enabled me to build a picture of past events. Whilst closed questions allowed me to direct the subject towards a more specific topic.

Throughout our conversation, I made a conscious effort to show that I was listening actively to everything that the RP was saying. I was aware of the benefits of active listening in order to make a person feel valued and understood, and the positive impact that this can have when gathering a first account from a victim.

College of Policing 2013- defined active listening as: 'Paying careful attention to the intent and content of an individual's communications through use of a range of techniques (such as mirroring, paraphrasing, emotion labelling and use of open ended questions) to demonstrate an understanding of their needs.'

I used non-verbal gestures such as nodding my head and smiling, as well as maintaining eye contact where possible and I showed empathy throughout.

I did however, find it challenging to listen, concentrate and retain information whilst writing the statement. I recognise this as an area that I need to develop. I will take breaks from typing to allow me to reassure the victim that I am giving them my full attention. My tutor suggested that repeating what a victim has said would assure them that you have listened and are documenting what they have said accurately.

In the future when dealing with incidents of a similar nature I would consider advising the victim about Claire's Law, which allows people the right to ask about the background of their partner. Scotland.police.uk 2020 noted that, 'this may support potential victims prior to abuse taking place and act as a preventative measure. 'It also allows members of the public such as relatives or friends, the right to ask about someone's partner if they have any concerns about them being a perpetrator of domestic violence/abuse.'

On reflection, I believe that I have developed a further understanding of the importance of providing accurate information regarding the threat, risk and harm, for vulnerable victims. Accurate information leads to vulnerable people getting the best support and safeguards them from harm and exploitation.

I conclude that I am satisfied with how I dealt with the incident and the overall outcome. I aim to develop myself in the areas that I have highlighted.

1593 Words

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

In this essay, I am going to talk about an incident that I dealt with during my tutorship period. I will discuss an interview that I have conducted and reflect on what happened.

I aim to outline the considerations made, when planning and preparing for the interview, and will explain my responsibilities, in accordance with the PEACE interview process. I am going to evaluate my performance in the interview and its effectiveness in the investigative process.

The incident on which I am going to reflect occurred during a day shift whilst I was in company with my tutor. I was passed an emergency response call regarding a disturbance. The information received from the initial call was limited; there were reports of neighbours arguing in the street.

On arrival, I could see that there was an altercation between a couple (RP's), and their neighbour (subject). There was a broken gate and empty firework shells on the floor; the air appeared smokey and smelt of fireworks.

Both parties were separated, my colleague spoke to the subject whilst I stayed with the RP's. The couple explained that the male had moved in a few months earlier and initially they had all got along well. However, relationships had recently broken down because the subject had started to accuse them of blowing a dog whistle and winding the RP's dog up. They explained that prior to the subject's behaviour changing he told them that he had been in the army and suffered with PTSD. They suggested that the sudden change in the subject's behaviour could be a mental health episode due to his PTSD.

The RP's explained that, that evening the subject had been shouting out of his window they heard him say that he was going to kill them if they kept whistling. The subject then went outside and broke their gate before setting off fireworks, which the RP's believed were aimed purposefully into their garden.

I passed the information given onto my colleague who arrested the male for criminal damage and threats to kill. His reply to caution was, "they are winding my dog up with the whistle, and it's cruel! It's driving him mad!"

The subject was conveyed to custody where his detention was authorised by the custody sergeant. En route to custody I ran checks on Niche and PNC which came back with information about previous domestic related incidents; it also highlighted a history of mental health problems relating to PTSD.

With this information, and the information received from the RP's, I felt it necessary to consider Code C of PACE 2017, which stated, 'If an officer has any suspicion, or is told in good faith, that any person may be mentally disordered, or otherwise mentally vulnerable, in the absence of clear evidence to dispel that suspicion, the person shall be treated as such for the purposes of this code'.

I requested that the custody sergeant notify an appropriate adult to be present during any questioning of the subject, and asked the nurse/crisis team to assess his fitness for interview. After a short wait, I was told that the medical team deemed the subject fit to be interviewed.

App.college.police.uk-2013 noted, 'Investigation is a core duty of policing. Interviewing victims, witnesses and suspects is central to the success of an investigation. The aim of investigative interviewing is to obtain accurate and reliable accounts from those involved in matters under police investigation'

I used the PEACE interview model when conducting the interview with the subject. P- Plan and prepare, E- Engage, A -Account, clarification and challenge, C- Closure, E- Evaluation. interview subject'

i-sight.com-2020 stated that, 'This model takes a conversational, non-confrontational approach to getting information from an investigation.'

During the planning and preparation phase I reviewed the investigation and familiarised myself with the available material. I knew that in order to conduct a thorough, impartial interview I needed to make sure that I was aware of everything that had happened from all viewpoints.

Although the subject had been passed as fit for interview I was mindful of his past mental health issues so I created contingency plans to end the interview if any fresh concerns arose at any point.

I read the statements provided by the arresting officer, victims (RP's) and other witnesses and highlighted everything that I considered would be relevant to discuss with the subject. I prepared the exhibits ready for interview and checked that they were displayed correctly. They included the arresting officer's statement, victim's statement, photographs of the hammer suspected of being used to damage the gate as well as a box full of tools. I wrote an interview plan noting the aims and objectives of the interview. I included all the topics that needed to be covered including the necessary points to prove the offences of 'criminal damage' and 'threats to kill.'

I considered the characteristics of the subject and took into account his mental health as well as his cultural background and beliefs. I know that addressing the subject in the correct way can have a positive impact on how they react/ relate to the interviewer during interview.

During the initial plan and prepare stage I was mindful of the time the subject had already spent in custody. I organised my workload to ensure that the interview was able to take place within the stringent timeframe for detaining suspects after arrest. I prepared a copy of the interview memo card and wrote down some pre planned topics and questions, ensuring that I had enough questions in case the subject chose to exercise his right to answer, 'no comment'. Before going into the interview, I made sure that I was organised by checking through the information that I had collated.

Whilst in the custody suite collecting the subject for interview I was notified that, he did not want to have a solicitor present.

During the engage and explain stage of the PEACE model I encouraged conversation and engaged the subject by introducing myself and explaining the reason for and objectives of the interview. I checked that he understood the explanation I also told him that in order to establish the facts I would ask about anything that became relevant during the interview.

I read out the interview memo card, which explained the process and provided the subject with a route map of the interview. App.college.police.uk stated, 'being methodical helps both the interviewer and interviewee, ensuring that the interview plan is followed and that answers are linked.'

After reading through the booklet I moved onto the account clarify and challenge stage of the Peace Model. In order to gain a full, unrestricted account I used open ended prompts such as, "can you tell me what happened?". I reassured the subject that I would not interrupt him.

App.college.police.uk 2020 identified that the use of open-ended questions, allows the interviewee to, 'produce answers a lot less likely to be influenced by the interviewer.'

I established a rapport with the subject through actively listening to him when he spoke. This enabled me to identify topics that needed to be explored and pinpoint evidential information. Through use of non-verbal communication such as nodding my head and using simple utterances, I was able to show the subject that I was interested. I allowed time for pauses and did not rush him.

I avoided the use of leading questions throughout. App.police.uk noted that "Information obtained as a result of leading questions may be less credible and in extreme cases could be ruled inadmissible. They should therefore be used only as a last resort.'

I clarified what the subject had said by breaking his account down into manageable topics. To help me gain a full picture I probed each topic, using open ended questions. I also asked questions that reflected what he had said, such as, "so you're saying that can't have smashed the fence with a hammer because you don't own any tools or a toolbox?" I went on to challenge by introducing the exhibits. I showed him photographs of a hammer in his living room and a toolbox in his bedroom. This supported me in discrediting the information that he had provided about not owning a hammer or toolbox.

In the closure stage of the model, I asked if my colleague had anything further to add. I accurately summarised what the subject said and explained what would happen next. I then returned him to custody.

After the interview, I needed to determine whether any further action needed to be taken. In order to do this I had to evaluate what had been said, and determine how the interview account fitted with the ongoing investigation. I also needed to reflect on my performance and highlight any areas for my future learning.

When my tutor suggested I lead the interview I felt apprehensive. Although I knew the process from my training, I felt the added pressure of the interviewee being a real suspect. I also felt anxious about the possibility of having to stop the interview if the subject began to present with any unusual behaviour due to his mental health. The more I familiarised myself with the details of the incident during the plan and prepare stage the more confident I became.

During the engage and explain phase I felt that reading through the memo booklet came across as slightly robotic, partially due to nerves and also due to staying with the script too rigidly.

On reflection, I believe this prevented natural conversation from flowing. In the future I would try to relax more to encourage a more natural introduction.

1595 words

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

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

ANSWER:

In this Essay, I am going to reflect on an incident that I dealt with during my tutorship that involved antisocial behaviour. I aim to consider the impact that the behaviour had on others within the local community and will explain the actions that I took, along with my rationale.

I will discuss the importance of ensuring that we as an organisation act in partnership with other agencies, to help combat antisocial behaviour (ASB) longer term, as well as exploring preventative measures to educate and support offenders. I will illustrate how policing values such as impartiality, integrity, public service and transparency were engaged, and conduct an analysis of the potential impact that bias practice may have on my decision making process.

I will then reflect on my experience to date and consider how problem solving, evidence based policing, decision making and discretion may have an impact upon wider police community relations.

To aid my reflection I will use the Gibbs Model of reflective practice. Gibbs 1988 stated; 'it is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its' learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated and it is generalisations that allow new situations to be tackled effectively.'

ASB has many differing definitions. There appears to be a blurring of the boundaries between criminal and non-criminal conduct and this provides opportunities for differing interpretations as well as differing approaches to enforcement.

The antisocial behaviour act 2003 defines ASB as, 'Behaviour by a person which causes or is likely to cause, harassment, alarm or distress to one or more persons, not of the same household as the person.'

Similarly, but in simpler terms, North Yorkshire police 2020 described ASB as, 'Day to day incidents of crime, nuisance and disorder that can make a person's life a misery. Often leaving victims feeling helpless, desperate and with a seriously reduced quality of life.'

Examples of antisocial behaviour are; excessive noise nuisance, verbal abuse, hate related incidents, vandalism/damage, dogs barking inside/outside the property, drug and substance misuse, prostitution and harassment. This isn't an exhaustive list, but does however; give an idea of the differing types of behaviours and actions that constitute ASB.

I am going to discuss an incident involving the act of criminal damage. CPS.gov.uk stated the definition of Section 1 (1) criminal damage act 1971 as 'A person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence.' During an afternoon shift I was attached to a call whereby the reporting person (RP) had told call operators that a gang of youths had smashed the window of his back porch, he said that he felt scared and concerned for the safety of himself and his elderly wife.

Prior to attending officers conducted an initial area search of the surrounding streets near to where the incident had taken place, in case the offenders were still in the area. The search was negative with no one to be seen.

On arrival at the address, I knocked on the door of the RP; he welcomed us inside and explained what had happened that evening. He was an elderly man and appeared visibly shaken and upset. He told us that He had been sitting watching television with his wife when they heard a loud smash from the back of the house. He was too scared to go outside to check so he looked on his security camera and he could see six youths standing together shouting, swearing, and generally causing a nuisance in an antisocial manner. The footage then captured one of the boys picking up a stone up from the ground and throwing it towards the window, which then shattered. The RP told us that he recognised one of the boys in the group to be the grandson of his friend who had recently passed away. He had the contact details for the family which he gave to me.

I showed that I was listening by maintaining eye contact and nodding my head whilst the RP was explaining what had happened. In my own personal experience, I know that active listening and attuning to a person's feelings helps them to feel valued and believe that their concerns are being taken seriously.

I asked if it would be ok for me to call the parents of the child whilst I was with him and he was happy for this. He also disclosed that although he hadn't reported it, there had been an increase in gangs of boys making a nuisance of themselves around the estate after dark. He told me that other neighbours had also mentioned this to him and were concerned.

After speaking with the mother of one of the suspects I was told that the group of boys had returned to her house with her son and that they had told her what had happened. She was supportive and asked if she could bring the boys back to speak to the officers and make them face-up to what they'd done. I asked the RP if he would be happy with this and he said that he was. I also checked the ages of the boys and the mother confirmed that they were all aged between 12 and 14.

Whilst waiting for the boys to return I spent time talking to the RP and discussed different disposal options.

I ensured that I took an honest and open approach in my interactions with him. From past experience I know that that transparency with victims in regard to decision making can have a significant impact on the way that both they and the public perceive the police and it helps them to understand and in some circumstances play a part in the decision making process.

Julia Mulligan 2018 Northyorkshire-pfcc.gov.uk stated that, 'openness and transparency are extremely important because they engender trust. If people can see what you are doing they are far more likely to trust what you do.'

Police forces within the UK take pride in the fact that they 'police by consent'. Jackson et al 2012 noted that "Policing by consent indicates the legitimacy of policing in the eyes of the public, is based on a general consensus of support that follows from transparency about their powers, their integrity in exercising those powers, and their accountability for doing so.

I told the RP that due to the fact a criminal offence had been committed, it would be appropriate for me to locate the suspects and arrest them. However, I wanted him to be aware that there were other options available to me.

I wanted to discuss the thoughts and feelings of the RP before making a decision. I listened as he told me that although he wanted the boys spoken to, he was not sure that them being arrested at such a young age would be the best course of action. He said that he didn't really want them to have the incident on their record because it may prevent them from getting a job in the future. He told me that he had a grandson who was a similar age and he wouldn't like to think of him being arrested.

I admired the RP's perspective; the fact that he was considering the potential longer-term implications for the subjects. This can't have been an easy view to take when he was faced with a situation whereby his property had been damaged.

I told him that I valued his opinion and I explained that often youngsters who begin to offend at a young age can quickly get caught up in patterns of criminal behaviour, making it extremely difficult for them to escape the downward spiral of repeat offending.

I told the RP about the Restorative Justice Approach, which was another option available to me other than arrest. I explained that this would allow me the opportunity to engage my police discretionary powers, as long as both he and the suspect were supportive/ receptive to this approach, and background checks showed no previous history of offending.

Gov.uk 2013 stated that 'Restorative justice brings together people harmed by crime or conflict with those responsible for the harm, to find a positive way forward. Restorative justice gives victims the chance to tell offenders the real impact of their crime, get answers to their questions and get an apology.'

In this incidence the benefits of using my discretion by means of restorative justice approach, would almost act as a second chance, to prevent a person who has no previous criminal history and is forthcoming in admitting their role in the crime, from falling into a cycle of criminality unnecessarily.

www.encyclopedia.com described discretion as 'the power and ability to make decisions. This is somewhat vague, but so is the concept of police discretion. In the context of policing, discretion means that officers are given some leeway on which they can rely as they make choices that impact the people they are policing'.

I was aware that use of discretion within policing could at times leave officers vulnerable to criticism regarding bias. When deciding on the right approach to take I had to ensure that my decision was not made solely because of a person's age, gender, race, or sexuality etc, and that the decision made would be applicable to all regardless of individual characteristics. In this case the children's' age was a mitigating factor. However, had they been aged 18+ with all the circumstances surrounding the incident being the same, I would have still considered restorative justice as an appropriate option.

I explained to the RP that in order to go forward with this approach the boys would have to not only have no previous criminal history but also have to own up and apologise for what they had done and be receptive to further input from external agencies.

When the boys arrived two of the youngest immediately stepped forward and said that they had thrown the stones. They told the RP that they had been messing about and were very sorry, they said that they hadn't intended for the window to smash. The RP told the boys that both he and his wife were very frightened when it had happened as they thought that someone was trying to break in. He explained to the boys that his wife is blind and being unable to see where the noise was coming from made her extremely anxious, He explained that when he could see large gangs outside his house it made him scared to leave. The boys looked remorseful and apologised again. I ran checks on the two boys who had admitted throwing the stones, and this came back with no previous history of offending. My colleague took the details of all others involved.

I explained to the boys and the mother that due to their age they could potentially be arrested for the offence of causing criminal damage. I then went on to say that as they had no previous offending history, were upfront, apologetic and honest about their actions, on this occasion I would be taking a restorative justice approach and taking them home to speak with their parents. I completed a pocket note book entry using the restorative justice template which I asked the RP to sign. I advised him to call 999 if something similar happened again, or to ring 101 if he had any lower level concerns. I gave him the occurrence number for the incident and left my colleague to wait with him until his son arrived to secure the window.

Before leaving, I spoke to the boys and discussed how their behaviour prior to throwing the stones was affecting the people living nearby. I gave them an opportunity to talk by asking them questions about why they were hanging around in the street causing a nuisance to neighbours. One of the boys said that they had nowhere to go as the skate park had been taken over by older children who smoked cannabis and they wouldn't let them go there. They told me that they just wanted somewhere to go where they could make as much noise as they wanted without getting in trouble.

I valued the boys expressing their views and it gave me more of an understanding into why the incident may have happened. Hearing this encouraged me to consider ways in which I could support them to access the skate park. When I asked why they hadn't reported the issues they said that they never saw any police officers around to talk to. They said that they didn't want to tell their parents in case they thought they had been causing trouble.

Lack of appropriate youth activities is a common trigger for ASB; Crabbe 2000 noted that, 'there is consensus that if youth lack stimulation and have little to do they will seek their own, often antisocial, activities,'

Listening to the impact that both the incident and the antisocial behaviour leading up to it had on the RP and his wife really brought home to me the enormity of the issue.

I thought about how I could get to the root cause of the problem. I spoke to the local PCSO's about the skate park. They told me that they had not been aware that the older boys were monopolising the facility and they were happy to get on-board with maintaining a regular police presence in the area to combat these issues.

I still had some concerns about the types of behaviours taking place at the skate park that were preventing the younger boys from going there. I was mindful of how impressionable youngsters are, and that encouraging them back to the skate park whilst there were other issues ongoing such as smoking cannabis, could cause problems with the youngsters following in the older youths footsteps.

I spoke to the Local Neighbourhood Team and School Liaison Officer to explore what else could be put in place. I wanted to ensure a multiagency approach to tackling the issues. We discussed actions such as; criminal behaviour orders, injunctions to prevent nuisance and annoyance, community protection notices and dispersal powers. I felt confident that with their more specialised knowledge, they would be able to target the area with a goal of making it more accessible to the youngsters again.

I made a conscious effort to undertake uniformed patrols of the area where the incident occurred to offer reassurance to the residents and to deter the youngsters from gathering in those areas. I also made other shifts aware of the issues and asked them to do the same.

After the incident, I felt satisfied with the result. When I first started my tutorship, I found calls of a similar nature extremely hard to deal with. I have found that using discretion confidently comes with time and experience. This was the first time that I did not feel that I had to check with my tutor that I was doing the right thing. Throughout my entire decision-making, I reflected back to an acronym that I learned during my initial training. Remembering JPLANE reassured me that an action is appropriate to take if it is justified, proportionate, lawful, accountable, necessary and ethical.

On reflection, I considered how using the police term, 'disposal,' to describe the actions that we intended to take, when talking to the RP, was not useful because it was interpreted by him as a negative connotation. I realised that it suggested to him that the incident was merely being disposed of rather than taking into account the positive actions that were taken after the incident. In the future, I aim to use more positive terms when speaking to the public and avoid using police jargon.

2676 Words

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Signed: __ _ P.Jones __ _

Date: _ 6.12.2020 _

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: __ P.Jones_____ (Learner)

Date: __ 2.12.2020_____

Signed: __ MIKE WILLIAMS _____ (Tutor Constable)

Date: __ 2.12.2020_____

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