

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/agh-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 this essay I will be reflecting on the coping strategies that I have applied to help develop resilience and minimise stress since I have started my role as a police constable since leaving the tutorship period.

I will be using the Rolfe et al (2001) reflective framework due to the simple way of understanding what has happened, what it has helped to teach me and then finally how I can improve looking to the future. (Fallin, 2020)

There are two main coping strategies that I have used to help develop resilience and minimise stress and they are the following; playing football for Gwent Police and going to the gym.

Playing football for Gwent Police has helped me in two specific ways. The first is the physical and mental impact it has had on my wellbeing and the second is through the friendships I have been able to build and the advice I have been able to gain. The advice has been gained outside of work by experienced officers on how they have dealt with the demands of the job and the tips they have given me on how to best manage the stress and demands of the job.

The reason I have benefited so much from playing for the police is due to the friendships I have been able to build with more experienced officers, sergeants and even a Chief Inspector. Through socialising after training sessions and games and them asking how I am getting on, I have been able to let them know what has been going well and what I have been struggling with. Through letting them know the areas I have been finding difficult, predominantly the vast amount of paperwork and the amount of processes you have to follow when dealing with domestic abuse calls, they have given me good advice of how to manage the increasing workload and methods of how to make sure I am hitting all of the criteria needed when attending emergency calls on my own.

People who aren't involved in a particular situation or problem can approach it with a fresh perspective. Stress can cloud your ability to see solutions that might seem obvious to an outsider. (Practice Business, 2018)

Going to the gym has been a tremendous help as I have begun my policing career mainly due to the physical and mental benefits it has given me that have then enabled me to be a better police officer by helping to manage my emotions better while being as physically fit as possible.

It is proven that exercise can help with the quality of sleep which then has massive psychological benefits including stabilising your mood as well as focusing the mind.

"We do know that moderate aerobic exercise increases the amount of slow wave sleep you get. Slow wave sleep refers to deep sleep, where the brain and body have a chance to rejuvenate. Exercise can also help to stabilize your mood and decompress the mind" (Johns Hopkins Medicine, 2019).

"The endorphins released during exercise which we've mentioned are so good at boosting mood, that they can treat symptoms of depression. Studies have also shown that exercise is as effective as taking antidepressant medication when treating mild to moderate depression" (teckna, 2018).

In summary, through seeking advice from senior officers as well as keeping up my physical activity through playing football and attending the gym, I have been able to minimise the amount of stress I have been dealing with as much as I can as well as developing resilience.

As I look to the future and my further development, I believe it is going to be vital to continue keeping up my levels of communication with other officers who I have built friendships with and to continue letting them know the areas I am struggling with and to ask for advice on how I can best cope with the demands of the job.

I am also aware that I need to continue to exercise through playing football for the police as well as attending the gym because of the proven physical and mental impacts it has and I know from past experience that it helps increase my mood and ability to perform at the best of my abilities.

Word Count: 708

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:

During this essay I will be discussing an incident where I responded as the only police officer to a call where a female was suicidal and threatening to end her life. I will explain what happened, the methods of communication that I used and will also consider what my responsibilities were to the victim and witness as well as how I safeguarded the individual involved.

I will be using Allan's DEBRIEF model of reflection as I feel this is a good reflective model specifically for this incident as it has allowed me to clearly evaluate my actions and performance as well as then reviewing and identifying learning points moving forward. With the learning points it will give me specific ways in which I can improve and more importantly be a better police officer to members of the public moving forward (Allan, 2011).

I was the only police officer assigned to an emergency call where there were reports from a neighbour that the vulnerable lady in question had knocked the neighbour's door saying she felt like killing herself and unless she called the police then she would go through with it.

As the call came in over the radio from Force Control Room (FCR) I asked what the history was with the vulnerable person (VP) and got a full history of calls/incidents that the VP had been linked to as well as warning markers she had for suicide, being an alcoholic, violence against police and having weapons on her.

I arrived at the address and I was immediately met by the VP sat on the front doorstep and the neighbour. The VP was visibly shaking and crying and rather than engaging with her immediately, I decided to quietly pull the neighbour aside and ask what had happened and what the VP had said to her. After the neighbour advised me that although the VP had talked about killing herself, the VP had realised how she was feeling and wanted help which was why she knocked her neighbour's door rather than harming herself.

After processing the information the neighbour had given me, I calmly approached the VP and bent down onto one knee so I was at her level in order not to look like I was overpowering her or intimidating her with my height and stature and as a non-verbal method of communication.

I identified myself as a police officer and advised the VP I was there to help and thanked her for going to speak to her neighbour rather than harming herself. This made her immediately stop crying and calm down. I believe that because I identified myself as someone looking to help her rather than just purely deal with her in the emotional state she was in, this brought her emotions down to a normal level again and she was able to interact with me and it opened the door to a proper conversation where I could begin the process of getting her the help she needed.

If officers and staff listen to people, spot potential indicators of risk and are curious about these indicators, it will help them to identify individuals who require higher levels of intervention and support, as well as those who do not (College of Policing, 2021).

It was clear that the VP was in a vulnerable position and needed assistance.

I made the decision to contact the Approved Mental Health Professional (AMHP) to gain some guidance on what my options were in relation to sectioning under 136 of the Mental Health Act or trying to get the VP to go voluntarily to the local mental health hospital.

There were a few options I considered in what the best course of action I could take moving forward. The VP at this point once she had calmed down wanted to be left alone and said she was fine. The other options were to section the VP or get her to go voluntarily. I calmly sat down next to the VP and told her that I wanted to work with her and get her the help she needed. I calmly explained that the best step forward would be for her to voluntarily come with me to the local mental health hospital in order for her to be in the best place possible to get the help she needed.

I decided not to detain her as she was being calm and reasonable with me. I did consider whether to place the VP in handcuffs but I also had to consider the VP's

Human Rights in this matter. There are a number of basic rights we as human beings, one of them is No Unfair Detainment (Samaritanmag.com, 2009) due to the actions and behaviour of the VP, I didn't believe I had the right at that moment in time to follow through with the action.

When supporting and safeguarding vulnerable adults' officers should be especially careful to ensure that they show compassion and empathy (Safeguarding Vulnerable Adults Contents, 2020).

As police officers, we have a responsibility to safeguard vulnerable adults when we encounter them.

There was one main safeguarding risk that I had to consider and that was whether the VP was going to harm herself if I had made the choice to leave her at home after she had insisted she was feeling better.

I wasn't content that the VP wouldn't have harmed herself and so I made the decision that the option of leaving her was no longer viable.

A few of the policing principles that enabled me to make the decision to convey the VP to the local mental health hospital were accountability, objectivity and honesty (The Professional Body For Policing Code of Ethics A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales, 2014).

Accountability came to mind because I felt I was dealing with a vulnerable lady who wasn't in the best frame of mind to make decisions for herself and especially when she had indicated earlier on in the evening that she wanted to kill herself. As a police officer, I felt as though I had a responsibility to look after this member of the public. We sometimes have to make hard decisions that members of the public do not initially like or understand, however my conscience was clear upon reflection of the incident that I made the most informed decision I could.

Under the objectivity principle, I felt that because I was outside of the immediate emotional bubble of what was happening, I was able to make a calculated, informed decision rather than an emotional decision.

Honesty was a principle that was tough to administer in this situation but vital. I had to let the VP know, in the kindest way possible, that she wasn't in the best position to make clear decisions and that is why I was there trying to help her. The reasons I felt she was not in the best position was due to her alcoholism and mental health issues.

Reflecting back I believe I effectively demonstrated a number of the policing principles throughout the whole incident in order to achieve the best result possible for the VP.

It was clear that the VP was struggling with her mental health as well as being intoxicated due to her alcoholism. I felt it was important not to

Reflecting upon the incident, although some colleagues may well have placed the VP in handcuffs to detain and secure the person as they were struggling, I firmly felt that if I had done the same it would have escalated the situation. I wanted to show

compassion to the VP and to help her understand that I didn't view her as some kind of crazy or strange woman, but that I empathised with the struggles she was going through and that I was there to help and assist her by taking her to the hospital rather than to try and oppress her.

Word Count: 1329

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:

In this essay I will be describing an incident where I have had to interview a suspect and I will discuss the relevant social and legislative contexts as well as cultural and language issues I encountered.

I will be using Gibbs' Reflective Cycle to provide a structure for this essay. In my opinion it is the best model to use for this kind of essay where I need to reflect on and evaluate my performance while also thinking of ways I can improve moving forward (University of Hull, 2014).

The incident I will be discussing involves me having to arrest a male subject on suspicion of assault against his wife so it had a domestic abuse element. The subject was from Pakistan and couldn't speak English so during the initial arrest we had to call Language Line in order to let the subject know why he was arrested and so they could translate the caution for him. Also, we arranged for an interpreter to meet us in custody to be present for the subject's meeting with his solicitor as well as when the actual interview took place.

When I was planning my interview, I knew there were golden hour enquiries that needed to be completed as soon as possible.

The golden hour is a term for the period immediately following the commission of an offence when material is abundant and readily available to the police (Deane, 2019).

We had to conduct house to house enquiries as well as view CCTV from the surrounding properties to view the incident and determine what had happened in order to form a detailed interview plan to challenge the suspect.

I used the PEACE model to conduct my investigative interview. "Investigation is a core duty of policing. Interviewing victims, witnesses and suspects is central to the success of an investigation and the highest standards need to be upheld" (College of Policing, 2011).

The main areas of the PEACE model are Preparation and Planning; Engage and Explain; Account; Clarify and Challenge; Closure and Evaluation.

As part of the Preparation and Planning section, the planning process involves gathering information so as to allow the interviewer to remain in control of the interview, to ensure that it goes in the right direction and that sufficient time is available (Armstrong, 2012).

It was important that I ensured my interview plan was as detailed as possible so that I was able to remain in control of the interview and to make sure that it followed the path I needed to ensure the points to prove were hit and to get a detailed account of what had happened.

It is important to Engage and Explain with the subject in order to make sure they are comfortable and familiar with how the interview is going to proceed.

The tape recording, and other procedures, once understood, can help the interviewee to empathise with the interviewer. If this happens then the interviewer will have much greater success (Armstrong, 2012).

Account – In this interview the account section was very minimal due to the suspect giving a "no comment" interview. Normally I would allow the suspect to give an account in their own words and would then pick it apart and go back over it to clarify and get into the finer details.

Clarify and Challenge - Similar to the account section, there was not a lot of information to clarify or challenge as the suspect didn't give any answers to my questions.

As part of the closure and evaluation section of the interview, the only area I could really emphasise was giving the suspect a final chance to give his side of the story. He declined the opportunity and at that point I ended the interview knowing that I had given the suspect every chance to give his side of events and felt confident that there was nothing more I could do.

Reflecting on my performance in the interview, before it started I was confident that I had prepared well and had a detailed interview plan that had all of the questions in it that I needed to ask the suspect. This was further enhanced by the golden hour

investigations, as we captured the evidence we needed to prove that the suspect was guilty of the offences he was arrested for.

During the interview I was calm and collected and even though the suspect gave a no comment interview, I was methodical in still going through all of the questions I needed to and continued to challenge the suspect on certain areas that aided towards the points to prove that I needed to establish in order to find the suspect guilty of the offence.

In terms of my effectiveness in the investigative process, I believe I was efficient given the time restrictions of the 24 hour clock under PACE (Legislation.gov.uk, 2011).

I always find it hard to interview suspects when they are instructed by their solicitor to give "No Comment" to every question as there is no flow to the interview and you can't get the suspect to admit to their wrongdoing or offences.

In reviewing this interview and all of the surrounding processes that I had to complete in order to make it as detailed and specific to the suspect as possible, there were two specific policing principles that I believed were essential to helping me fulfil this.

The first was equality, diversity and impartiality. "As police officers we must act and make decisions on merit, without prejudice and using the best available information" (Code of Ethics A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales, 2014).

It was important for me that even though the evidence was overwhelming that the suspect was guilty of the offence he was arrested and interviewed for, as a police officer I still had to act without prejudice and still give the suspect the opportunity and chance to provide his side of the story and give an explanation in his own words as to what had happened.

The second policing principle that I felt was important in this task was integrity. I felt a very strong sense of responsibility to the victim in this case as it was evident that she had suffered years and years of domestic abuse by the suspect.

"We need to build and maintain confidence with the public, colleagues and partners if we are to deliver a modern and effective police service. Doing the right thing is about becoming a role model and upholding public trust" (College of Policing, 2017).

Reflecting back on the whole interview process, I was confident that I did a thorough job in collecting all of the evidence required, as I explained earlier on in this essay through the golden hour enquiries. The amount of evidence collected through CCTV showing the actual assault take place as well as house to house enquiries with neighbours that documented years of abuse through different witness accounts and events they had documents between the victim and suspect.

I also had to take into account the language barrier due to the suspect being Pakistani and not being able to speak English. Through providing services such as Language Line as well as free interpreters and solicitors, I took into account the rights and needs of the suspect under Code C and D of PACE (Legal Issues in Scotland Wiki, n.d.).

I feel as though I had the legal rights of the suspect at the forefront of my mind throughout the whole process as well as making sure that I worked as hard as I possibly good in order to get the result that the victim deserved and needed in order to feel as though the trust and confidence she put in the police was met and fulfilled.

Word Count: 1302

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:

In this essay I will be describing an incident where I had to deal with an offender and what considerations I undertook in relation to anti-social behaviour as well as what responsibilities I felt I had responding to the anti-social behaviour.

I will be using Gibbs' Reflective Model to analyse my involvement with this incident (The University of Edinburgh, 2020).

We were on patrol in Newport when we had a call over the radio stating that there was an intoxicated male causing issues due to having been thrown out of a nightclub for being too drunk. He was a well-known local who is frequently causing issues on a Friday and Saturday night due to excessive drinking, so we knew who we were going to be dealing with.

We approached the male outside the nightclub he had been ejected from and I decided to take a calm approach to de-escalate the situation. I calmly spoke to the male and advised that he needed to leave the area and go home as his behaviour was starting to cause an issue for both door staff as well as other members of the public who were in the vicinity.

Although he began to get frustrated with me and was trying to explain to me that he wasn't drunk, I politely yet forcefully told him he needed to leave before things escalated and we would need to arrest him for being drunk and disorderly as well as for public order offences.

At this point he seemed to get the message and made his way down the main road in Newport towards the taxi rank.

We left the area on foot but a few minutes later we had another call over the radio stating that the same male was now causing an issue outside another nightclub.

We walked down to the nightclub where the male was located and we could immediately see and hear him shouting and swearing at the door staff as they wouldn't let him in due to his drunken state.

I approached the male and tried to get him to leave but at this point he told me to, "FUCK OFF YOU PIG."

For me this was the tipping point as I had given him every chance to leave the area and go home without getting himself in trouble.

I arrested him for being drunk and disorderly in public as well as section 5 public order offences. We cautioned him before escorting him to Newport Central Police Station where his detention was authorised by the custody sergeant.

Antisocial behaviour is a broad term used to describe day-to-day incidents of crime, nuisance and disorder that make people's lives a misery – from litter to vandalism, to public drunkenness or aggressive dogs, to noisy or abusive neighbours. Such a wide range of behaviours means that responsibility for dealing with antisocial behaviour is shared between a number of agencies, particularly the police, councils and social landlords (Police and Crime Committee Scoping - July and September thematic meetings Tackling antisocial behaviour, n.d.).

The male was clearly drunk in public which falls under the remit of anti-social behaviour.

There were three main types of people that this incident affected.

The first was the door staff. They were starting to be put in potentially dangerous situations by having to interact and deal with this drunken male due to heightening levels of aggression and refusal to leave the area.

The second were the other patrons who were out trying to have a good evening. The male had been ejected from the first nightclub due to his behaviour and drunken antics and it wasn't fair on them to have to be subjected to that.

The third type of person were the other members of the public who were innocently walking past and trying to enjoy their evening. Although the drunken male was not

directly swearing at them, it was still in the vicinity and they were still subjected to having to hear it.

The effective and appropriate action that we as police officers took was to remove the drunken male from the area to prevent further disorder as well as to prevent any possible violence from erupting. The physical violence would not only put people at physical harm but it would also have escalated the situation where it didn't need to be escalated.

Each year the public contacts the forty-three police forces in England and Wales around 7,780,500 times to report a variety of troublesome and problematic people and situations. Of these contacts, about 45 percent relate to matters that can be variously categorised as anti-social behaviour (ASB), disorder or incivilities (Innes and Weston, 2010).

According to the British Crime Survey (BCS) 2008/09, around 70% of the population perceive that 3 or more ASB issues are a problem in their neighbourhood. 17% of respondents identified drunk and rowdy behaviour as a problem (Innes and Weston, 2010).

As police officers we have a clear responsibility to ease the fears of the public and in this instance, nearly 1 in 5 members of the public think they have an issue with drunk and rowdy behaviour in their area. We have the responsibility to alleviate any fears they have and take any lawful action we can to keep order and maintain the public's trust in us.

As well as a responsibility to members of the public, we also have a responsibility to help and assist offenders where we can.

Overall, according to the BCS 2007/08: • 58% of respondents said that they were 'not very confident' or 'not at all confident' in the police's ability to do anything about ASB (Innes and Weston, 2010).

When the drunken male was booked into custody and placed in his cell, I went and spoke to the custody sergeant to explain a little bit about the male's history and how this was becoming an almost weekly occurrence. I suggested to the sergeant that we consider some kind of alcohol awareness course to try and work alongside the male as arresting him every weekend was clearly not working and the message wasn't getting through to him.

I had recently dealt with Gwent Drug and Alcohol Service (GDAS) as they are the main charity we work alongside in Newport to assist offenders who struggle with alcohol dependency or drinking too much alcohol.

I felt a responsibility to help the male as I knew that there were probably issues going on in his personal life that were causing him to act the way he was every weekend. It was clear that the male was not grasping the severity of his issues and this could be seen by his persistence every week to carry on drinking and get into trouble with the police.

I had previously worked for a similar charity to GDAS and knew the tell-tale signs of offenders who needed that first helping hand to get them on the road to recovery and I firmly felt that this offender was the same.

There was one potential impact of bias that could have culminated from this incident and this was the fact that the male was very well known locally as being someone who causes trouble every weekend when he has had a few drinks.

The main policing value that I believed I demonstrated dealing with this incident was integrity.

As a police service, we must show impartiality throughout all our dealings with colleagues, partners and members of the public. This is achieved by being unprejudiced, fair and objective.....we assess each situation based on its own merits ensuring we are fair and consistent in our actions (Competency and Values Framework for policing Overview of framework BetterProfessionals forBetterPolicing TM, 2016).

Although I had previously had a number of run ins with this male, I tried my best to treat this as an isolated incident and not let any unconscious bias cloud my behaviour, judgement or actions. This was why I tried to give the offender the opportunity to go home rather than arrest him straight away. That would have been the easy option due to previous intelligence on him. However I tried to give him the benefit of the doubt that he would be different this time. Although he proved me wrong, I felt happy knowing I had given the offender every chance to not let the matter escalate.

I didn't feel in this instance that my integrity would have been intact if I had just left the custody unit without making the suggestion to the custody sergeant to look at alternative methods of treatment rather than simply charging the offender with another meaningless drunk & disorderly offence.

In terms of my experience policing the night time economy and how it has influenced my perception of the wider community, I believe that when member of the public are out on a night out it and are drinking large quantities of alcohol, it puts a magnifying glass to their personal lives and the issues that may be going on behind closed doors.

At the national level, the 2006/7 British Crime Survey found there were over one million violent crimes in which the victim believed the offender to be under the influence of alcohol, equating to 46% of all violent crime (Lister, 2009).

There are countless incidents of violence, domestic abuse, racial aggravation and drug taking that show a pattern of what is currently going on in society in terms of a lack of education and lack of prospects.

Many abuse incidents occur when one or both people involved has been drinking, and alcohol is more commonly involved in more aggressive incidents (Leonard and Quigley, 2016).

Alcohol consumption in Wales has risen markedly in recent decades, with many people drinking well beyond the recommended guidelines. Over-consumption has manifested itself both in the problem of binge drinking in Wales' town and city centres, and in a trend towards heavier drinking at home (Alcohol Change UK, 2010).

Reflecting back on this incident, my decision to allow the offender to walk away after the first run in with him luckily paid off as he didn't go on to commit any violent offences which was a possibility. I tried using my policing values to give the offender the benefit of the doubt and to allow him the opportunity to leave the area without getting arrested.

Unfortunately, this didn't happen as he went on to continue causing issues that left me no choice but to arrest him.

This could have led to a violent incident or assault if his behaviour towards the different doormen escalated and he had started to get aggressive.

If I could go back and change anything, I maybe should have walked alongside the male to the edge of the nightclub area where the taxi rank was to ensure he had left the area. Alternatively, I did have grounds to arrest him after the first incident and maybe I should have to prevent the follow up incident. I will speak to colleagues about how I dealt with the incident to see if they have any further suggestions of how I can improve my performance moving forward.

Word Count: 1848

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



20.4.22

(Learner)

Date:

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

Bibliography

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Signed: Jon Graham (Learner)

Date: 20/04/2022

