

Workbook 2

by Daniel Richards

Submission date: 18-Oct-2020 10:23PM (UTC+0100)

Submission ID: 134355532

File name: 20196_Daniel_Richards_Workbook_2_287290_1511743091.docx (134.11K)

Word count: 8331

Character count: 44149



BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Daniel Richards

**Learner's University Registration Number:
1916271**

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:

Within this essay I will be reflecting on the coping strategies I have applied to help develop resilience and minimise the stresses from when I adapted to the role of police constable in my tutorship phase.

I found quite soon into my training within the tutor pods, I realised I needed to adapt to the new surroundings as soon as possible, as there could be many factors that could influence my stress levels.

The major one was that the shift pattern was a lot different to what I had previously experienced in the training environment. Within the training environment, the working patterns were Monday to Friday on a set time whereas now the pattern was that of two mornings followed by two afternoons onto two evenings. It was important to adapt to this as quickly as possible to ensure that I did not feel the potential effects of body fatigue.

To enable me to best achieve this I considered the strategies that worked well for me within the training environment and adapted these to meet my current demands. As the current lockdown measures were being relaxed it allowed me to concentrate my efforts on my sports to help minimise my stress levels.

Sport was always something that came naturally to me and somewhere where I felt I could relieve any stresses of everyday life or from the workplace. I always felt I had recuperated mentally when I left the pitch or the gym and more resilient to the challenges ahead of me. However during my initial 6 months of study this was taken away from me due to the coronavirus lockdown. Although I initially struggled, I began to develop a new strategy to help my overcome stresses. This was by developing friendships and better relations with my colleagues which allowed me a new approach for a direction when I felt I was struggling.

This really helped me during this time and something I wanted to continue. I had built a network towards the end of my initial 6 months that were available to me during my tutorship. Whilst there can be negativities in comparing development levels, for example if one of my colleagues had experienced something within their tutorship that I hadn't I may feel that I am behind the level that I should be at. However, I did not feel this was the case. I felt by talking to them about experiences, it helped build my resilience to when I did experience it as I would have additional support that I may not have considered previously.

Before entering the tutorship, I was anxious about the nature of the work as I had no previous experience within policing. On a personal level when I feel anxious or stressed by a situation, I feel I usually shut down and will not say much verbally.

I feel the set-up, which allows the tutors to select the calls that best suit our training needs at each selected point of the tutorship period, this allowed my confidence to build which in turn helped me become more resilient to the pressures as I began to take on more responsibility over the duration of my time there.

In addition to this, I gained time to perfect relevant paperwork. Paperwork like PPN referrals and incident entries, something that on response there is little time to achieve. This has enabled me to be more resilient and confident when having to complete this on response.

In conclusion I have found the tutorship has enabled me to grasp the basics of everyday policing and build upon my coping strategies that I developed within my initial six-month period. By adapting my sport to a more reasonable time during the day, I now aim to complete my gym sessions prior to starting work rather than following my shift. I feel this enables me to start my shift with a clear frame of mind and more resilient to challenges that may arise.

Word count: 658 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:

Within this essay, I will use an incident I have experienced within my line of duty which I have played a valuable role with a victim. I will describe the incident that occurred, whilst also identifying the social and legislative contexts I had to consider. I will then review the communication methods that were used throughout and how effective communication can help enhance public perception and victim experience of the police.

I will conclude this essay by reflecting on the scenario using the Gibbs reflection model and review the personal learnings that I have collected as a result.

The university of Edinburgh states that 'Gibbs' reflective cycle is arguably one of the most famous models of reflection leading you through different stages to make sense of an experience.' (The University of Edinburgh, 2020)

I will be using this model as it has helped me to break down the incident to identify the positives from the experience but also the learnings, I have taken in greater detail to enhance my decision making in the future.

The incident I have chosen to focus on is a dwelling burglary that I attended whilst I was on single crew patrol. I was asked to attend a premise at the start of my shift after the homeowner had reported a burglary that occurred sometime during the night. Upon my arrival to the property I was considering the legislative contexts and the expectations that were required of me to ensure I served the victim as best I possibly could.

Burglary is defined in law as 'A person who having entered any building or part of a building as a trespasser he steals or attempts to steal anything in the building or that part of it or inflicts or attempts to inflict on any person therein any grievous bodily harm.'

'Burglary is a triable either way offence and punishments can range from a fine or six months imprisonment for a summary offence or up to fourteen years imprisonment for an indictment offence. A summary offence will be tried at a magistrate's court whilst an indictable offence would be tried at a crown court.'
(legislation.gov.uk)

As I attended the property, I discussed with the female what had happened and began to take an account of the incident and the lady's actions the previous evening. This would allow me to identify a more accurate time frame to investigate with other lines of enquiry, which could include house to house enquiries, CCTV enquiries and possibly use of a police dog for a search of the area.

I approached the property as I would any other incident that I attend and adapted my approach to meet the needs of the victim once I had met the victim and I had gathered more information about her.

The college of policing states 'As demand on the police shifts towards public protective services, together with forces, we have identified the need to further upskill police officers and staff to ensure they are equipped with the necessary knowledge and skills to respond to vulnerable people in a consistent and effective way.' (College of Policing, 2020)

Upon arrival, I was met by an elderly lady who was visibly shaken from the incident, which made communication a little more challenging. There were some vulnerabilities that I had to consider both for my approach and how to ensure safeguarding.

I understand that it is important in my role as an officer to consider the victims vulnerabilities upon my arrival to any incident. By considering the correct approach, it better the chance of securing the best evidence to proceed with any reported incident, whilst also ensuring that any potential requirements that the victim has can be met or fulfilled. For example in this incident the elderly lady was living alone, was she getting the support from family or social services if it was required. This was something that also needed to be established.

A person can be classed as vulnerable if they either under 18 or a certain adult. To enable to determine if an adult is vulnerable I understand that, as a police officer I would need to assess the behaviour of the adult, how they appear to be coping or living, their communication skillset whilst also considering the support that they may or may not be receiving to enable them to keep a degree of independence.

The lady had been living alone since her husband passed. The victim was also showing signs of confusion whilst I was communicating with her. Her responses were met with different answers from simple questions I was asking her. For example when I asked what time she had gone to bed the previous night, her responses ranged from 7pm to 10pm. This was making the time frame that the burglary took place hard to identify. As a result I changed how I would communicate with the female through my visit.

'Communication is simply the act of transferring information from one place to another, whether this be vocally, written, visually or by use of gestures or even posture.' (ethandaviesq.weebly.com)

I understand that effective communication can lead to the success or failure of policing. By failing to adapt communication techniques, it could impact not only the victim but overall public perception of the police. I began to consider the barriers that I was facing with the female when I was communicating with her, such as the semantic barrier and psycho-sociological barrier.

As I was communicating with the lady, I began by asking her to explain to me, what time she went to bed, what time she checked the doors were locked and whether she had saw anything suspicious. She was started to get distance to my approach as she believed that I was suggesting that she was at fault. As I explained to her, that this was not the case, she stated that these types of things her late husband usually took care of these types of things.

Realising the vulnerability of the lady I asked her if there was anyone we could call to come over to the address to comfort her, to which she requested her daughter.

As I was waiting for the daughter to arrive, I began to break down the barriers by making the conversation more personal, asking about her family. This helped to build a rapport between us and her becoming more receptive to me.

I then began to introduce the questions more naturally into the conversation. This allowed me to gain the same information I required but also to ensure the victim did not feel at blame.

I understand during any crime the victim expects to be fully investigated, but to increase public confidence and perception of the police can be how the victim has felt they have been treated throughout the incident management by officers. Safeguarding measures are expected to be considered by officers to help protect against potential repeat crimes.

Unfortunately, during this incident, the lady was defiant about vacating her property during the day and staying with family despite requests from her daughter, however following discussions she did allow her daughter to stay at the property that evening to provide a re-assurance.

Several target-hardening techniques were also given to the victim to help reduce the risk of the crime re-occurring. Suggestions for window and door alarms that could be requested from the local council to help provide a level of comfort to her everyday living. CCTV was also suggested to be installed, although this won't stop the crime, it can help to identify the offenders if it happened again.

Upon me leaving the property I also checked that the windows were locked and told the family to ensure the door was locked when alone in the property or leaving the property. I also arranged for a re-assurance visit to be arranged for a later date, to update the victim on proceedings and also to complete a welfare check on her.

CSO's were also tasked to patrol the area more regularly to provide a presence to the local community and to help deter any potential incidents occurring.

On this particular occasion, given the vulnerability of the victim upon my return to the station, I submitted a PPN to ensure she received any help or support that was necessary.

Using the Gibbs model of reflection, there are quite valuable learnings I took from this experience. Whilst I am comfortable to attend any burglaries, I was met by a vulnerable victim who was quite defiant and stubborn. I felt this originally impacted on my communication with her, as some of the

sentences I was saying she did not understand due to the generation gap. I also feel that this was a factor when it came to explaining some of the policing policies, as was stuck in her ways and more familiar with the policing of old.

Whilst I was aware of the Mehrabian theory that 55% body language outweighs the 7% verbal and the 38% tone used, on this occasion I may have approached the incident with a degree of bias, that given her elderly nature she would be automatically receptive to me and feel at ease. However, this was not the case, she was very much independent. By making the conversation personal to her, my body language took over, and as the conversation relaxed, I was able to gain the information I required.

To conclude, I have felt the learnings from this is that unconscious bias will always exist, however it is the approach to the situation first and foremost that can impact on the results of the incident you are investigating. Approaching everyone the same will not always work but being personal with the victim can enhance a rapport to enable best results.

Word Count: 1620 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:

Within this essay I will be using a suspect interview that I conducted from an ongoing investigation. I will describe the incident that occurred whilst also considering any relevant issues that arose. I will outline all the planning and preparation that I undertook to ensure that the interview met all the guidelines that are set out within the PEACE interview process.

I will conclude the essay by evaluating my performance during the process and reflect on the learnings that I took from the process.

I will reflect on the experience using Bortons framework (1970). 'This reflective model is very simple and often used as the first step on the ladder of the reflective practitioner. This model encompasses three simple questions to be asked of the experience or activity to be reflected on, what? So what? Now what?' (wordpress.com)

I found that by using the Bortons model it allowed me to reflect on the incident in a more natural way. It provides me with the opportunity to evaluate both my experience and my feelings during the incident and provide a platform for me to act on this when I experience the incident again. In this case I understand interviewing will become a common part of my day to day duty.

The interview process changed significantly during the introduction of PACE. The major catalysts for change was the public loss of confidence in police and the procedures. There were two incidents

that played a part in this, The Brixton riots in 1981 and The Birmingham six in 1975. But the main catalyst for change was the murder enquiry of Maxwell Confait.

'Confait's death in 1972 led to one of the most famous miscarriages of justice in British legal history and to a major shake-up of police powers.' (inews.co.uk, 2020)

The Confait enquiry was a very public affair, the findings from this led to the public becoming very concerned at police treatment of the three boys that were incorrectly found guilty of the murder. The boys who had learning difficulties, were bullied by officers into a confession during their time in custody. It was found years later that the forensics showed that the three boys were innocent, and their 'confessions' were because of the treatment in custody.

'The Police and Criminal Evidence Act 1984 codes of practice regulate police powers and protect public rights.' (gov.co.uk, 2013,2020)

The introduction of PACE in 1984, meant that there were stricter guidelines to follow under a code of practice that aimed to balance a person's rights and police powers. Failing to comply can be detrimental to an investigation and their career. As evidence found during an investigation without following these codes can be deemed inadmissible in court, criminal proceedings can also be brought against the officer.

The interviewing process can be done in two ways, for offences where there may not be a necessity for arrest but a requirement to investigate a voluntary attendee interview can take place. This is where an interview room is booked, and a date agreed with the subject to attend. Failure to attend can then result in a warrant for their arrest. During the interview the structure will remain the same as for someone in custody.

If someone is arrested, then they will be taken to custody and the detention will be authorised by the custody sergeant. They will be read their rights at this point by the sergeant that they are entitled to a solicitor if they want one, read the codes of practice and to have someone informed of their detention.

The interview that I conducted with a suspect was that of a prolific shoplifter. I got called to an incident at a retail store where the male had been detained by a crime detection officer for the company. The male was detained after exiting the store with items and failing to make or offer payment before leaving the last point of payment at the store.

'A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it; and "thief" and "steal" shall be construed accordingly.' (legislation.gov.uk)

As I arrived at the store, the male was being detained in the security office along with the items that he had stolen. As I conducted the initial accounts, I completed a PNC on the male, the results for this was that he was wanted for seven other thefts at store nearby, all completed with the same MO.

MO is the modus operandi which is stated by Britannica as meaning 'distinct pattern or manner of working that comes to be associated with a particular criminal.' (Britannica.com,2020)

I subsequently arrested the male and conveyed him to custody where his detention was authorised by the custody sergeant. During this time the custody clock will be running. Under PACE a detention time can last up to a maximum of 24 hours without charge, however this can be extended up to 36 hours if PACE requirements are met.

This time is then used to prepare for interview. An interview is "...the questioning of a person regarding his involvement, or suspected involvement, in a criminal offence or offences which, by virtue of paragraph 10.1 of Code C, is required to be carried out under caution" (assets.publishing.service.gov.uk, 2020)

The PEACE model of interviewing is the national guideline to follow to ensure all legalities are met throughout the interview and to stay compliant within PACE.

My planning stage began when I arrived back at the station. I considered the evidence that I had already gathered from the original incident, and what evidence was left to achieve. Unfortunately, at this point there was no CCTV evidence, however a witness statement was completed with the crime prevention officer who followed the subject around the store in plain clothes and witnessed the whole incident.

I then reviewed the further occurrences that the male was wanted, and what further evidence was required. There were some statements left to take to ensure that I had all occurrences ready for questioning during the interview.

This allowed me to create my interview plan. My written interview plan consists of the definition and points to prove followed by the suspect agenda and the police agenda.

The suspect agenda is the chance for the suspect to give their account on the allegation in question, and account for their movements or responsibility in the incident. To open the suspect agenda, a question like 'Tell me about your day on Monday 19th October' This will allow them to give a response freely which could corroborate or create discrepancies to what is currently known.

The police agenda is the interviewer's opportunity to ask the questions from the topics that were chosen prior to the interview. These questions will consist of the 5WH's. Who was you with? What did you do? Why did you go there? Where did you go? What did you do there?

This written plan will be taken into the interview to give a platform to build the interview around.

The engage and explain section is encouraged to build rapport with the interviewee. This can encourage the suspect to be more co-operative with the interviewer rather than if the setting was hostile.

The aide memoir is introduced at this point. The aide memoir introduces the interviewee and why the interview is taking place. By greeting the individual and asking how they would like to be addressed can help to engage the individual.

The aide memoir will also outline the pace requirements of the interview, namely PACE code C.

The account stage is the stage where the interviewer will ask the interviewee the questions. Prior to the interview there will be topics created by the interviewer within their interview plan. For each topic, the interviewee will probe the topic as much as possible to gain all relevant information. This will be completed through the cone system technique

Following the completion of the interview, the interviewer will give the interviewee the chance to ask any questions on what happens next, and explained to fully by the interviewer. The evaluation of the interview will consist of overlooking the evidence that exists and what happened within the interview and determine if or what action is required and how the accounts fit within the current investigation.

Upon reflection of my interviewing process, the interview was my first interview that I was conducting on my own. I ensured that I planned thoroughly for the interview to ensure that I was confident upon my approach. During the interview I was confident with my questioning and feel that the topics that I had picked to approach the suspect with were accurate to meet the points to prove.

The suspect had a legal representative which he was entitled to. The solicitor made some challenges back to my questioning which caught me off guard, however I am pleased by how I responded and kept the interview on topic.

I was able to naturally probe each topic, which ultimately brought a confession to all but one of the allegations I was interviewing.

The interview process brought me some learnings which I could take forward onto my next interview, which were more administration based than the interview structure. These were to become more confident and comfortable with the recording system in the interview suite and the note taking during the interview. I found myself drifting into a habit of making pointed notes rather than the commonly used spider graph.

Going forward into my next interview I understand that the recording suite will become more comfortable and confident with the more times I use it. I also found myself starting to integrate the use of spider graphs and admittedly found this easier to use and understand than my previous pointed notes.

Word Count: 1507 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:

Within this essay, I will be considering two separate incidents that I have experienced during my time as a duty officer. I will explain the situations that occurred and include the social and legislative contexts that were considered.

I will also consider how the anti-social behaviour has impacted the local communities and my responsibilities to combat this.

Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person' (Antisocial Behaviour Act 2003 and Police Reform and Social Responsibility Act 2011).' (met.police.uk, 2020)

Anti-social behaviour can be a long term issue that a victim can suffer, and if left un-reported or un-investigated can have serious implications on one's health and well-being.

Fiona Pilkington was a big example, in 2007 a single mother killed herself and her daughter Francecca after her complaints of anti-social behaviour against her family were left ignored. She had reported some 33 times about the youths that were damaging her property over a ten year period. She had not only reported this to the police, but to the council and her MP also.

She was even told to 'ignore' the incidents. Whilst there were other partners also to blame, the police did not follow up the calls with a welfare check or even link the calls, to establish the seriousness or vulnerability of the victim.

Following a report conducted by the IPA, there were 4 points identified

'HMICFRS report that:

- Forces have greatly improved their ability to protect vulnerable people and support victims;
- There is still a lack of capacity in neighbourhood policing to analyse and use intelligence;
- The likelihood of the police bringing someone to justice following a criminal investigation is decreasing
- There are stark differences in the way forces investigate crimes across the country.'

(justiceinspectorates.gov.uk, 2020)

These points, whilst it is a positive that the police force have improved helping to support vulnerable victims, It is concerning that neighbourhood policing is still lacking the capacity as this may potentially impact the reporting process of a victim which over a long term period may result in more cases like that of Fiona Pilkington.

I understand that in my role it is imperative that I investigate the reported incident fully, but whilst I may not be able to solve the problem, I could help put in place provisions that could deter the problem. By doing this I could involve partner agencies.

As part of Gwent Police 5 priorities anti-social social behaviour is stated at number as 'ensuring the police work closely with partner organisations to tackle ASB effectively' (Gwent.police.uk, 2020)

The various teams and partner organisations that can be worked with to ensure that the problem can be dealt with on a long-term basis, looking for alternative measures and disposals available can help with this. For example, a single mother who has stolen an item to help with her child may not be issued a fixed penalty for the theft but may get the mother to work with women's pathway who will help to work with the mother so they don't re-offend. To put it simply crime prevention goes further than crime detection.

The teams that I work closely to help develop a crime prevention strategy is the neighbourhood policing team (NPT) and community support officers (CSO)

The college of policing states that neighbourhood police 'is an essential part of the UK policing approach that aims to connect our communities directly and seamlessly to specialist policing services at local, regional and national level' (college of policing, 2018)

As a result of recent media stories of police brutality and the black lives movement protest, public perception of the police is at a low, by utilising NPT this can help bridge the gap and restore confidence of the police in general.

The college of policing has issued Guidelines on how neighbourhood policing will be best achieved and have split these into three categories:

Delivering neighbourhood policing
Supporting neighbourhood policing
Evidence gaps

To effectively deliver neighbour policing, officers are expected to work closely with communities which will provide presence and support where and when required, and to identify issues where and when they arise. This will be done through community feedback and first-hand. The aim is for officers to be proactive in their approach and provide support and solutions to the community, which in turn will reduce the impact on police response officers.

A community support officer is designed to 'work on the frontline of your local force, providing a visible and reassuring presence on the streets and tackling the menace of anti-social behaviour.' This further enables the police service to build relations and help make neighbourhoods feel safer.

As per the Policing vision 2025 published by the NPCC 'The link between communities and the police will continue to form the bedrock of British policing. Local policing will be tailored to society's complex and diverse needs – with the delivery of public protection being informed by community priorities and robust evidence-based demand analysis' (npcc.police.uk)

As a response officer I understand that neighbourhood officers and community support officers will regularly connect and converse with homelessness and anti-social behaviour in general than I will and also work more closely with the community than I, so with this in mind I tasked the neighbourhood team to establish the wider issues the local community believe is the main areas of concern for their area.

As a result of the market research conducted, it was fed back that of the persons in the community asked, 72% believe that begging and homelessness to be the biggest issue that exists within the area, specifically the town centre.

The Wallich, a charity that is working on reducing homelessness also reported between 29th March 2019 and 28th June 2019 an increase of 32% of people supported in Newport

I understand that during my career as a police officer I will deal with many cases of anti-social behaviour, however I am also aware that anti-social behaviour can be investigated and actioned in many ways. The incident I have chosen for this essay is a case of begging and homelessness in the area and how I have helped to enforce this within relevant agencies that were available to me.

To help make the decisions that best meet the demands of the problem, there was a problem-solving model that I used.

'SARA was identified by interviewees as the dominant model for doing problem-solving. It was praised for its simplicity, common-sense appeal and because it provided a structure to both work through and document problem-solving projects.' (college of policing, 2020)

The main issues that were identified from the local community is the anti-social behaviour specifically begging.

It was important to find out the reasons these issues arise from both the homeless community and the local community. I was under no illusions that both reasons would be opposite, however, to help solve the problem that helped both, these would have to be considered.

The general perception of the homeless community is negative towards the police, to build confidence in the police, CSO visited the food bank to identify what they would want from the police. The general census was that the police targeted the homeless as a sense of discrimination rather than acting upon a criminal offence that had occurred.

The local community felt intimidated during the night-time economy as they found that the begging revolves more around cash points, which increases a sense of insecurity within the community.

During my time on local patrol during the night-time economy, I got called to an area via CCTV where a male was suspected of begging. He was witnessed by the CCTV team sat down in close proximity to a cash point, on the strip where the nightclubs were situated.

As I approached the male in question, I asked him what he was doing. He was quite passive in his response as if to ignore me. As I questioned him again I asked him to move on, to which he declined and stated 'it was a free country'.

Begging is classed as a form of anti-social behaviour to which I explained and dispersed the male. I told the male if he was to return it would be a criminal offence.

Later on, in the evening the male was reported to have returned to the area and was subsequently arrested. Following interviewing the male, he was issued with a community protection notice (CPN). A CPN is issued in an effort to stop and deal with persistent anti-social behaviour.

A Community Protection Notice (CPN) is aimed to prevent unreasonable behaviour that is having a negative impact on the local community's quality of life.

'Any person aged 16 years or over can be issued with a notice, whether it is an individual or a business, and it will require the behaviour to stop and if necessary reasonable steps to be taken to ensure it is not repeated in the future.' (askthe.police.uk, 2020)

Under the condition of the issued CPN it was stated that the male cannot return to beg within a certain distance of the cash machines within the area. I understand that his does not solve the problem, it is important to look at other ways to make available the help that is required.

Following my encounter with the male I made the decision to submit a public protection notice for the male to pass on to partner agencies, to help get the support that he may require.

The second incident I have experienced was a long-standing incident between a male and local resident. As I attended, I was met with a female who was visibly frustrated at the lack of progress by the police and agencies after she had reported yet another case against the male.

The male was shouting and swearing in the early hours in the street within a residential area that he does not reside within. This resident along with others were quite clearly repeat victims and to help ensure their mental health did not suffer. I was aware that legislatively I had no power to act upon this incident as there were no witnesses to the incident, no CCTV to view and the male had dispersed prior to officer's arrival. However, the victim stated that she knew it was the male by the sound of his voice and his manner of speaking.

I could tell that by the victim's demeanour they were desperate to put an end to the incidents they had been experiencing. I explained that I would attend the property to issue suitable words of advice to the subject in this matter, however I would be pursuing more appropriate matters upon my return to the station.

As I approached the address that the male was in, I was met with hostility against police in general, the male claimed that it wasn't him that was causing the issues and it was in fact the caller on this occasion and I was biased against him as he was known to the police. I explained that this was not the case and I was merely acting on the incident that was reported to me. I also advised that if he was aggrieved in anyway then he too could report an incident to the police.

There was further evidence of unrest with the fellow residents who had all experienced and suffered as a result of this behaviour, some even considering approaching the subject and 'sorting it out, once and for all' I explained that by acting within this manner it will not solve the problem but would create more problems for the residents, potentially through police action if they acted as they said.

Before leaving the property, I explained to the victim what I was aiming to do, however she was not confident that I would act upon this, as she had been told on many of the other incidents the same things would be done. I explained that regardless of what she was told previously, I would act upon her concerns. I also agreed to keep her updated via the victim contact management.

The victim contact management is updated on Niche upon the return to the station and highlights how the victim would like to be updated and how frequent it was agreed. I also agreed with the victim that due to previous concerns and not being kept informed I would be the one updating her when there were updates, but also upon a 14 day frequency if there were no updates.

I also issued the victim with some target hardening techniques, one specifically was to install CCTV cameras to the property to capture the incidents as further evidence.

Upon my return to the station I considered the PAT model. The problem analysis triangle is a model consisting of three things that make up the problem. Place, offender and target. It is believed that if you take one of those away, the problem will in effect go away.

In this instance the problem was the consistent anti-social behaviour, that the residents were experiencing. The location is the area the ASB is taking place within. The was not specific target to this offence, the male was causing issues for various residents. But the reports were all about the same offender. I set about how I could remove the offender from the area.

As I began investigating the incidents that had previously been reported, there were 15 reported on that street from residents all about the same male. However the male wasn't actually residing in the area he had a friend who lived there, who he stayed with whilst causing these issues. I got in contact with the Crime and Disorder Reduction Officer (CADRO) about exploring the possibility of a housing injunction to stop the male attending the property because of the ongoing issues, whilst also informing the local housing team about the issues he was causing.

I tasked the neighbourhood team and re-informed them with a complete update list of all the occurrences that had occurred, and queried about the potential of a CPW on the subject because of all the issues he was causing. CSO'S were also tasked to complete patrols of the area that were popular within the occurrence times.

As agreed with the residents I updated them with the measures that were being taken, and they were kept updated throughout. It was important for me and them to know that I was being proactive and honest in my approach to helping their quality of life to improve.

From my experience within both incidents I have described I understand that Anti-social behaviour can be a very complex to deal with. And by moving the problem you're not necessarily solving the problem. I also understand that it is important to be honest with victims about what is and isn't possible, and not to make promises that can't or won't be met. Because of the previous let down in communications with residents, I feel I was repairing relations between the community and police, whilst also trying to solve the issues of the anti-social behaviour.

I feel the problem-solving models of SARA and the PAT model are beneficial to finding solutions for ASB, particularly the PAT model as this helps to identify what is best to take from the problem to ensure the correct results.

Word count: 2468 Words

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.

ANTI-SOCIAL BEHAVIOUR – MET.POLICE.UK 2020 - <https://www.met.police.uk/advice/advice-and-information/asb/asb/antisocial-behaviour/what-is-antisocial-behaviour/>

BORTONS FRAMEWORK – WORDPRESS -

<https://reflectiononthein.files.wordpress.com/2013/02/bortonsmodelofreflection.pdf#:~:text=This%20reflective%20model%20is%20very%20simple%20and%20often,model%20allows%20novices%20to%20reflect%20in%20the%20%E2%80%9Creal>

COMMUNICATION – ETHANDAVIESQ.WEEBLY - [https://ethandaviesq.weebly.com/general-](https://ethandaviesq.weebly.com/general-communication-)

[skills.html#:~:text=General%20Communication%20Skills.%20Communication%20is%20simply%20the%20act,or%20by%20use%20of%20gestures%20or%20even%20posture](https://ethandaviesq.weebly.com/general-communication-)

CPN – ASKTHE.POLICE.UK 2020 - <https://www.askthe.police.uk/content/Q835.htm?version=0>

THE GIBBS REFLECTIVE CYCLE – UNIVERISTY OF EDINBURGH 2020 -

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle#:~:text=Gibbs%E2%80%99%20reflective%20cycle%20is%20arguably%20one%20of%20the,1988%20to%20give%20structure%20to%20learning%20from%20experiences>

GWENT-POLICE PRIORITIES – GWENT.POLICE.UK 2020 - <https://www.gwent.police.uk/en/about-us/gwent-police/our-priorities/>

INTERVIEWING – ASSETS.PUBLISHING.SERVICE.GOV.UK 2020 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/864940/interviewing-suspects-v7.0.pdf

IPA REPORT – JUSTICEINSPECTORATES.GOV.UK 2020 -

<https://www.justiceinspectorates.gov.uk/hmicfrs/news/news-feed/noticeable-differences-between-police-and-the-service-they-provide/>

MAXWELL CONFAIT – INEWS 2020 - <https://inews.co.uk/culture/television/maxwell-confait-murder-catching-britains-killers-the-crimes-that-changed-us-bbc-two-354315>

MODUS OPERANDI – BRITANNICA 2020 - <https://www.britannica.com/topic/modus-operandi>

NEIGHBOURHOOD POLICING – COLLEGE OF POLICING 2018 - https://www.college.police.uk/What-we-do/Standards/Guidelines/Neighbourhood-Policing/Documents/Neighbourhood_policing_guidelines.pdf

NPCC VISION 2025 – NPCC.POLICE.UK - <https://www.npcc.police.uk/documents/Policing%20Vision.pdf>

PACE 1984 – GOV.UK 2013, 2020 - <https://www.gov.uk/guidance/police-and-criminal-evidence-act-1984-pace-codes-of-practice>

SARA – COLLEGE OF POLICING 2020 - https://whatworks.college.police.uk/Research/Documents/Problem-oriented_policing.pdf

THE THEFT ACT – LEGISLATION.GOV.UK - <https://www.legislation.gov.uk/ukpga/1968/60/crossheading/theft-robbery-burglary-etc>

THEFT DEFINITION – LEGISLATION.GOV.UK - <https://www.legislation.gov.uk/ukpga/1968/60/crossheading/definition-of-theft>

VULNERABILITY – COLLEGE OF POLICING 2020 - <https://www.college.police.uk/What-we-do/Development/Vulnerability/Pages/Vulnerability.aspx>

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

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:  (Learner D.RICHARDS)

Date: 18/10/2020

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:  (Learner D.RICHARDS)

Date: 18/10/2020

Signed: _____ (Tutor Constable)

Date: _____

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

Workbook 2

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25
