

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: Nicholas Ian Thomas

Learner's University Registration Number: 2016620

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	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:

Stress to me is the mental or emotional pressure that certain situations can put on a person. Resilience for me is the ability to bounce back to normal from adversity or setbacks and remaining calm in the face of danger or confrontation. As such developing resilience and minimising stress is very important as it allows me to bounce back from adversity, cope and rise to challenges, problems and setbacks in my life and to recover and come back stronger. "Resilience is what gives people the psychological strength to cope with stress and hardship" (Walker FR, Pfingst K, Carnevali L, Sgoifo A, Nalivaiko E, 2017).

Adapting to my role as a constable in the workplace has been difficult and challenging and I will know use the Gibbs Model of Reflection to reflect on the coping strategies I have applied to assist me during my tutorship.

Working nights meant that I would need to sleep in the day, which was not always possible if my kids were in the house due the noise they would make. The day light also effects the amount of sleep I was getting. One of the strategies was to create a quiet environment by stopping the kids from entering the bedroom and by putting up blackout curtains in my bedroom. This would help me get enough sleep, and help reduce my levels of stress in the process.

At the time, I was worried that the lack of sleep would increase my stress levels, which in turn could affect my performance on shift. I was also concerned that sleeping in the day after a night shift would affect my time spent with my kids and my relationship with my partner, which would add to my worries resulting in increased stress levels.

The things that were good and worked well was the fact I was able to get more sleep due to the blackout curtains preventing daylight in the bedroom. This stopped me from getting a disturbed sleep and helped me feel refreshed, relaxed and stress free. The things that did not work so well was reducing the amount of noise the kids made around the house. Even though the kids were not allowed in the bedroom, the amount of noise they made still resulted in me getting a disturbed sleep.

The prevention of daylight entering the bedroom due to the blackout curtains was a major factor in helping me sleep better. Through research on sleeping patterns, I found out the prevention of daylight helps my body clock regulate itself. "Darkness is essential to sleep. The absence of light sends a critical signal to the body that it is time to rest. Light exposure at the wrong times alters the body's internal "sleep clock"—the biological mechanism that regulates sleep-wake cycles—in ways that interfere with both the quantity and quality of sleep" (sleepmysplus. 2021). To reduce the noise the kids made by stopping them entering the bedroom was not an effective solution and unrealistic to ask kids to be quiet during the day.

I have learned that in order to become less stressed due to a lack of sleep I need to minimise the noise levels. This could be achieved by making sure the kids are being occupied or at another address when I need to sleep. The most important factor is controlling the environment of where I sleep. If I prevent and take steps to reduce the daylight as much as possible from entering the bedroom then I should have an undisturbed and relaxing sleep resulting in me not being stressed and building up resilience on and off shift. "So sleep is essential for our long-term physical resilience against disease as well as our everyday resilience. It enables us to learn and process our learning and enables us to find that balance between emotional reaction and careful decision making." (Sleeponit: howsleephelpsbuildsresilience, 2021)

When I am on nights next time I will need to make sure the kids have plenty of activities to occupy themselves or are looked after at a different location for the duration of the day. By communicating with my partner and family members, I will be able to remove the factors that are effecting the situation.

702 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.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Safeguarding individuals who are vulnerable and controlling the factors that result in risk of harm is an important duty as a police officer. Using the Gibbs Reflective Model "Gibbs reflective cycle model helps people to think constructively and systematically about the experience they had during a particular time period or in a specific situation, event or activity." (Donna Paul, January 2021) I will now reflect on my actions and feelings when dealing with the incident. "The ability to reflect on and analyse material in order to form reasoned judgements is central to critical thinking and deeper learning" (Potter Christopher, 2015-09-07).

As result of a call made to the control room, my colleague and I attended an address where there was reports of an ongoing argument between a male and female. The reporting person could also hear what sounded like a child crying. On route to the

scene, I was trying to obtain as much information as possible regarding the incident. I found out that the male who lived there had warning markers for domestic violence. This immediately gave me the opinion that the male was the suspect in this incident but reflecting back, I realise judging a person based on prior criminal history would cause problems when dealing with the incident. Every situation should be judged on the facts at the time. "Cognitive bias causes someone to focus on information that already supports their beliefs, while ignoring information that goes against it." (David J Celuch, April 23rd 2018).

As we arrived on scene, we could hear the argument-taking place from outside the address and immediately entered the property. As we entered the living room, I could see a male who was shouting, swearing and acting aggressively towards the female. The female was crying and shouting back at the male but seemed to be trying to calm the male down. My colleague and I immediately split the male and female up by removing the male from the room and taking him into the kitchen out of sight of the female. Reflecting back I believe that splitting the individuals up would deescalate the situation and allow the female to open up and communicate with me without the fear of the male overhearing and retaliating. Another option I could have considered would be to completely remove the victim to a place of safety at another address, which could have had an even positive effect on the female thus providing officers with best evidence for the case.

I then went upstairs to check on the child who was at the address. The child was sleeping at the time so I decided not to wake him up at this point. Reflecting back I felt that waking the child up would distress the child due to the argument going on and presence of strangers in his house. I did consider waking the child to conduct a more extensive welfare check but decided a Personal Protection Notice would suffice for now. "One is for officers to make referrals to partner agencies when they have concerns about vulnerable people. The PPN is also used as a risk assessment tool for victims of domestic abuse and stalking and harassment (DASH)" (Fiona Grant, 2019).

I then went to speak to the female who was very upset and clearly distressed over the incident. I reassured the female that no harm would come to her by talking to her calmly and whilst trying to build a rapport with her. "On balance, the evidence suggested that building rapport with interviewees can increase the amount and accuracy of information provided" (College of Policing / 24th November 2020). I noticed by speaking to her she was struggling to understand and communicate with me. Therefore, I made an effort to speak more slowly and to explain anything in simpler terms so that she was able to understand. On reflection, the victim's lack of social and communication skills could be a factor that affects her vulnerability.

The female outlined to me that her partner had come home earlier and had accused her of messaging other men. When she denied this accusation, the male became aggressive and started to threaten her whilst also being verbally abusive towards her. The female outlined that she wanted the male out of the address, as she was afraid of what he might do. I then asked the female if she needed any medical attention but the female refused, as she only had bruising on her arm where the

male had grabbed her. Reflecting back, I could have insisted that she go to A & E to make sure she was ok. This would have given us the opportunity to get medical records that could be used in the case. Another option giving to the victim was access to support teams such as the domestic abuse support team. This would enable the victim to receive the support she needs so that she will not become a repeat victim.

I then asked the female if she was willing to make a statement regarding the incident, which she agreed to. I then asked the female if there was anyone who could come over to support her at this time. The female then arranged for her mother to come over. The female outlined to me that she had no friends she could ask, as she had been socially isolated due to her partners controlling behaviour. This was another factor, which confirmed the victim's vulnerability. "Their goal is to strip you of your support network, and thus your strength—so that you will be less likely or able to stand up against them whenever they want to "win.""(Andrea, Bonior, June 1st 2015).

The male was then arrested for domestic violence assault and taken to the custody suite. Photographs were taken of the injuries to the female along with body worn video footage. On reflection, I should have applied for a DVPN (Domestic Violence Protection Notice) which would have allowed restrictions to be put on the male concerning going to the address or contacting the victim. I then updated the victim that the male had been arrested and for her to contact me if she needed to regarding the incident.

Reflecting back on the incident I realise the importance of identifying when a person is vulnerable. "A vulnerable adult is any person aged 18 years or over who is or may be in need of community services by reason of mental, physical or learning disability, age or illness AND is or may be unable to take care of themselves or unable to protect themselves against significant harm or exploitation." (National Crime Agency, November 2016). The female in the incident was obviously vulnerable due to her inability to protect herself from physical harm. The child that lives in the property would also be classed as vulnerable as he is under 18. "A child is always considered to be vulnerable, irrespective of the adult vulnerability criteria" (National Crime Agency, November 2016).

In the future to make sure I offer the best possible service to the victim I will offer the victim the chance to make a Victim Personal Statement. This will give the victim the opportunity to share their feelings on what has happened and how it affected their lives. This could then be used in sentencing if the suspect was found guilty.

1223 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.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To answer the task I will first explain why the PEACE interview model was introduced and then explain the process of the model. I will then give a brief description of the incident before outlining, explaining and reflecting on my responsibilities, performance and considerations whilst interviewing a suspect using the PEACE interview process. I will use the Gibbs Reflective Model “Gibbs reflective cycle model helps people to think constructively and systematically about the experience they had during a particular time period or in a specific situation, event or activity.” (Donna Paul, January 2021).

The PEACE interview process was designed to “reduce the number of false confessions that were being recorded to overly aggressive interviewing tactics” (Dawn Lomer, 2021). PEACE is an acronym that enables police officers to easily remember the steps in the interview method. The steps are to plan and prepare, engage and explain, account and challenge, closure, and evaluation. During the planning and preparation stage, the officer conducting the interview researches the person to be interviewed and prepares an interview plan in an effort to prepare for the interview. The officer also takes into consideration the mental capacity and needs of the interviewee, who needs to be present with the interviewee (Appropriate

adult, Solicitor or interpreter) and what facts need to be established during the interview. In the engage and explain stage the interviewer will try to build a rapport and take the interviewee through the layout of the interview. The account and challenge stage is where the investigator asks the interviewee to recall everything that happened during the event in question. Closure is when the interview is brought to a close and explaining to the interviewee what happens next in the process. During the evaluation stage is when the information you have gained is evaluated for its usefulness in the case and evaluation of your own performance during the interview.

Whilst on mobile patrol I received a call from the control room to inform me that a person had been spotted by a member of the public smashing a car window and taking an object from the front passenger seat before running off. I immediately made my way to the scene to begin my investigation and to start arrest enquiries. On arrival I could see that a house brick had been used to smash the car window as it was in the front foot well of the car. I then spoke to the member of the public who witnessed the offence and took a statement in which they would describe what the person was wearing and his appearance. There was also CCTV nearby which captured the incident on camera. I then spoke to the owner of the car (victim) who explained that the only thing that was missing was a mobile phone. The owner described what type of phone it was along with the screen saver picture. I then conducted an extensive search of the area based off the description the witness gave and a short while later located a male who matched the description. I detained the male to allow for a stop search under section 1 of the police and criminal evidence act 1984. A mobile phone was found during the search, which matched the description the victim outlined in the statement. The male was then arrested on suspicion of criminal damage and theft.

Reflecting back on the interview with the suspect there was a number of considerations to take into account when planning and preparing for the interview. First consideration is for the suspect's legal rights. The suspect has a legal right to have a solicitor present during the interview. Before starting the interview, I asked the suspect if he wanted a solicitor in which he replied "NO". Even though I followed the correct procedure, I feel I should have asked why the suspect did not want a solicitor. It could be number factors that are discouraging the suspect from requiring the services of a solicitor. Previous bad experiences involving a solicitor or mistakenly thinking he has to pay for his own representation. Going forward I will make sure, I know the reasons to why a suspect would not want the services of a solicitor so that the suspect's legal rights are adhered to.

Another consideration is to prepare an interview plan, which will allow me to assess all available evidence. Firstly, I outlined the objectives of the interview, which were to cover the points to prove of the offences. Then I collected all exhibits, which included CCTV of the incident, a statement off the witness, the brick used to smash the car window and the mobile phone seized from the suspect. Reflecting back, I realise that having the types of defences that could be used by the suspect for each offence written down would be a good for tool in the future. It would allow me to prepare my response if the suspect used these defences and would stop any surprises during the interview.

During the interview, the suspect refused to answer any questions and gave a no comment interview. As I was not prepared for this, I struggled to think of the questions to ask the suspect, as I did not have all the questions written down. This was a mistake on my part, which I believed gave the suspect the impression that I was unprofessional and unprepared. If I had all my questions written down and prepared then I could have gone through every question regardless of the suspect's response or lack of response. This would have enabled me to cover all the points to prove as well as giving the suspect the opportunity to explain.

During the interview, I was trying to build up a rapport with the suspect. I tried to make the suspect feel safe and offered drinks, regular breaks if needed and asking at regular intervals if he understood everything that I was saying. I also explained the process during the explain phase so there were no surprises and the suspect knew what to expect. I asked the suspect how he would like to be addressed and that he could address me by first name if he wanted. "recent research suggests that building rapport can sometimes benefit police investigations by increasing the accuracy of adult eyewitness reports and potentially enhance the diagnosticity of evidence obtained from suspects" (Jonathan P. Vallano, Jacqueline R. Evans, Nadja Schreiber Compo, February 2015).

Reflecting back on the interview and even though the suspect was not willing to engage with me I believe I made every effort to give the suspect the opportunity to respond to the questions put to him. In regards to the effectiveness the interview had on the investigation is difficult to evaluate but the weight of evidence against the suspect could have been the reason for the no comment interview. Another reason could be that the suspect was under the influence of alcohol or drugs and is struggling to remember what did happen and so is playing safe by answering no comment. "Where the suspect has no recollection of the incident in question, whether through drink or drug use. In these circumstances, trying to provide an account of an incident may prove hazardous and is best avoided." (Rob Haylor, 2020).

1211 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.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To answer this task I will first give a brief description of the incident regarding anti-social behaviour and define what anti-social behaviour is to me. I will use the Gibbs Reflective Model to illustrate and outline police responsibilities when responding to anti-social behaviour and how anti-social behaviour impacts on the local community and what constitutes effective and appropriate action. I will also reflect on how a problem solving scheme could affect the wider community. "Gibbs reflective cycle model helps people to think constructively and systematically about the experience

they had during a particular time period or in a specific situation, event or activity.” (Donna Paul, January 2021).

Anti-Social Behaviour is defined as ‘Acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household as the defendant.’ (Home Office, 2005). If a person’s quality of life is badly affected by another person or group of persons then that person could be a victim of anti-social behaviour. Anti-social behaviour could be vandalism, noise, neighbour disputes, verbal abuse, criminal damage, harassment, threatening behaviour or intimidation. Anti – Social behaviour can affect people in a number of different ways, such as a person constantly feeling anxious and on edge, having trouble sleeping, doesn’t feel safe at home and having the feeling that they must have done something to cause it. “Victimisation effects including the disruption of everyday life, a reduction of social life, economic harms and interpersonal and emotional harms” (Vicky Heap, October 12, 2020).

Whilst on mobile patrol I received a call from the control room where a person had reported being nearly run over by a youth on a bmx bike whilst walking to the local shop. After looking into the incident, I discovered that there have been numerous calls and complaints to the same area concerning anti-social behaviour. There were reports of groups of youths hanging around the local shop asking people going into the shop to buy alcohol and cigarettes for them. In addition, there were reports of the youths dropping litter and smashing windows of a number of houses near to the shop. The reporting persons outlined how they felt intimidated and harassed whenever they needed to go to the shop and would avoid the area if possible. The youths would turn up around the shop around 5.30pm and be there until late into the night.

Reflecting back on the incident and considering the impact that the anti-social behaviour has on a person, I also realised that it can also have a negative effect on the community. Ongoing Anti-social behaviour can affect house prices in the area, home insurance premiums could rise, homeowners can have trouble selling their property, business could close down to repeated thefts and costs of repairing damage from vandalism and loss of regular customers in the area. “No matter where you buy in the UK there will always be some degree of anti-social behaviour but the figures show that homes in areas with a higher level tend to sell for less when compared to both the wider area and the locations with a lower level”. (Warren Lewis, November 2019).

To combat the negative effects on the community and to help the victims affected by anti-social behaviour the public are entitled to an effective and appropriate police action. When a person reports an anti-social behaviour issue the police should take your complaint seriously, treat you with respect, compassion and empathy, offer crime prevention advice, explain what will happen next and provide regular updates about progress on your case. The community trigger gives victims a voice and a say in how anti-social behaviour is dealt with. “The Community Trigger (CT) is introduced by the Anti-Social Behaviour Crime and Policing Act 2014. It gives victims and communities the right to request a review of their anti-social behaviour

complaints and brings agencies together to take a joined up, problem solving approach to find a solution.” (Introduction to community trigger, September 2017).

My first response to the anti-social behaviour occurring around the shop was to implement early preventative measures. This included going to the area around the shop and speaking to those causing the issues. At the time, I thought that if I could speak to the youths I could advise them accordingly to make them aware of how their behaviour was affecting members of the public and the local community. There was reluctance for the youths to speak to myself and they were dismissive of any suggestion that they were causing issues or committing any offences. They did say they had nowhere else to go and that the local skate park was closed at this time of day. I then had the idea of informing the local council to see if the park could be opened on certain days throughout the week, which would enable the youths to go there after school and which would remove them from the area around the shop. I also tasked the neighbourhood policing team to conduct regular patrols of the area to show a police presence, which could discourage any anti-social behaviour in the area.

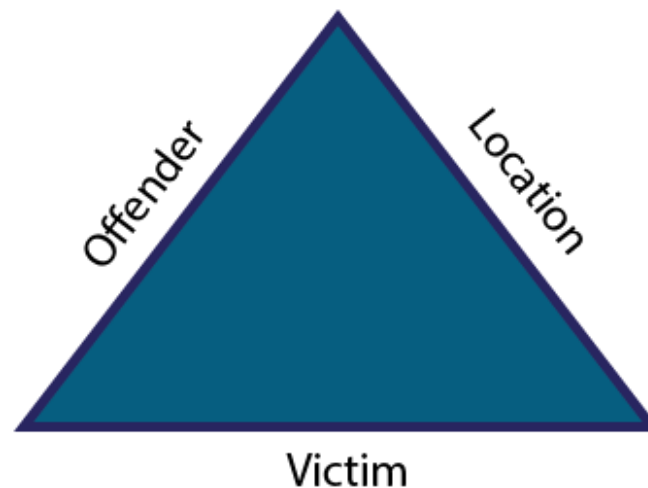
Reflecting back on the incident there were alternative options I could have used. As this was an occurring issue of anti-social behaviour, one option was to introduce an acceptable behaviour contract which could have been used which would have been an agreement between the perpetrator and police or other agency to act in more suitable manner and would have allowed the most appropriate agency to deal with the matter. “The flexible nature of ABCs allows for various agencies to take the lead according to the circumstances in each case, local practice and which agencies can have greatest impact on reducing unacceptable behaviour” (A Guide to Anti-Social Behaviour Orders and Acceptable Behaviour Contracts, 2003). The downside to an acceptable behaviour contract is that it is an informal document and has no legal force and is intended to stop the anti-social behaviour instead of punishing the offender.

From reflecting back to the incident a parenting contract could have been used to help deal with the anti-social behaviour. This is similar to an acceptable behaviour contract but it involves the parents of the youths playing an active part in controlling the behaviour that is causing the anti-social issues. The problem with this type of contract is if the parents behaviour is a factor in why the youth is acting as he is then this intervention would not work. Then other agencies such as social services would need to be involved to help with the family situation.

Reflecting back to the incident I felt at the time it was important that unconscious bias does not enter my decision making process. “it refers to unconscious forms of discrimination and stereotyping based on race, gender, sexuality, ethnicity, ability, age, and so on^[6]” (Dr. Gleb Tsipursky, December 2020). Due to the youths coming from a deprived and different background than from myself, it would have easy to assume that the youths were guilty or were the type of person that always causes issues in the local community. I based my decisions on facts alone and from information gathered from witnesses. Any form of bias could cause myself to make discriminatory decisions, which could result in complaints made against myself and

the police force. “Such biases can potentially cause us to make decisions that are neither wise nor fair” (Julia Mendez, April 2017).

Using the problem analysis triangle, I concluded that there were a number of factors that were assisting the anti-social behaviour and if these factors were removed, then no crime, incident or social issues could occur. “For a crime or incident to occur, an offender and a suitable target must come together in a specific location without an effective deterrent” (College of Policing, 2021).



The problem analysis triangle works by changing either the Offender, Location or Victim. If the offender is removed then this will have positive effect on the situation as no crime or incident can take place without an offender being present. If the victim is removed, then again no crime or incident can take place and if the offender and victim are not at the same location then no crime or issue can take place. Reflecting back to the incident the offender would be the youths causing the issues to the community and removing them by gaining them access to the skate park and leaving the location would be an option. Removing the victim (public) from the location would not be practical, as this would have a negative effect on both the business and the public due to a lack of customers using the store. The most effective action would be for a joint agency approach, which could remove the offenders from the location and discourage them from returning. This would need to include the council as well as the police as the lack of open spaces and accessible locations for the youths to go would make it the council's decision to provide more areas for the youths to congregate.

Reflecting on my experience so far with response policing I believe the broken windows policing would have the biggest impact on community relations. This policy would give the public the message and reassurance that the police take every incident and crime no matter how small seriously. It would encourage the public to report crimes whereas before they might have thought it was not worth it as the police were uninterested in low-level crimes or they would not be taken seriously. It will also give out a warning to potential offenders that breaking the law

no matter how trivial or low level would not be tolerated. "The broken windows are a metaphor for any visible sign of disorder in an environment that goes untended. This may include small crimes, acts of vandalism, drunken or disorderly conduct, etc. Being forced to confront minor problems can heavily influence how people feel about their environment, particularly their sense of safety" (Psychology Today, 2021). The policy has been successful in New York where there has been a dramatic fall in crime rates "When Bratton resigned in 1996, felonies were down almost 40 percent in New York, and the homicide rate had been halved" (Adam J Makee, December 2018). There is a downside to the broken window policy in which young offenders who are prosecuted will have a tough time after going through the criminal justice system. Jobs will be harder to apply for and that person will have a criminal record from a young age where as a warning or restorative justice could be more appropriate. "Sometimes minors make mistakes, and those who are punished severely for vandalism or littering will get a record that could hurt their prospects of getting into college or finding a job" (Breana Noble, June 2015)

1807 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.

(Walker FR, Pflingst K, Carnevali L, Sgoifo A, Nalivaiko E, 2017). ([In the search for integrative biomarker of resilience to psychological stress](#). *Neurosci Biobehav Rev.* 2017; 74(Pt B):310-320. doi:10.1016/j.neubiorev.2016.05.003)

(Darkness Matters – How light effects sleep)
(<http://sleep.mysplus.com/>) (Accessed 18/05/21)

(Sleeponit:howsleephelpsbuilsresilience, 2021) (Accessed 18/05/21)
(<https://www.futurelearn.com/info/courses/professional-resilience>)

(Potter, Christopher
Guiltsborough: Emerald Group Publishing Limited
Industrial and commercial training, 2015-09-07, Vol.47 (6), p.336-342)

([Vulnerable Person Reporting Routes Nov 2016 v0.3 \(nationalcrimeagency.gov.uk\)](#)
(Accessed 09/06/2021)

<https://www.djccriminaldefense.com/blog/2018/04/the-role-of-cognitive-bias-in-criminal-convictions/> . (David J Celuch, April 23rd 2018)

[Rapport building | College of Policing](#) (Accessed 09/06/2021)

www.bcpsafeguardingadultsboard.com (Accessed 09/06/2021)

[20 Signs Your Partner Is Controlling | Psychology Today](#) (Accessed 09/06/2021)
(Andrea, Bonior, June 1st 2015).

<https://i-sight.com/resources/investigative-interviewing-techniques-the-peace-model/> (Dawn Lomer, 2021).
(Accessed 10/06/21)

[Rapport-Building During Witness and Suspect Interviews: A Survey of Law Enforcement - Vallano - 2015 - Applied Cognitive Psychology - Wiley Online Library](#) (Accesses 10/06/21)

(Jonathan P. Vallano, Jacqueline R. Evans, Nadja Schreiber Compo, February 2015) ([Jenna M. Kieckhafer](#))

[What should I say in an interview under caution? | Old Bailey Solicitors \(oblaw.co.uk\)](#)
(Rob Haylor, 2020) (Accessed 10/06/21)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/ (Accessed 11/06/2021)

[Exploring the effects of long-term anti-social behaviour victimisation - Vicky Heap, 2021 \(sagepub.com\)](#) (Vicky Heap, October 12, 2020). (Accessed 11/06/2021)

[What is a community trigger? | Introduction to community trigger | Basset... \(bassetlaw.gov.uk\)](#)
(Introduction to community trigger, September 2017) (Accessed 11/06/2021)

[Cover \(publishing.service.gov.uk\)](#)
(A Guide to Anti-Social Behaviour Orders and Acceptable Behaviour Contracts, 2003). (Accessed 11/06/2021)

[What Is Unconscious Bias \(And How to Reduce It for Good\) \(lifehack.org\)](#)
(Dr. Gleb Tsipursky, December 2020) (Accessed 11/06/2021)

[The Impact Of Biases And How To Prevent Their Interference In The Workplace | INSIGHT Into Diversity](#)
(Julia Mendez, April 2017). (Accessed 11/06/2021)

[New research reveals the impact of antisocial behavior on local house prices | Property Reporter](#)
(Warren Lewis, November 2019) (Accessed 11/06/2021)

[Analysis \(college.police.uk\)](#) (Accesses 11/06/2021)

[Broken Windows Theory | Psychology Today](#) (Accessed 11/06/2021)

McKee, A. J. "Broken windows theory." *Encyclopedia Britannica*, December 14, 2018) <https://www.britannica.com/topic/broken-windows-theory>. (Accessed 12/06/2021)

[Pros and Cons of 'Broken Window' Crime Prevention Strategy | Newsmax.com](#)
(Breana Noble, June 2015) (Accessed 12/06/2021)

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: Nicholas Thomas (Learner)

Date: 12/06/2021

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: N. Thomas (Learner)

Date: 13/06/2021

Signed: [Signature] (Tutor Constable)

Date: 13/06/2021

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