

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

The nature of 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:

Referencing the Gibbs model, I will reflect on coping strategies that I've applied within my role of a PC in my tutorship to develop resilience and minimise stress. I will refer to the Gibbs model to explain how my shift pattern has affected my sleep pattern within my tutorship.

For 10 weeks I have worked operationally as a PC. In this time, I've worked a varied shift pattern. This has been my first experience of following a 6 on 4 off shift pattern. I struggled with sleeping between shifts and kept thinking about incidents I attended which I think contributed to me feeling stressed. I felt tired pre and post shift. I learnt to develop resilience through coping strategies to regulate my routines.

Stress - "If you feel under stress, you feel worried and tense because of difficulties in your life". (Collins Dictionary).

Resilience – "The ability to be happy, successful, etc. again after something difficult or bad has happened" (Cambridge Dictionary).

I felt stressed about my performance at work because I felt like I couldn't concentrate because I was so tired. I was beginning to feel concerned about how stressed I was feeling and noticed that my time-keeping was getting affected, this had an adverse effect on my attendance record because I was turning up late for shifts.

I made an attempt to minimise the stress I was experiencing. I started by altering my bed time routine, I set myself a time to go to bed after finishing each shift to help me to settle. I turned my phone off before going to bed to create a relaxing environment this helped me to not get distracted with work related content on my phone outside of working hours.

I installed a dimmer switch for the bedroom light to lower the lighting which created a relaxing feel to the bedroom. I tried not to divert from this routine and kept this pattern of behaviour which helped regulate the amount of hours I slept. I felt eager to

keep to the routine and began to feel more refreshed because I was able to relax and unwind when I returned home after finishing a shift.

Richardson and Rothstein conducted a 2016 study which is published on affinityhealthhub.co.uk outlining effects of occupational stress management intervention programs. This consisted of 36 experimental studies on 55 different intervention programmes and found that relaxation was the most common type of intervention. (Affinityhealthhub.co.uk – 2016)

Creating a relaxing environment to sleep has enhanced my sleeping pattern and made me feel happier, I have been resilient when I have experienced difficult situations at work I have still made sure I have given myself enough time to unwind after my shift which has allowed me to relax.

Upon reflection I can see that the source of my stress was my sleep pattern, since I have been getting more sleep I have been feeling less stressed at work. Research conducted by Richardson and Rothstein in 2016 has found a potential link between occupational stress management and relaxation interventions, I can relate to the research, as I have been using relaxation methods such as regulating my sleep pattern as a coping mechanism to help me deal with my own stresses through work.

In conclusion I have learnt how lack of sleep can affect my professional performance. I have learnt that introducing the coping mechanisms and being resilient to stick to them is helping me achieve better sleep, having a positive effect on my moods and making me feel more relaxed after finishing shift when at home.

I'm studying meditation and its links with relaxation, in the near future I'm considering implementing meditation as a coping mechanism to deal with new stresses that may arise once leaving my tutorship.

In this task I've explained how I've implemented coping mechanisms and resilience to deal with stress I have experienced as a PC, how stress affected me and what I did to deal with it. **(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:

I will use the Borton model of reflection to explain an incident I attended whereby I played a significant role. I will outline social and legislative contexts that I encountered in relation to the incident and how I used effective communication to build rapport and assist with negotiation. I will explain my considerations in relation to vulnerability and my responsibilities of safeguarding the individual involved and explain how my role and what I did to reduce risk.

It was a cold evening and I was working a night when an anonymous call came in from a witness stating that they had seen two unknown males try and set fire to a tent which was occupied by a person. I attended the scene in response to this report. I felt anxious as I arrived on scene.

I could see that damage had occurred to a tent, it was burnt. I unzipped it and looked inside. I saw a black female lying in the tent and she appeared to be asleep with a

blanket wrapped around her. I made an attempt to wake the female by calling out "POLICE", the female then opened her eyes.

The female appeared disorientated. It was unclear whether she had sustained any injury as a result of the incident. I could smell intoxicating liquor and could see empty alcohol bottles in the tent. I asked her "what's happened tonight" she said "I'm homeless they burnt my tent two boys did, they call me a drunk, I just want to be left alone". I considered the female's vulnerabilities due to her being a victim of criminal damage, appearing intoxicated, unable to keep conversation, stating she was homeless and the risk of her contracting COVID-19 with her having insufficient access to hygiene facilities.

Homelessness – "The state of being without a home" (Cambridge Dictionary 2020)

I prioritised the victim's welfare and decided to convey her to hospital. I continued to try and engage in conversation with her using open and closed questions to try and understand what had happened.

I actively listened to the victim at the hospital gather as much information from her as I could. The victim was assessed and discharged from hospital. I arranged emergency accommodation for the victim for the weekend, submitted a Public Protection Notice (PPN) and planned to visit the victim the following evening to discuss Gwent Drug and Alcohol Service (GDAS) and Connect Gwent Victim Service.

I took the victim to the emergency accommodation. The next day she was sober and was able to engage in conversation. The victim said she'd moved from London to Wales because of a family breakdown and lost her job due to COVID-19, she had no friends here explaining this to be because she was black and felt out casted by the community, like she didn't fit in due to her ethnicity in her new town so turned to alcohol to help her cope with homelessness.

The victim agreed to support from GDAS and Connect Gwent. The offenders haven't been identified. I am continuing to action outstanding lines of enquiry from the incident. I am in the process of liaising with the local housing association to try and secure the victim permanent accommodation.

I played a significant role at this incident because I had a responsibility as a PC outlined within the College of Policing core operational principles and duties expected of police to "Save life and property" (College of Policing 2018)

I acted within my responsibility when I arrived at the incident to preserve life as the victim was occupying the tent who may have sustained injuries as a result of the damage which occurred to her tent. I acted on this responsibilities and sought professional medical attention for the victim by taking her to hospital.

Open question – "If something is an open question, people have different opinions about it and nobody can say which opinion is correct" (Collins Dictionary 2020)

Closed question – “A question to which an answer must be selected from a limited set” (Oxford Reference 2020)

Active listening – “Active listening is a way of listening that involves full attention to what is being said for the primary purpose of understanding the speaker” (Psychology today 2020)

Language was a barrier within this incident. The victim was unable to fluently communicate with me because of her intoxicated state. I asked open and closed questions when communicating with the victim, this was significant because the victim was intoxicated at the time of the incident so may have found it difficult to understand what I was saying. I used a mixture of open and closed questions to help me negotiate with her and extract information from her to safeguard her.

I used non-verbal communication techniques through active listening in the company of the victim when she was intoxicated and when she was sober. This was significant because it allowed me to build rapport with the victim and helped me negotiate with her, I kept eye contact which I think helped the victim understand that I was taking her concerns seriously as a victim of crime and to help her get support for her alcohol consumption and homelessness.

I was satisfied that the offence Criminal Damage was complete as per section 1(1) of the Criminal Damage Act 1971 as damage had occurred to the females' belongings without lawful excuse. I was satisfied that an offence had taken place and that a power of arrest was available as I had reasonable grounds to suspect that two males were involved in a crime for which their arrest is necessary.

I called for a dog unit to assist in completing an area search for the suspects. The males were unknown and the victim gave no description of them. I decided that this decision would be the best option of potentially apprehending the suspects through a scent trail followed by the dog. This action was significant for myself as an officer because it was my first experience of asking for assistance from the dog unit, it was also significant for the victim because I showcased that I was taking the crime seriously with the intention of apprehending the suspects.

Shelter Cymru UK published research from National Rough Sleeper Count Questionnaires in 2017 which showed that “31% of rough sleepers first became homeless due to family or relationship breakdowns”. It also found that the main contributing factor to homelessness was “substance misuse” (Shelter Cymru 2017)

I completed a PPN. A PPN is a document which is completed by Police which details what they have witnessed at an incident and what concerns they have regarding involved individuals which is shared with partner agencies such as social services to safeguard potential vulnerable adults who may be at risk.

I referred the victim to GDAS. GDAS is a service which provides support to service users to address drug and alcohol use.

I played a significant role in this incident by signposting the victim to support services to give her an opportunity to break the cycle and to seek support around her alcohol

consumption which research has shown can be linked to homelessness. I submitted the PPN which aided a multi-agency response with social services involvement, recognising the victims' vulnerabilities as an adult at risk and making them aware that the victim needs housing support encouraging them to signpost the victim to housing associations.

Frameworks Institute published a strategic report in 2017 regarding homelessness within communities whereby experts were surveyed and noted that Black, Asian and minority ethnic (BAME) groups are generally at higher risk of homelessness than the majority-white, native-born population which is linked to higher rates of poverty in these communities. The report also found that;

"The media and sector tell stories that lack systemic and collective dimensions; in particular, they are missing discussions of the systemic causes and social consequences of homelessness and society's responsibility to address the issue".

This incident was significant for me because I used my policing powers and policies to safeguard a vulnerable victim and it was a new experience for me. I will use the experience gathered from this incident to help me understand future incidents to assist my decision making using the information I have gathered from this incident as a reference to help me complete all safeguarding measures such as completing a PPN, referrals to GDAS and communicating with Connect Gwent about victim services.

I will use my experience from this incident to help me think about how I treat victims whilst considering all 9 of the core principles of policing. I will also share my experience with my new team to get their thoughts and help me develop my skills when dealing with crimes and victims.

The policing Code of Ethics 2014 outlines Policing principles that Police are required to adhere to, these include;

"Fairness – You treat everyone fairly"

"Objectivity – You are open and transparent in your actions and decisions"

Upon reflection, I had the responsibility of acting in line with the Policing Code of Ethics. I treated the victim fairly and with objectivity because I told the victim what action I was going to take and offered her the same support available to all others in her situation as per my policing powers and adhered to her Human Rights under Article 8 of the Human Rights Act 1998 – The right to respect for private and family life by taking necessary action for the protection of the victims health.

I have explained an incident I attended and explained how I used effective communication to build rapport and assist with negotiation. I have explained my considerations in relation to vulnerability and my responsibilities of safeguarding the individual involved and what I did to reduce risk. **(1617 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:

Referencing the Gibbs model, I will explain a suspect interview that I've been involved in and reflect on the incident. I will discuss how I plan and prepare for interview and explain my responsibilities within the interview process. I will explain the PEACE process and its relevance within interviewing. I will evaluate my performance. I will explain how policing values were engaged and how I adapted my interviewing style to suit the suspect.

I was conducting an interview with a suspect. The suspect had been arrested the previous evening by officers, the suspect was intoxicated at his time of arrest. The suspect was a young white male. As part of my planning phase for interview I extracted information from police systems and found that the suspect was known to police previous to his arrest and had been involved in similar incidents in the past.

A British crime survey, quoted by the institute of alcohol studies reported findings from a study of 41 probation areas between 2004 and 2005 and found that "38% of those who misuse alcohol have criminogenic needs potentially linked to reconviction". (Civitas.org.uk).

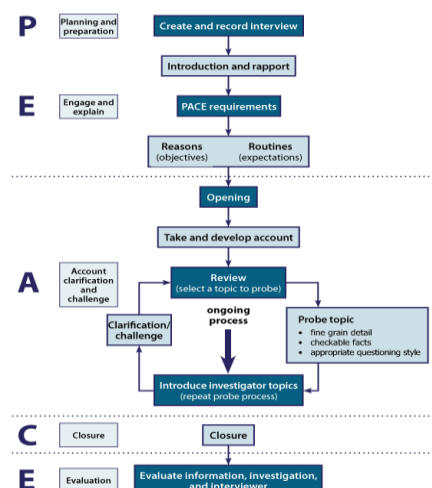
I was aware of the males' offending history, I used this information to assist with planning and preparation of the interview. The male being known to police, I wondered if he would engage in interview, he had been through the custody process previously and gave no comment interviews. I wanted to try and break the cycle and identify any potential language barriers to get the suspect talking. I tried to do this through planning and preparing my investigative interview with the suspect.

I thought because of the suspects offending history, unconscious bias may factor in, I feared that I would experience the Horn's effect of bias.

"The Horn's effect – Unconsciously disliking everything about someone because they have some negative characteristics we don't like" (diversity.social.com)

As the interviewing officer I made sure that I didn't allow myself to slip into unconscious bias. The Human Rights Act 1998 (HRA 1998) outlines under Schedule 1 – Article 14 – Prohibition of discrimination that "rights shall be secured without discrimination on any ground", I made it my responsibility to remain impartial as per College of Policing values framework and exercise the suspects' right to a fair trial as per Article 5 HRA 1998.

The PEACE model, is used within policing to plan and prepare interviews. PEACE is a national model used throughout policing organisations, used not to focus on gaining confessions from suspects, instead allowing for a standardised approach when dealing with investigative interviewing. The PEACE model is structured in 5 separate topics;



(College of Policing 2013)

I used the PEACE model to plan and prepare my suspect interview. I completed my written interview plan and populated it with information I had gathered from the police systems. I considered what information was relevant to add to the plan and only added information that was necessary to the incident that the suspect was in custody for. I felt that if I added information that was not needed it may confuse the suspect and act

as a language barrier within interview which I didn't want to happen because I wanted the suspect to engage with me.

I knew the suspect was intoxicated at the time of his arrest and this could pose as a vulnerability due to the suspect potentially not being able to understand information being relayed to him, I thought about whether he was aware of why he'd been arrested. It was my responsibility to discuss with the custody sergeant and nurse whether the suspect was fit for interview, adhering to Schedule 1 – Article 5 of the HRA 1998 - The right to liberty and security. I discussed my concerns with the custody sergeant who confirmed that the suspect was fit for interview.

Open questions – “If something is an open question, people have different opinions about it and nobody can say which opinion is correct” (Collins dictionary 2020).

I prepared open questions. I considered how I worded the questions to deliver the questions in a language that the suspect would understand. I refrained from using police jargon in the questions and researched PNL.D.co.uk to gather information on the offences that the suspect had been arrested for, making sure I covered the points to prove in my questions to deliver in interview. I felt confident that I had planned an investigative interview adhering to the PEACE model format.

The suspect had requested a solicitor to be in attendance of the interview. The Police and Criminal Evidence Act 1984 (PACE) code C 2019 outlines instructions on the detention and questioning of suspects in custody, within this code it states that suspects have the “right to free independent legal advice”. I was the interviewing PC. I had the responsibility of adhering to his request. Once the custody suite had confirmed that the suspect was fit for interview I contacted the next available solicitor as the male was not paying to be represented. Pace code C annex 6B outlines that the “suspect and solicitor are entitled to private consultation”.

I exercised my responsibility as interviewing officer by sending over a full MG6A disclosure document and custody record to the solicitor allowing for consultation to take place between the suspect and solicitor over the phone due to COVID-19 restrictions as the solicitor was self-isolating.

PACE code E 2018 outlines the requirements for audio recording of suspects, I carried out an audio interview recording with the suspect. I read through the code before entering interview with the suspect and ensured that I documented on my written plan to caution him and only question him about his involvement in the incident that he was arrested for as per PACE code E paragraph 2.1A.

Prior to interview, consultation was taking place between the suspect and his solicitor. I felt informed and prepared to enter interview with the suspect.

The interview commenced, I used my written plan to engage and explain the interview process to the suspect with his solicitor present. I paused in between questions and paced myself when asking questions. I followed the PEACE model to keep structure within the interview. I exhausted my questions and closed the interview by giving the suspect one final chance to engage with me through my

closing question. I did what I had set out to do, however, the suspect delivered a no comment interview. I felt really disappointed.

I communicated with the custody sergeant what had happened in interview, the sergeant made the decision to bail the suspect, I was not satisfied with this decision.

The College of Policing competencies and values outline that as police officers “we must analyse critically” and “we deliver, support and inspire”. I had a responsibility as a PC to support the suspect. I believed that the suspect would be vulnerable returning to the address that the incident took place. I felt under my duty that I had to safeguard the suspect.

I communicated further with the custody sergeant and stated my concerns about the suspects vulnerability of returning back to the address where the arrest had taken place as other people were living there who were involved in the incident, as a result of my actions the custody sergeant agreed to impose police bail conditions on the suspect to safeguard him. I felt I had exercised my duty and safeguarded the victim before he left custody contrary to PACE 1984.

Evaluating the interview, I think I researched my responsibilities well and tried to approach the suspect in a way that would give him opportunity to talk to me in interview by planning what questions I was going to ask him, how I was going to word my questions in interview and pacing myself when asking the questions. I analysed the situation and was confident in discussing my concerns with the custody sergeant about my safeguarding concerns around the suspect.

The suspect was bailed, he gave a no comment interview. I felt disappointed because if I had got the suspect to talk he might have engaged with me and the outcome may have been different.

I think the interview went well because I took time and effort to plan and prepare beforehand which made me feel confident to approach the interview. I felt satisfied that my decision to speak to the custody sergeant regarding imposing bail conditions was the right decision, this contributed to safeguard the suspect once he'd left custody.

The Ministry of Justice publishes reports of key statistics on proven reoffending in England and Wales via GOV.UK. The most recent published report ranged between October and December 2018 which discovered that “adults released from custody or started court orders had a proven reoffending rate of 35.7%” (publishingservice.gov.uk).

In my view there could be a potential link between him going through the custody process and his reoffending history which may contribute to why he was reluctant to engage with me in interview because he is familiar with the process.

In conclusion, I utilised policies and resources available to me as a PC to help me plan and prepare the suspect interview and considered the suspects vulnerabilities within custody and upon leaving custody. Upon reflection if I could have done anything differently I would have discussed with the suspect support available from GDAS - Gwent Drug and Alcohol Service which could maybe help him with his alcohol dependency.

Providing a multi-agency approach could potentially have an effect on the suspects offending pattern. I have made sure that I will consider this approach in future by documenting the contact details for GDAS to include in my preparation stage for suspect interviewing.

I have explained my involvement in a suspect interview and how I planned and prepared using the PEACE model. I've explained how I incorporated policing values and considered the suspects vulnerabilities. I have explained how I utilised policies available to me as an interviewing PC and how I implemented policing values. I've explained and evaluated my performance. **(1660 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 task I will refer to the Gibbs model to explain an incident that I have been involved in whereby a Polish female was a victim to anti-social behaviour. I will consider what police action constitutes to and effective and appropriate approach. I will outline my responsibilities when responding to anti-social behaviour and reflect on problem solving, evidence based policing, decision making and discretion using my experience to date and how this may impact upon wider police community relations.

I was working an afternoon shift. A call came from a female who disclosed that she had been subjected to verbal abuse by a group of youths at Cwmbran shopping centre. The victim stated that the youths were shouting comments at her and she believed that they were targeting her because she was disabled and using crutches at the time of the incident. I attended her home address and spoke to her.

Anti-social behaviour is defined by the Metropolitan Police as falling under three categories;

“Personal Anti-social behaviour is when a person may target specific groups or individuals

Nuisance Anti-social behaviour is when a person causes nuisance, annoyance or suffering to a community

Environmental Anti-social behaviour is when a persons’ actions affect the wider environment, such as public spaces and buildings”. (Metropolitan Police 2020)

The victim was upset and was concerned about my attendance whilst being in a national pandemic, she was disabled and concerned about letting me in her property. The victim said she had called the police before about youths causing issues and felt like her concerns were not being taken seriously, the victim was Polish and English was not her mother tongue. The victim disclosed that could speak but not fully understand English.

The victim described the suspects as “A large group of youths all boys dressed in dark hoodies playing loud music at the shops, shouting and swearing”, she believed it was aimed at her and felt scared. I was satisfied that anti-social behaviour was a factor within this incident from listening to what she had told me. I completed a Public Protection Notice (PPN) with the victim as a safeguarding measure. I believed she was presenting vulnerabilities which could make her an adult at risk as per the Care Act 2014.

A PPN is a document which is completed by Police which details what they have witnessed at an incident and what concerns they have regarding involved individuals which is shared with partner agencies such as social services to safeguard potential vulnerable adults who may be at risk.

I took a statement from the victim. The victim declined a Victim Personal Statement (VPS).

A VPS is a statement which is obtained by Police in regards to victims of crime who wish to express how the crime has impacted them which can be used in court if the trial is progressed to court.

The victim said she felt like her mental health was being affected because of the language barrier she could not fully understand what terms were being shouted and she believed it was being directed at her. I explained victim services to the victim

via the Connect Gwent victim services with scope for a bilingual service, she declined the service.

I gave her a victim services leaflet and explained to her that if she changes her mind then to contact me. I explained to her that I was going to complete an area search for the youths.

When I left the victims property, I did an area search for the youths which was negative. When searching the area I spoke with a staff member who worked in the locality who said that “yobs are always around here they are a bunch of troublemakers”.

The Anti-social behaviour, Crime and Policing Act 2014 under; part 3, Section 35 of the act outlines dispersal powers available to police officers. Authorisation to implement a S35 dispersal order under this power must be from an officer ranking inspector or above.

“The authorising officer must be satisfied on reasonable grounds that the use of the dispersal notice powers in the locality during that period which can be for up to 48 hours are necessary for the purpose of removing or reducing the likelihood of;

(a) Members of the public in the locality being harassed, alarmed or distressed

(b) The occurrence in the locality of crime or disorder” (Legislation.gov.uk)

It was my responsibility as a PC to take positive action against the anti-social behaviour. I decided to request a Section 35 order to be implemented in the locality to disperse the youths.

The request was authorised by the Torfaen inspector and was enforced for 48 hours which gave officers the power under this section to disperse groups of youths from Cwmbran shopping centre within this time period who were satisfying Section 35 subsection A and/or B of the dispersal order. I took a multi-agency approach and submitted a PPN to social services to safeguard the victim. I liaised with the Neighbourhood Policing Team for Torfaen and updated the victim in 3 days which was in line with Connect Gwent requirements.

Before I attended the incident I was thinking about what options were available to me referring to the information that I had obtained from the control room on the way to the call. I felt nervous about attending the call because I didn't want to let the victim down.

Upon attendance at the incident, I was thinking about what information was being relayed to me and was concentrating on documenting the information. The victim was displaying hostility in the initial moments of my attendance but by time I had left the property she had thanked me for my help. I felt like I had gathered relevant information to help me make an appropriate decision on dealing with the anti-social behaviour.

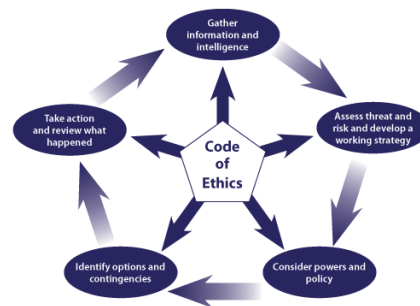
When I left the victims property I was thinking that if I had located the youths then I could potentially have a power of arrest under section 4a of the Public Order Act 1986 if the youths were continuing to cause harassment, alarm or distress and I was satisfied that the offence was complete.

Thinking about this situation now I feel like I did all I could to help the victim and try to reduce anti-social behaviour and I feel like I may have restored a little bit of faith in her around police taking anti-social matters seriously through my actions.

What was good about this situation is that I was able to make decisions and youths were dispersed. I used the National Decision Model (NDM) to guide my decision making thought process.

The National Decision Model (NDM) is used for decision making within policing. At the heart of the NDM is the Code of Ethics which outlines the standards of professional behaviour expected from police officers when executing their duties and rationalising decisions are made through gathering of information and intelligence, assessing threat and risk, considering powers and policies available, identifying options and contingencies and how action is taken and reviewing the results.

I used the NDM to consider how I was going to deal with the anti-social behaviour that had taken place and how I could support the victim. I used the NDM to consider what impact my actions would have on the wider community when making the decision of requesting the s35 dispersal notice and how the community would respond when it was authorised.



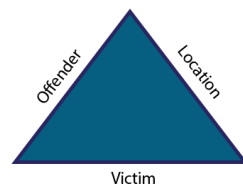
(College of Policing 2020)

What was bad about the incident was how the victim felt about her experience of the anti-social behaviour and how it had been dealt with before by police. The victim appeared deflated like she didn't trust that the police would take action due to past experiences.

I think I made a positive contribution to the incident when I arrived on scene by investing time to speak to the victim and exercise policing powers and policies to get some results for the victim and also continuing to try and take an evidence based policing approach to try and reduce anti-social activity within the locality.

Things went well in this incident because I took my time with the victim to give her the best service I could and allowed myself time to consider what powers and policies were available to me.

The Problem Analysis Triangle (PAT) is a problem solving model used by police to examine incidents that are reoccurring for example – Anti-social behaviour that the police are expected to deal with to identify any potential patterns and analyse what actions can be considered to deal with the incidents. (Durham.police.uk)



(College of Policing 2020)

I considered the PAT triangle to help me identify where the issue lay and that coupled with intelligence of anti-social behaviour occurring in the locality I was able to make the decision to request a Section 35 dispersal order which worked well because I was able to disperse youths under powers included within the order.

I discussed victim services via Connect Gwent to the victim. Connect Gwent is a multi-agency hub for victims and witnesses of crime and anti-social behaviour. Connect Gwent works in partnership with Umbrella Cymru, Aneurin Bevan and victim support to provide a multi-agency support approach for victims of crime and anti-social behaviour. Even though the victim declined the services at that time I still executed my duty and responsibilities by offering the service to her and still issued her with a victim service leaflet.

Problem Orientated Policing (POP), is an approach used when tackling crime involving identifying the problem and using a partnership approach to tailor a response, tackle the crime and assess the results. (College of Policing 2020).

I think I delivered an appropriate approach to the victim and her concerns about the anti-social behaviour she had been subjected to following the POP model.

I assessed what information I had and looked at the bigger picture and implemented a multi-agency approach using the POP model as my reference which enabled me to signpost the victim to Connect Gwent victim services, submit a PPN and achieve a section 35 dispersal notice to be authorised. I also liaised with the Neighbourhood Policing Team (NPT) for Torfaen via email to inform them of the information I had gathered.

Evidence based policing is a method used by Police organisations, supported by in some cases academics and other partners which aims to source best available evidence using appropriate research methods to help develop a better

understanding of issues and help to identify causes and patterns of the issues and to assess the effect of policing intervention. (College of Policing 2020)

I am in the process of suggesting a skype call due to COVID-19 restrictions to discuss some of my concerns around the anti-social behaviour within the locality between the NPT, Connect Gwent and myself to discuss how we can tackle anti-social behaviour issues within Cwmbran and consider an Evidence Based Policing approach.

A case study conducted in 2009 by Hampshire safeguarding adults board (HSAB) outlines details on how Fiona Pilkington killed herself and her severely disabled daughter in 2007 after 10 years of being subjected to anti-social behaviour from youths within her community. The Independent Police Complaints Commission proceeded an investigation in 2011 which found that the Police had failed to provide an effective approach to the anti-social behaviour they were suffering to Fiona, her daughter and her son who were recognised as a vulnerable family unit. (HSAB.co.uk)

I was aware of the Fiona Pilkington case and it helped me to identify a pattern with the victim of anti-social behaviour was experiencing. I was aware of the outcome of the Pilkington case and I was able to make sense of the situation I was faced with and I was determined to do all I could for the victim.

Due to COVID-19 there had been a decline in the number of mobile surgeries available to members of the public to voice their neighbourhood concerns. I think that this may have had a negative impact on the community, with no mobile surgery and the presence of youths displaying anti-social behaviour the community and victim may feel isolated like they have nowhere to express their issues to the police and that anti-social matters were not being dealt with.

In conclusion I have learnt from this incident that unconscious bias can play a part in decision making. The victim and staff member both portrayed the youths as being “troublemakers” in hoodies causing issues. I formed a bad impression of the youths through bias under the Horn’s effect.

“The Horn’s effect – Unconsciously disliking everything about someone because they have some negative characteristics we don’t like” (diversity.social.com)

I thought of enforcing action when locating youths in dark hoodies.

Independent.co.uk published an article in 2009 outlining research commissioned by women in journalism (WIJ) surveyed 1000 teenage boys. The research was presented to the British Library by Fiona Bawden of WIJ found that 14.2% of the boys surveyed said changed the way they dressed as a result of how they were portrayed in the media as “yobs” and “hoodies”. (Independent.co.uk)

I think that the portrayed view of all youths in hoodies are yobs fabricated by the media may have contributed to how youths are viewed culturally within the community and factored into how the victim and staff member viewed youths at the shopping centre.

When I conducted the area search I saw 2 people with dark clothing and hoods up, I formed the impression that these people must be the youths causing issues coupled with the accounts that I had taken from the victim and staff member I had formed a bias against the people based on what they were wearing, I was prepared to take action against these people. As I drove closer I was able to see that the two people were actually an older couple walking their dog.

Policing values under the Code of Ethics - Equality and Diversity outline that officers must "Act with fairness and impartiality, I will not discriminate unlawfully or unfairly" (College of Policing 2014)

I need to develop my skills under the code through further experience of similar incidents to ensure that bias doesn't influence my decision making to make sure that I act with impartiality when dealing with incidents.

If I had to do the same again, I would consider how I deal with the situation if I caught the youths acting in an anti-social manner. I would consider my information and intelligence referring to the NDM and consider other enforcement routes such as use of discretion and enforcement of an Acceptable Behaviour Contract.

Discretion is depicted in the Cambridge Dictionary as "The right or ability to decide something" (Cambridge Dictionary 2020).

"An Acceptable Behaviour Contract (ABC) is a voluntary written agreement between a young person usually aged between 10 and 18, and the local authority and police. Under the ABC, the young person agrees not to be involved with certain specified anti-social acts. The terms of the ABC are developed and agreed with the young person in an interview. (Tameside.gov.uk).

Other enforcement I could consider could be issuing of a Community Protection Order (CPO) which is aimed to prevent unreasonable behaviour impacting the community's quality of life (Askthepolice.co.uk)

My experience of policing this incident has helped me to understand how my actions affected the victim and how they could potentially be viewed by the wider community. I am reviewing the impact that the section 35 notice had within the community by liaising with NPT Torfaen to understand whether the dispersal notice had an impact through their feedback, helping me to understand what I can do differently next time.

I have explained how I dealt with an incident of anti-social behaviour by utilising a multi-agency approach. I have explained how bias can affect my decision making process and how my actions can impact the victim and wider community.

(2640 words)

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Signed: C L WOODRUFF (Learner)

Date: 06/12/2020

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

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

Signed: C L WOODRUFF (Learner)

Date: 06/12/2020

Signed: E DEAN (Tutor Constable)

Date: 06/12/2020

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