

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

The nature of the your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.

Areas of Professional Practice covered by both components (also known as elements) :

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing
10. Policing communities

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	600
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1500
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	2400
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

ANSWER:

For this essay, I shall be outlining the activities I have used to manage my stress and adapt to the working environment of a Constable. I shall use Bortons model to reflect on the strategies I have used.

What?

When I first started my role on shift, I already had an idea of the things I would witness and feelings I would experience whilst undertaking my role. Prior to becoming a PC I was a PCSO and regularly teamed up with PCs on calls when appropriate. However, this alone wasn't enough and I quickly realised that it was quite different to experience trauma on such a personal level. To help me process the events I witnessed, an outlet I used was to talk about them with other police officers. I also make sure that I talk to friends and family as well as I think it is important that they are aware of some of the things I am experiencing so that they can understand why I might not be myself or be quiet after a "bad day".

For maintaining my wellbeing, I have continued to go mountain biking for exercise. This consists of forest trails to get my heart rate up and challenge my technical ability, then finishing on flatter urban trails which both acts like a cool down and also gives me the opportunity to talk to whoever I'm riding with which can sometimes involve talking about work as mentioned previously.

So What?

I found that by sharing my experiences with other officers, I could draw from their previous experience as they would be able to listen to what I needed to say without being as shocked or worried as perhaps a family member might be. They would then speak to me about their own feelings which strengthens our resilience which in turn can help minimise the amount of time off officers may need to cope with stress. It is no secret that the police service is stretched thin and that mental health is still a cause for concern according to the Police Federation "Resilience in the service is at

an all-time low and officers are being put under inordinate amounts of pressure which is taking its toll on their health and wellbeing"-Polfed.org(n.d)

This quote signifies to me the importance of managing stress and resilience to prevent it having an adverse effect on my role as a Constable.

Regarding Cycling, not only is this a good form of exercise it is also better for your body in the long term than other comparable workouts due to the fact that cycling does not submit your joints to the impact that running or jogging would. I also found that it's easier to keep things interesting with mountain biking as I can explore a much larger area and challenge myself with different types of terrain. Mountain biking is also a good activity for improving your mood, according to an article in Mountain Bike Rider, "biking produces the stress hormone norepinephrine which is proved to improve a person's mood".(Haworth, B, MBR. April 7 2020)

Now What?

Now that I have developed this method of maintaining my wellbeing and resilience I don't think I shall be changing much. I find that the healthy balance of regular exercise and sharing my experiences with others is working well for me. However, when restrictions are lifted I shall look to add swimming into the exercise routine. This is another high intensity, low impact sport I enjoy a lot and I find variety helps to keep me interested and focused. This also gives me an alternative form of exercise if the weather is unsuitable for cycling.

Once I am out of my tutorship I shall also be looking at how I can further help colleagues with their own wellbeing as I find that helping others also aids in helping myself.

Word Count :643

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

ANSWER:

In this essay I shall be talking about an incident where I have had to respond to a call regarding a concern for a child. I shall be using the Bortons Reflective model to reflect on the factors that I had to consider to ensure the best outcome.

What?

We had received a call concerning a young child being left at home alone. We spoke with the neighbour who had made the call to police who informed us that they had witnessed the child crying and screaming inside the address who was trying to pass keys through the letterbox saying they were alone and wanted to get out.

The address was in darkness, we tried knocking the door and after a few minutes we heard the voice of a small girl. She came to the front door and tried to speak to me through the letterbox. It was difficult to understand her as she sounded foreign managing only occasional words in English, she was also crying and in a state of

distress. I attempted to open the front door but it was locked so I continued to engage with the girl to try and calm her. My colleague then went to the rear of the property to see if there was another way in.

We were then joined by further units, who developed a contingency plan to force entry to the property if the need arose. At this point we did not know what danger the Girl may be in so could justify forcing entry under Section 17 of PACE which states: "a constable may enter and search any premises for the purpose of saving life or limb or preventing serious damage to property". (Section 17(e) Police and Criminal Evidence act 1984)

While talking to the girl, I instructed her to go to the downstairs window so we could see her clearly. The girl was trying to reach the window latches but was struggling and started to get more upset. Eventually we managed to instruct the girl to open the window latches. I then opened the window from the outside and the little girl climbed up and jumped into my arms, crying hysterically as if I was the first person she'd seen in what must have seemed like forever.

We then entered the property and conducted a search for any others who may be inside. Once it was confirmed that there were no other persons present we started to gather some essentials as we were considering removing the child taking her into police care under section 46 Children act which states "Where a constable has reasonable cause to believe that a child would otherwise be likely to suffer significant harm, he may

(a) remove the child to suitable accommodation and keep him there" (Section 46(1(a)) Children Act 1989)

The mother then came home from work panicking and told officers she had been at work all day and came home as soon as she saw police on her remote CCTV. She said that the father should be home as he wasn't due to start work until later that evening and knew what time she finished. We established that the father had left early for work after trying to call the mother to come home. After being unable to do so he had decided to leave regardless leaving the little girl alone in the house. When the father returned, he didn't appear to be remotely concerned with the welfare of his daughter and was oblivious to any wrongdoing. He was also blaming his wife for not leaving work early and said words to the effect of "I spend all day with my daughter and I have no social life".

We decided that the father had knowingly and intentionally left his young daughter at home alone, with little regard for her safety and wellbeing therefore I arrested him for child neglect.

So What?

Reflecting on how we engaged with the Child, it was important to make sure we engaged with her in a way that did cause her further distress. Firstly we had to take into account that the child was already distressed, and that for many children interaction with the police can be a scary experience. This is often a result of the way police are perceived by children. All too often children are put under the impression that the Police are the "bad guys", not least as a result of parents threatening to call

the police if the child misbehaves. Police forces have gone to great lengths to try and dispel this myth with media campaigns. One such example can be found in the Derby Telegraph where an officer said in an article *"Please don't tell your children that we will take them away if they misbehave, as it's really important that they feel comfortable and able to approach us if they need help or are in danger"*. (Wright, C, Derby Telegraph, 2018)

It was also important to ensure that we spoke to the child in an appropriate manner. If we had used a tone of voice that was authoritative the child may form the impression we were telling them off rather than helping. We may then lose the child's cooperation. Additionally if we used questions that were too complex or specific the child may not understand. I also had to make sure I acquired as much information as possible without turning the conversation into an interview, so rather than leading the child through questioning I allowed the child to lead me through a conversation. If they talked about something non relevant I would answer, then try and steer the conversation back to obtaining the information I required. This helped build a rapport with the child and make them feel comfortable speaking to me. I also decided to kneel when speaking to the child so that I was at their level and not towering over them.

According to the college of policing, "Officers need to communicate with children in a way that is appropriate to their age, understanding and preferred manner of communication. Officers should avoid questions that are leading and suggestive, but should not allow themselves to be deterred from speaking to a child by concerns over compromising a formal investigative interview in the future".-College of Policing (n.d)

The decision made to arrest the father for child neglect required serious consideration. Was there any defence the father could have for doing this? In short no, and I will explain why.

Although the law doesn't stipulate a specific age of a child that cannot be left alone, if there is any risk to the child's safety then an offence of neglect has been committed. It is expected that Parents or guardians use common sense when determining whether they can leave a child alone. The NSPCC states "Parents and carers are responsible for keeping their children safe. If leaving your child home alone puts them at risk of harm-because they're too young to care for themselves for example-the law might consider this neglect" (NSPCC, 2020).

The child concerned was 4 years old and left in complete darkness. It was unreasonable to leave a child of this age alone in the dark for hours on end. If the child had hurt themselves nobody would be there to take care of them or call for help. The child was also too small to safely access any food or drink or use the bathroom unaided. These facts were also taken into account when we considered using Police powers to take the child into police care, however when the mother arrived home and it was established that it was not her who had left the child alone that immediate requirement was negated.

The father also showed no remorse or any indication that he was guilty of any wrongdoing. He knew what time the mother would be home and indicated to officers that he had left for work early simply because he was "bored".

Now What?

This particular case was then handed over to the Public protection unit, where they have specialist officers who deal with child related offences. This case required a lot of slow time investigation and officers who are specially trained to interview children, both things that the average response team do not have the luxury of. If I were to attend any similar incident in the future, I would consider the following.

Firstly, carrying out a more extensive check on the address using police systems to try and find a contact for the parents. At the time, the immediate concern was the child. If there were no indications that the child was present i.e. the child hadn't responded to officers then I would have carried this out. However as soon as the child made themselves known to us, my focus was on engaging with her as establishing a way to get into the address and check her welfare was the immediate concern.

Considering forcing entry, if we hadn't been able to open the window I would have used a lock breaker to open the front door. To use a ram would have been too dangerous as they are heavy and use a lot of momentum to force the door open. If the child had run to the front door this could have resulted in very serious injury.

Overall I feel that if I had to replay this incident, I would change very little. The only thing I might have changed is to ask another officer to carry out a full check on the persons linked to the address as this may have provided a contact for the mother of the child. If we had found this it may have prevented her from rushing home in a panic and also may have negated the need for us to instruct the child to open the window.

Word count:1645

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:

I am writing this essay to illustrate how I planned and conducted an interview with a suspect of harassment and stalking. I shall cover how we prepared our questions, the methods of questioning used during the interview and contributing factors that affected the decisions we had to make to facilitate the interview. I shall also be reflecting on our responsibilities of the suspect. I shall use the Gibbs reflective model throughout this essay.

A report had been made to us by a victim that she had been receiving unwanted messages from a man she had previously worked with. She told us that initially it was just messages being received and she felt she could cope with these without police involvement. However recently she had started to receive gifts delivered to her place of work and when she challenged the man on this, the gifts just kept on coming and the messages started to turn sinister, stating that he knew where she lived.

Regarding the planning stage of the interview, my tutor and I prepared our questions separately and then compared them against each other. The majority of my questions matched those prepared by my tutor and I also contributed a couple of relevant questions that my tutor hadn't thought of. One of which referred to the victim's account which stated that she had never been in a relationship with the

suspect and never had any inclination to do so. The suspect however, referred to the victim as his “ex”. My tutor had prepared the question “have you ever been in a relationship with the victim”. I took this line of questioning a stage further to ask “has the victim ever said anything that would make you reasonably believe you were in a relationship”. It was entirely possible that the victim could make a friendly yet platonic remark such as “I love you” and the suspect take this to mean something entirely different. There was also the question of the suspect sending gifts to the victim at work. After the first time, the victim sent a message to the suspect saying “you shouldn’t have”. This is something that is commonly said by people when they feel slightly awkward if they haven’t returned the favour. Again this is something the suspect could have misunderstood, so I asked the question “when the victim said you shouldn’t have done that, why did you continue?”

These questions were important as we had a duty to ask questions that may give the suspect a defence as well as prove or disprove his guilt. According to Section 23 of the CPIA 1996 *“In conducting an investigation, the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect”*. -Ministry of Justice (2015).

Once we started the interview, we explained the process to the suspect and outlined the path the interview would take. We also informed him of all his rights whilst under interview, including his right to free and independent legal advice which he declined.

Once the interview commenced, the suspects account partially confirmed the allegations against him. This meant it was even more important not to pre judge the suspect. This proved to be effective as the interview progressed, with the suspect being cooperative he gave us his version of events naturally without being under undue pressure to talk. Once he admitted saying “I know where you live” to the suspect he immediately said that he knew he shouldn’t have said it as it would cause the victim to worry. This gave us points to prove harassment. *“A person must not pursue a course of conduct (a) which amounts to harassment of another, and (b) which he knows or ought to know amounts to harassment of another”* –(Section 1 PHA 1997).

The remainder of the interview provided a different account of events provided by the victim. For example, the victim said she attended the suspects address to tell him she wasn’t interested, whereas the suspect told us that they had been drinking after work and gone back to his home where they ended up in bed together. Before closing, we gave the suspect the opportunity to tell us anything else he wanted to add. With nothing more disclosed, we closed the interview and stopped the recording. The suspect was then released under bail conditions to not contact the victim, attend the victims’ place of work or home address.

Before the interview I felt sympathy towards the victim and had a negative opinion of the suspect. I believe this was because he had been so difficult to contact and seemed elusive. As the interview progressed my opinions changed as there were times I felt that the account the suspect gave was too natural a response to be made

up and some things he mentioned cast doubt on the account given by the victim. However I also noticed how the suspect sometimes appeared selective with what he could remember. Before interview he told us he had left his phone at work but when asked if he still had the victims' number he told us he didn't even have a phone anymore as he smashed it up.

Firstly, I will explain and evaluate why we facilitated the interview the way we did. The suspect had no previous record but was proving difficult to find at home, so rather than attend his place of work and arrest him there we eventually made contact on the phone and arranged for him to come to a police station. The reason for this being we could maintain the dignity of the suspect and by doing so it was more likely that he would co-operate.

We still had to arrest him on attendance at the police station as, due to the nature of the alleged offence we wanted to impose bail conditions. This ruled out the option of conducting a voluntary attendee (V.A) interview. Had we been able to confirm that the two parties had been in a relationship prior to interviewing we could have treated this as a domestic related incident and conducted a V.A interview instead. This way we could have applied for a Domestic Violence Protection Order to place conditions on the suspect instead of bail conditions.

Looking back on the interview itself, I felt happy with the lines of enquiry we pursued. During planning it was important to select questions that started out open allowing the suspect to give a free narrative of their account. Then to have a bank of specific questions that could be used depending on the information obtained. We had to make sure these questions covered all eventualities and had the potential to open new lines of enquiry. According to the College of Policing, principle four of investigative interviewing states: "Investigators are free to ask a wide range of questions in an interview in order to obtain material which may assist an investigation and provide sufficient evidence or information."-(College of Policing, 2011)

It was also important that we used questioning techniques that were not patronising or oppressing. In the case of *R v Fulling* in 1987, Lord Chief Justice Taylor defined oppression as: *the exercise of authority or power in a burdensome, harsh, or wrongful manner, or unjust or cruel treatment of subjects or inferiors, or the imposition of unreasonable or unjust burdens in circumstances which would almost always entail some impropriety on the part of the interviewer.*-Taylor (1987)

This meant that the technique often seen in film and television of "good cop, bad cop" would almost certainly not be appropriate. Whilst variations of this can be used in advanced interviewing, for our purposes this would have been considered as oppressing behaviour. The technique we used was that my tutor would ask a number of questions then, at the end of each topic I would then ask some similar follow up questions to try and prompt the suspect into answering in a different way.

After the interview my opinion was that both parties were not telling us something. The victim had only sent us parts of messages she'd received and there were parts of the conversation clearly missing. The fact she claimed to have gone to the suspects' house to tell him she wasn't interested in him when claiming to barely know him also seemed strange.

Equally, the suspects' inconsistency with having the victims contact number and whether or not he had a phone provoked an air of uncertainty over what might have happened.

It was possible that the victim may have made a false claim of stalking. If the suspects' account of them sleeping together was true, this could provide substance to this theory. *Despite the prevalence of this interpersonal crime, not all stalking allegations are legitimate, with some being false claims based on a variety of different factors such as false belief, attention or sympathy, and revenge.*- (Petherick, W., & Jenkins, A. 2014)

To counter this, it is possible that the suspect had an obsession with the victim and either made up the claim they had slept together to cover his actions, or he genuinely believed these events had taken place. This can often be a result of a mental health condition such as Bipolar Disorder or a severe form of Obsessive Compulsive Disorder. *"A delusion can be so very fixed that it seems to create or lead to a form of memory, even though the memory is false".*-Anon,(n.d)

To conclude, before the interview I felt nervous but prepared. This was my first live interview after training however I was with my tutor who was an experienced officer. This, combined with the fact that the questions I prepared mostly matched his gave me a feeling of confidence. I have also learned that it is important not to have any pre-conceived opinion and to just focus on the things I know to be fact.

Word Count :1645

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:

For this assignment, I shall be sharing my experience of how I have engaged with other agencies to deal with an anti-social behaviour issue in a residential area involving the illegal use of off road bikes. I shall be describing a particular incident whereby a pedestrian was knocked over by a person riding an off road bike which also acted as a trigger for a response to the wider problem of the anti-social use of off road bikes in the area. I will then illustrate the problem solving methods used by the police, working with partner agencies and the involvement of the community. I shall also be reflecting on how biases can impact on how decisions are made and the effect they can have on the opinions of the community as a whole. I shall be using the Bortons model of reflective writing for this essay.

What?

Anti-Social Behaviour, or ASB is a collective term for a number of activities or types of behaviour that are considered unacceptable that are likely to cause harassment, alarm or distress. ASB can be classed as a gateway crime i.e. a minor offence leading to more serious offences. To explain this further, Anti-social Behaviour (ASB) as a single event would generally involve activity that other people may find irritating or disrespectful, but with little lasting consequence when viewed in isolation. However when a pattern of repeated ASB occurs it can lead to more serious offences such as criminal damage or harassment. In some extreme cases, if the problem carries on and is not noticed and dealt with properly it can lead to devastating consequences. One such example being the Fiona Pilkington case where as a result of Fiona and her family being continually targeted, and the failure of police to link the incidents reported to identify the bigger problem led to Fiona killing herself and her disabled daughter.

The incident:

I responded to a call reporting that an elderly man had been knocked down by a motorcyclist. My first thoughts were that this was simply a road traffic collision. On arrival at the scene a passing paramedic had already started to treat the elderly man, he was unconscious and had a serious head injury so we were unable to obtain an account from him immediately. I decided to speak with the person who had reported the incident, whilst my colleague undertook some house to house enquiries for witnesses and CCTV. On speaking to the reporting person, they said that they couldn't see who the rider of the bike was as he wore a balaclava, but he wasn't wearing a helmet. When asked about the description of the bike, they told me it was orange and plastic looking with no number plate. They also mentioned that they had noticed the bike around the area and it could often be seen speeding across park land and playing fields nearby. On speaking with other witnesses we confirmed that the old man being knocked down was the result of the reckless and illegal use of an off road bike. In fact, once an ambulance arrived to take the old man to hospital and we had spoken to the paramedic, it came to light that the rider of the bike had seen

the paramedic in his car just around the corner and then made off, possibly mistaking the paramedic for a police vehicle.

The result:

This incident brought to light that there was a major problem in the area with a number of local youths riding off-road bikes in an anti-social manner and it wasn't long before people comments on social media started to bring up questions from the local residents. Many of them were saying how fed up they were with off road bikes causing a nuisance whilst others were berating the police for not doing anything about it.

As a result, I attended a PACT meeting with the local neighbourhood policing team in an attempt to engage the local community to devise a solution to the ongoing problem. I then organised an off road operation with the local council who had specifically trained motorcyclists who could follow the serial perpetrators of this Anti-Social use of bikes. The operation was a success, with two off road bikes seized by police under section 165a of the Road Traffic Act 1988 for having no insurance for road use and the riders having no driving license. A third rider who stopped for police seemed to be acting as a decoy, allowing the others to attempt to make off. This rider had a valid license and insurance, and the bike was road legal. However a quick check on police systems showed there was already an anti-social behaviour warning issued on this bike so we issued a second one and seized that bike under section 59 of the police reform act 2002.

This operation also resulted in the offender who had knocked the old man over being identified and arrested, as well as his bike being seized as evidence.

After running the operation, we saw a dramatic rise in the number of residents willing to co-operate with the police and report the offenders. This eventually led to the problem being reduced drastically, and the communities' faith in the ability of the police to tackle anti-social behaviour being restored.

So What?

The aftermath of the incident where the elderly man had been knocked over had caused great concern amongst those in the community. That being said, the ongoing problem with off road bikes was also having a damaging effect on the community itself. Because this particular activity is very noticeable due to the noise and damage caused, it fits in well with the "Broken Windows Theory" –Wilson & Kelling (1982). Simplified, this theory states that disorderly behaviour such as ASB gives the perception to communities of there being an increased risk of being exposed to more serious crimes.

In addition to the anti-social aspect, vehicle use in ASB is often dangerous which poses a greater risk to the public. In this case the result of a person riding an off road bike recklessly in an anti-social manner resulted in the serious injury to an elderly man. So for the perpetrator, what had started out as a bit of fun causing

vehicle nuisance had resulted in a conviction for a serious traffic offence. This illustrates how ASB can be a gateway crime as mentioned previously.

During the PACT meeting the general feeling of the residents seemed to be that the police were only acting on the off road bike problem now somebody had been hurt. It was also said that if police had been five minutes earlier we could have prevented the incident. I had informed the residents that the police are victim led, meaning we can only act on what is reported to us. It was clear that vehicle related ASB was causing major concern for both the police and the general public alike, a quote from the website MyLawyer reinforces this opinion and states "Inappropriate use of vehicles on or off-road by gangs or individuals can be noisy, intimidating and dangerous. It is important that the local community is protected from such activity"- Anon (n.d).

This incident had happened in what was considered to be a deprived area. Historically people living in these areas preferred not to engage with police. The reasons for this could have been fear of retribution from offenders living in the area or being labelled a "grass". Another reason being that they may have lost confidence in the police due to their own negative previous experiences with how the police have addressed a problem.

However In 2012, a report was made by Her Majesty's Inspectorate of Constabularies (HMIC) showing how the police are tackling ASB. On page 2 it states "There is a strong relationship between satisfaction with the way that the police dealt with the anti-social behaviour incident and overall attitudes towards the police. For instance, 89% of those who are satisfied with the way the police dealt with the anti-social behaviour they called about think that the police do a good job." HMIC (2012).

When comparing this with the fact that the majority of ASB is committed in socially deprived areas, "people living in hard-pressed areas were significantly more likely to perceive problems with anti-social behaviour than those living in other areas." – Upson (2006) it is fair to say that the trend of people from these areas being unwilling to assist police is reversing.

It was clear that if the police were to succeed in effectively addressing the issue, we needed the cooperation of the general public. More recently, taken from a news article in 2019 regarding an almost identical case, Sgt Duncan Mitchell of South Wales Police told BBC news that "We need the community to be our eyes and ears on the ground, not only telling us about the problem but who is responsible, what bikes are being used and if possible sharing any pictures or images with us,"- Mitchell, D (2019).

Multi Agency Working

In regards to how police officers can respond to and deal with vehicle related ASB, there are many avenues that can be explored including the use of a multi-agency approach. I believe this incident illustrates this well with the use of a combined operation involving the police and the local council to track down serial perpetrators of off road bike related ASB. This had an immediate effect when offenders were caught and their bikes seized which removed the means of committing the offence. This also had a long term effect on being able to manage the problem. Although many serial offenders were not caught and others simply acquired more bikes, the presence of the police and council tackling the problem head on acted as a show of strength. This in turn brought reassurance to the community.

Another example of a multi-agency approach to dealing with ASB is when the police work with housing associations or council housing departments. If an offender is a tenant of the council or a housing association then neighbourhood policing teams will organise a joint visit with a housing officer. This approach often works well as there are certain powers the police have such as the ability to issue a Criminal Behaviour Order (CBO). A CBO is an order that is made by the court which places conditions on an offender which they must adhere to. These conditions can be both prohibitive and instructive, such as ordering the person not to attend a certain location or they must adhere to a curfew. A CBO also makes any breach of any of the conditions a criminal offence for which the person can be arrested. "It is a criminal offence if an offender fails to comply, without reasonable excuse, with either the requirements or prohibitions in the CBO. Failure to comply with a prohibition or requirement should be notified to the police."-anon (n.d)

In addition to this, there are certain powers that housing associations and local authorities have that the police do not. An example of this being the power to evict tenants who are causing repeat problems with regard to ASB. This is usually a last resort after all other options are exhausted but ultimately, if an offender does not cease to commit ASB they could lose their home. This power also extends to private tenancy agreements as well as local authority housing. "Private landlords have the power to evict tenants behaving anti-socially if other steps do not resolve the problem. They cannot apply for an injunction, but they can involve the local authority or the police."- (Anti-social behaviour in housing, 2019)

There are also a number of police powers a constable has at their disposal for dealing with ASB without the need for a multi-agency approach. One such power is the ability to seize any vehicle that has been used in an anti-social manner under Section 59 of the Police Reform Act 2002. This power was used to seize an off road bike in the joint operation.

Now What?

Going forward I will be more open to the idea of partnership oriented policing. Initially I was sceptical of the idea, until I realised that other agencies have certain uses that the police do not necessarily have at their disposal. I believe that using a multi-agency approach provides a stronger response to ongoing problems such as ASB. For example, a Police officer attending an ASB related call might provide a short term solution, however if the offender is a serial perpetrator there may be little else the officer can do and would have to refer a victim to their housing association. Rather than waste time and resources, if the police officer attends with the housing association, then by combining our resources and abilities a solution can be found far quicker. This in turn leads to victims of ASB not having to continue to suffer for any longer than they need to.

I also had to be aware of my own bias while dealing with this incident. As a keen motorcyclist myself it is only natural to assume I would have a negative opinion of anyone who would give motorcyclists a bad name. To process my own thoughts and feelings I broke the incident down into its fundamental parts. After doing so I found that there was very little I could personally take offence to. Take away the aspect that a motorcycle was used and I found that the feeling of bias wasn't there. In any case, it is human to have a bias however when somebody acts on their bias, having a negative effect on anybody else is where it becomes a problem. This is another working strategy I shall be using going forward.

If I were to deal with a similar incident again I would follow up with the partnership policing approach by running a motorcycle awareness course in the community. I would do this by linking in with a local motorcycle school and opening it up to people affected by the improper use of motorcycles as well as first time offenders. I believe this would help to rehabilitate offenders of off road related ASB and also help to dispel any negative perceptions that people may have of motorcyclists.

Word Count:2380

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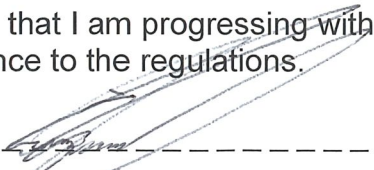
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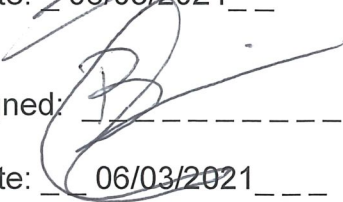
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Date: 06/03/2021

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