

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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	750
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1250
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1250
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	1750
Task 5	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	1000
	Total	6000
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During this essay, I will describe the coping strategies I applied to develop resilience and minimise stress during the tutorship period for my role as a police constable. I will describe the way I adapted to life as a police constable, focussing on big changes such as adhering to a unique shift pattern and how I adapted my style of dealing with people to a policing nature.

Coping with resilience comes natural to me as it is linked so heavily with my hobby of football refereeing, this trait is defined as “the process and outcome of successfully adapting to difficult or challenging life experiences” (APA, 2020). Stress is defined by the NHS as “the body's reaction to feeling threatened or under pressure” (National Health Service, no date), both of which are feelings I have certainly been exposed to in my initial learning phase of policing. To help me reflect on this period, I will be using Borton's reflective tool within the essay which is “designed to be used within education as a framework for reflective learning” (Borton, 1970).

I had just finished my first six months training to become a police officer. It was an intensive six months where I had learned many new processes, laws and methods of dealing with people. My next task was to put all my learning into practice during the three-month tutorship period of my introduction to policing. This was a drastic change from having a convenient learning schedule, to working shift patterns all around the clock attending calls every day of the week. I knew this was something I had to adapt quickly to avoid any disruption in my development although it was challenging in the beginning.

A recent study (Burnett et al., 2020) suggests that public facing 24/7 police officers who work shifts are more susceptible to higher stress levels and burnout as they are less likely to maintain their own mental health well-being. The study also showed that there was no effect on physical well-being as participants showed that they were still attending the gym as frequent as those not working shifts. During training I was heavily reliant on my football refereeing to assist with stress and resilience but shift work has made me realise that I cannot rely on my high level of physical activity to combat stress levels and I need to find another way of exercising my mind to relieve

these. Due to this, I enrolled on several mindfulness sessions online during my rest days, taking part in activities such as breath meditation and standing yoga. Research suggests that this is proven to provide “effective stress management and development of positive organizational behaviour” (Aikens et. al, 2014). For the first few sessions it took me a while to adapt to the new activity, but I familiarised myself and managed to get into a routine which suited me, and I started to feel the benefits by the time the three-month period ended.

The organisational culture was also something new to me which I needed to adapt to, particularly getting to know the sergeants and inspectors who I’d regularly see around the station and how to address them accordingly. I studied Police ranks in (Bryant R., Bryant S., 2021a) which helped me identify certain epaulettes, so I knew how to address certain individuals If I walked them in the corridor or acknowledged them in the parade room. If I saw someone I didn’t recognise, I quickly got into the habit of looking directly at their shoulders so I could identify their rank which gave me the information I needed for how to address them.

There was a point during my tutorship where my tutor told me my workload was getting too high and I needed to reduce this by being decisive and up front with victims. I was apprehensive to contact them if I knew I was going to tell them information they didn’t want to hear, so to assist me with this I joined colleagues who were delivering similar news to victims and saw how they did it for me to learn and deal with this feeling. After learning from them, I noticed a huge difference and weight off my mind by my own victim management and in-turn clearing a lot of my workload.

Going forward after tutorship, I will keep partaking in online mindfulness sessions for as long as it works to help me with my stress and resilience. I am now comfortable that I know most of the hierarchy based at the station of how to address them, but I will continue to look directly towards the shoulders of colleagues I’m unfamiliar with in order to maintain courtesy to sergeants, inspectors and above. I will endeavour to speak to colleagues about things I’m not sure about, particularly if it’s something that’s affecting my workload as I no longer have a ‘safety net’ of a tutor to keep me on the right tracks.

Word count: 824

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

ANSWER:

During this essay, I will be writing about a domestic related incident I attended where I identified a person as being vulnerable due to their situation and needs. What I've realised from the short experience I've already had of policing is that protecting vulnerable people is one of the most important duties I'll have. During my initial 6 months training, I learned that "a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation" (College of Policing, 2021). I will explain what steps I took to safeguard the vulnerable person and what I did to assist them during the early stages of my investigation into the offence of which they were a victim. One of South Wales Police's main priorities in the Police and Crime Plan 2021-25 states we will "work to protect the most vulnerable in our communities, understanding causes and taking prompt positive action as issues arise" (South Wales Police, no date) therefore I was keen to carry out this priority at this particular call I attended. I will

use Borton's reflective tool within the essay which "can be applied to any form of reflective practice" (Jasper, 1970).

I was called to a domestic related incident whereby a male reported that his mother had been assaulted by her ex-partner. Whilst on route to the address I conducted a Police National Computer (PNC) check and discovered that the two involved were repeat Domestic Violence (DV) victim and offender. Whilst conducting these checks, I also noted that the two individuals had names of a foreign origin, and with the report coming from the female's son this led me to believe there could be a communication barrier between ourselves and the victim. For this reason, in the short time I had available to me prior to arriving at the address, I quickly loaded up the intranet on my phone to find the number for 'Language line' – a tool available for officers to communicate with people who have difficulty understanding or speaking English.

We arrived at the address where only the female and her son were present. For the integrity of the case and to gain a true first account from both victim and witness, my colleague and I spoke to the female (victim) and her son (witness) in separate rooms respectively. The victim was sat in the front room, and I decided to go against my usual approach at calls of remaining standing and instead sit down to get on the same level as the victim. Research suggests proximity is a key factor when communicating, being too close could be too intrusive but too far would leave the victim feel isolated (Skillsforcare.org, 2016), so I started by saying "do you mind if I sit here?" with a calming tone which I felt was an appropriate introduction to begin communicating with the victim, who was visibly upset.

My initial priority was ensuring any injuries she suffered as a result of the assault were taken care of. I could see she had a cut lip which was thickening, and I asked her if she was hurt anywhere else. The victim looked at me but her only response was "no speak, only Polish". This confirmed my earlier thought that adding to her vulnerability she had difficulty communicating in English, so I had to think of an alternative method of conversing. I didn't want to wait to get through to language line as I felt it would be time-consuming and if there were more serious injuries than what were visible then these would be time critical. I used a technique I remembered from my old job where I used an effective tool called 'Google Translate' on my phone. It's a feature where you type words in English and it gives the option to translate to over 100 different languages, giving the option to hear the words read out as sound in the selected language as well as being able to read the translated words on the mobile phone screen (Pcmag.com, 2020). It took me less than a few minutes to load the website and type the words "do you have any more injuries" for this to then be immediately read out in the victim's language. I knew it was important to ask this as a closed question to make it simple for the victim to communicate "yes" or "no" back to me, to which she shook her head to say no which gave me relief her injuries were not more serious than first thought. I then proceeded to call the language line on my works phone and instead of sitting in silence continued to converse with the victim through 'Google Translate' by assuring her we were there to help and support her.

When I managed to connect with language line, I spoke with an assistant who could speak very limited Polish and there was a shortage of staff with it being the weekend. Instead of obtaining a statement there and then which may have been slightly distorted, I utilised the assistant to book an appointment for the victim to come to the station the next day where someone would be prepared to take an accurate and thorough statement to strengthen and maintain the integrity of the case. In the meantime, there was still a need for us to safeguard the victim should the suspect return to cause more harm. During the incident, the suspect snapped the lock on the front door, leaving it unsecure. I contacted the housing association responsible for the security of the property on the victim's behalf and ensured a representative came out to make it secure. As it was my role to reduce the risk of repeat victimisation, I waited at the property until this was fixed, utilising this time effectively by completing a Public Protection Notification (PPN) whilst at the address. A PPN is a "risk assessment tool for victims of domestic abuse" (bcpsafeguardingadultsboard.com, 2019) and is mandatory to be completed for all incidents of this nature.

I now had the victim's son to help with communication to complete the PPN as he spoke considerably better English. I explained that the victim would be referred to partner agencies such as housing, family association and social services who would provide support to protect them both and reduce the risk of being in this situation again. I gained her consent to complete this, and following completion, housing arrived to fix the door and I asked the victim if she was satisfied and felt safeguarded following our attendance. I also confirmed the time of her appointment the next day and provided my work contact number for communication regarding the appointment but advised the importance of calling 999 should the suspect return.

Since this incident, I have learned that there are several ways of communicating with people who speak very limited English. I learned that there are certain methods I've used in the past which can be effective in my new role as a police constable and I need to be confident in applying these methods. Since using the translate tool, I discovered that there is an app for the phone which also works in 'offline mode' which could be vital in a place with no signal, and I have shared this knowledge with colleagues. I feel more confident to safeguard and deal with victims of domestic related incidents, but I know these solutions are not "one size fits all" situations and the more experience I gain, the more varied techniques I'll learn to approach each incident. The incident has also made me conduct research on what type of countries permit acts of DV, as I would like to be aware if I was ever to converse with a victim who is under the impression that this type of behaviour is accepted so I could explain that it's a lot different in the UK.

Word count: 1331

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

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

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

During this essay, I will be writing about a suspect interview which I planned, prepared and conducted under the Police and Criminal Evidence Act 1984 Code C provision “requirements for the detention, treatment and questioning of suspects not related to terrorism in police custody” (GOV.UK, 2019). I will describe the ‘PEACE’ model, abbreviated for ‘Planning and Preparation, Engage and Explain, Account, Conclusion and Evaluation’, which is designed to help police officers organise the whole interview process in a structured and methodical way. I will explain how I used this to conduct an efficient and effective interview, after creating a plan in writing and carrying it through all the way until the summary of the interview was complete and the charging decision was made. I will be using Gibbs’ model of reflection (Gibbs, 1988) to help me write the essay as I feel this will help me give an accurate reflection of my feelings at each stage of the interview process.

I was tasked by my sergeant to interview a suspect who was wanted for an alleged offence of theft which occurred within a family home. I gathered it would be a sensitive case due to victim and offender being close family living together. It transpired that this was the suspects first offence and she had never been involved in any police contact which added some vulnerability to her situation. With this in mind, I considered use of appropriate legislation by challenging my sergeant to use

the Voluntary Attendance (VA) process to obtain information by questioning rather than taking the potentially stressful route of formal custody. I was informed that this was not an option due to the severity of the offence also due to the suspect residing at the same address as the victim.

I attended the address and arrested the suspect. I cautioned her which I followed by asking her understanding of the caution due to this being her first time receiving it. I did this because I knew that any statements made by an individual who does not understand the caution may be inadmissible by the court and could therefore hinder any prosecution (Fenner. S, et al. 2002). I conveyed the suspect to the police station for detention where it was authorised for a prompt and effective investigation of the offence under Code G of the Police and Criminal Evidence Act 1984 (Gov.uk, 2012). I liaised with the duty solicitor who was assigned to the suspect, this enabled me to be as efficient as possible and set expectations for the suspect keeping her up to date of how long the process should take. I asked colleagues to assist me in gathering evidence, so I updated them on the details of the case and the potential witnesses to make contact with while I devised an interview plan, adding to the efficiency of the process.

By now I was firmly in the “Planning and Preparation” stage. I wrote out my interview questions prior to the solicitor’s arrival, covering all points to prove to complete the offence of theft. As per ‘PEACE’ guidelines, I separated certain events into topics, the bedroom, the act itself, what she did with the cash after taking it and anyone else’s knowledge of her committing this act, including what she was intending on saying when it was realised that the money had been taken. I also planned the challenging stage, where I was prepared to challenge any alibi made by the suspect with witness statements that had been obtained between the arrest and the interview. I highlighted quotes from the statements which I thought would be key to put to the suspect during interview. I created a solicitor briefing pack which included details of the allegation which was going to be put to the suspect during interview.

Going into the “Engage and Explain” stage, when the solicitor arrived at the station, I spoke with him in a separate room to conduct the briefing. I handed him the briefing pack but talked through with him to ensure full disclosure was given and there could be no suggestion of withholding evidence. I then gave an opportunity for the solicitor to meet with his client which was for the first time. I sat in a separate room waiting, before the solicitor came out and asked me a question before we went in. He asked if I suggest his client admits to the offence or denies the allegation, asking which option gave her the most beneficial possibility for disposal. Keeping my integrity and impartiality in-tact, I informed the solicitor under no circumstances would I be providing advice on what the suspect should say during the interview. I explained that this was his client’s opportunity to give her full account of what she knows of the incident and reminded him of my duty as an independent evidence gatherer. We entered the interview room and I started the interview. I read the memo card which is required to be read out at the commencement of the interview before moving to the account stage.

I asked the first question which was answered with “no comment”. Due to my knowledge of previous interviews I had been involved in, I gathered that I would be faced with this answer for every single question I asked, which turned out to be

correct. The suspect is fully entitled to answer the questions in this manner under the caution which states “you do not have to say anything, but it may harm your defence if you do not mention when questioned, something which you later rely on in court” (Bryant R., Bryant S., 2021b). I remained calm and professional, asking every question I had prepared for, including the challenges I had ready for any alibi. Following each answer of “no comment”, I paused slightly to ensure there was no opportunity for the defence of not being given enough time to answer questions during interview.

In the closure stage I concluded the interview by summarising each topic and informing the suspect that this was her last opportunity to give her account of what happened, which was answered with one last “no comment”. Following a brief consultation with her solicitor, I escorted the suspect back to her cell and assisted the solicitor to leave the building.

I was now in the evaluation stage, where “trainee police officers should assess their personal level of skills and knowledge about interviewing” (Bryant R., Bryant S., 2021c). I discussed the case with my sergeant and putting together all the facts we had available to us at that time. It was agreed that there wasn't enough evidence to charge, so I made the decision to release the suspect under investigation.

Being that this was my first time interviewing a suspect by myself, prior to interviewing I had a sense of nervousness that I had no-one to rely on should I be faced with something I didn't know how to deal with. I also felt independent, that my superiors would have faith in me should the interview go ahead without any need for assistance from colleagues. During the interview itself I felt confident as I had put a lot of effort into the planning and preparation stage which gave me a sense of assertiveness.

Following the interview, I asked an experienced colleague to look over my interview plan and questions to tell me his thoughts on what questions were good and what else he would have asked had he been conducting the same interview. He added some valuable questions I could ask should I interview for a similar offence in the future.

In conclusion, I'm pleased with how my first solo interview worked and went ahead without any problems. I'm satisfied with how firm I was with the solicitor who 'tried his luck' by asking how his client should answer, and the feedback I've received from my sergeant and colleague will go a long way to assisting me in future interviews.

As an action plan, before my next solo interview I will try to go into an interview with a colleague where they lead. I will focus on how they conduct the interview and consider their approach compared to my own to see how I can improve my own performance further.

Word count: 1375

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

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

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

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

ANSWER:

During this essay, I will be writing about an incident I was called to which involved anti-social behaviour and how I dealt with it. Anti-social behaviour is defined as “conduct that has caused, or is likely to cause, harassment, alarm or distress to any person” (legislation.gov.uk, 2014) and I will explain how this type of offending impacts the local community and its wider effects. I aim to outline my responsibilities as a police officer when responding to calls of an anti-social nature and how problem-solving tools and evidence-based policing can be used effectively to combat this type of behaviour. I will use Gibbs’ model of reflection (Gibbs, 1988) which will

assist me in reflecting on my feelings and thoughts before, during and after the incident.

I was called to an incident on a Friday evening where a group of youths had congregated in a fast-food restaurant, namely McDonald's. This particular McDonald's is situated at a leisure park along with a cinema, a bowling complex and several other restaurant chains. On this occasion no criminal offences were reported, however the staff at the restaurant had noticed that the youths had been sitting inside for a while having not ordered any items. They were taking up a lot of space within the seating area which meant there was limited access for other paying customers entering the restaurant. After initially being asked to leave, the youths started to become disobedient and rebellious by ignoring the staff and stating they were going to stay until they were forced out.

I was aware that use of my discretion was going to be suitable when I attended the restaurant, for how I felt the best way was to deal with the situation. Discretion can be looked at as positive and negative depending on what way you look at it. It "gives an individual officer the ability to let personal beliefs and objectives control their willingness to give discretion" (UKEssays, 2018). By taking the police constable role and agreeing to comply with the policing code of ethics, there should be a certain degree of consistency around the use of discretion and even officers with the strongest beliefs for or against something will ultimately be governed by their superiors should they use this tool ineffectively.

I attended McDonald's and approached the only group of approximately 10 youths in the seating area. They were loud and rowdy, taking up a large part of the seating area and whilst in attendance I could see that families including children were coming in and had no option but to leave after collecting their food due to lack of space. I could see that no items were being eaten or drank but they informed me that they were waiting for their parents to pick them up to go home, a plausible excuse given that it was raining outside. I empathised with them but helped them understand the negative impact their presence was having on the custom within the restaurant.

I directed my conversation towards one individual in the group, the one who I considered to be the 'leader', the most vocal one who seemed to enjoy the interaction with police and one I could get most interaction with. When I initially conversed with him in front of his friends, he was saying stuff to me only to make them laugh, showing off and doing a good job of it. After some exchange of words, I decided that this approach wasn't working, so I had to try a different method. I instructed this individual to speak with me one to one away from the group in a separate part of the seating area.

Through my use of active listening whilst initially conversing with the group, I made a mental note of this boy's name from what his friends were calling him while I was in attendance. We spoke away from the group and I addressed him by his first name which instantly grabbed his attention and his whole demeanour changed from self-assured and smug to a more anxious expression which I identified through his body language and tone of voice. I simply enquired who was due to pick him and his group up from the restaurant as I would be speaking with them. This further enhanced this individual's manner, and he was fully co-operative now that I used the

strategy of speaking with him away from the group. I managed to develop some rapport by joking about a football team that the boy had on his jacket, this helped to get him on my side, develop rapport and helped him realise that behind my uniform I was a human being. By this time, his honesty showed through and it transpired that the group weren't actually waiting for a lift home but instead they were waiting for a film in the cinema and their reason for being in McDonald's was to 'kill time' prior to it starting. (Bradford, B., et al. 2013) writes about police continually moving groups of teenagers on found as 'profoundly unfair' by the young people involved and how damaging this can be to their relationship with local police, increasing the likelihood of them offending in the future. It is of my belief that if these interactions can have a positive influence by exercising discretion, it can have the opposite effect and getting familiar with this generation can enhance relationships with them which would reduce the risk of them offending in the future.

I politely asked for the boy's full name and date of birth. I went to the group and took the same details from each (seemingly reluctant) individual in the group. I then proceeded to inform them that no action would be taken now, but if they were seen to gather in or around the restaurant again later that evening, I would need to take formal action in relation to the Anti-Social Behaviour Act 2003. The group complied with my instruction and began dispersing as I observed them making their way to the cinema. Research shows that in general young people comply by dispersing when asked as they fear sanctions available to police, but there are some who say they enjoy provoking the police to chase them and they like to test the policing boundaries of enforcing the dispersal orders given (Crawford, A., 2009).

This situation was the first time I recognised my unconscious bias for the group of youths based on my time growing up. I couldn't help feeling that I was once the same age as the youths inside the restaurant and I was no stranger to causing harmless mischief when I was within a group of friends. I always felt I drew the line a long time before causing harassment, alarm or distress to anyone although the most sensitive of people may have thought I had overstepped the mark on one or two occasions. I felt confident approaching the situation as I didn't fear any aggressive conflict from the youths and felt if I could converse with them in a sociable manner it would be a straightforward incident to manage, whilst avoiding formal action. I relate to the 'attitude test' which has a lot of bearing on how I deal with situations like these as a police officer, a tool which is commonly related to roads policing discretion. (Regoeczi, W.C. and Kent, S., 2014) conducted a study around how the demeanour of a citizen affected the outcome of being stopped for an offence. It concluded that 61 percent of people stopped who had a negative attitude received a ticket, whereas 67 percent of people who displayed a positive demeanour received a warning.

Upon analysis of this situation, I feel like the actions I took were justified, necessary and proportionate for the scenario I was presented with. There are several things I would like to focus on which I could improve on if faced with a similar situation again, or actions which could potentially prevent this kind of situation in the future. I believe that co-operation with my local Police Community Support Officers (PCSO's) would have benefitted me had I called on them to assist me at the restaurant. PCSO's "engage with young people, including work in the community and in school" and "Conduct patrols and provide a visible presence in the community" (South Wales

Police, 2021), meaning they may be familiar with these youths and could help further develop rapport.

I was told by the staff at McDonald's that this issue is becoming a common problem which is having a detrimental effect on custom and sales. This made me think of a problem-solving model that would be effective in preventing this type of anti-social behaviour which is the S.A.R.A model. Abbreviated for 'Scanning, Analysis, Response, Assessment', S.A.R.A looks to "identify and overcome the underlying causes of crime and disorder versus just treating the symptoms" (Glenn, K.M., 2020). The 'Scanning' stage looks at what type of problem is being caused, who's being affected and how often. The 'Analysis' stage looks at when the problem is usually occurring, along with what's already being done to prevent it and who the usual offenders are. During the 'Response' stage, I would look at the most effective way to tackle the issue, as well as how to monitor and what root causes I could target for a positive long-term solution. The 'Assessment' stage would see me re-visiting the establishment after a period of time has passed (weeks/months) to see if there was a reduction in reports of this type of offence in the restaurant.

S.A.R.A is arguably the most familiar model within Problem-Oriented Policing (POP). (Goldstein, H., 1990) defines POP as police examining the underlying conditions of a problem by analysing all determining factors of the cause of being called to an incident/crime and targeting them to alleviate that type of incident re-occurring. In the example I've written about in my essay, the outcome of my attendance led me to contact and work with the local authorities to discuss attracting additional entertainment organisations to the leisure park for youths to occupy themselves instead of having to use up their time in establishments like McDonald's. I have been assured that this is an option which is now being explored, and if successful would be a positive outcome for all involved.

POP links into evidence-based policing, which is a method of making decisions about "what works" in policing. Evidence-based policing looks at how similar issues have been targeted and resolved in some force areas for others to then implement the same tactics and achieve the same outcome in their area. However, there are some theorists who oppose evidence-based policing, as (Fleming, J. & Rhodes, R., 2018) suggest experience is more advantageous than evidence, proposing that "if the evidence exists to tell the officer what works in one location, it will not tell her what works best where she is stationed."

As an action plan for this incident, I will seek to attend more calls of an ASB nature as it interests me of how to deal with these situations. I will keep problem-solving tools in my mind for every call I attend, thinking more about what I can do to prevent this call again instead of just dealing with the call and going to the next one. I'm keen to implement this element of pro-activeness which I believe will make be a better Police Constable.

Word count: 1901

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CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: / Edmos (Learner)

Date: 10/01/2022

TASK 5

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

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

Signed:  (Learner)

Date: 10/01/2022

Signed:  (Tutor Constable)

Date: 10/1/22

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