

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Jamie Gough

**Learner's University Registration Number:
1920839**

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:

Throughout my tutorship stage, I have developed a strong resilience by applying coping strategies and developing techniques to minimise stress. This is achieved by, adapting within the role of becoming a Police Constable, developing new techniques to deal with stress and also having flexibility when arising to a variety of situations. Throughout this essay I will discuss how I have adapted to new shift patterns, altering my routine and managing practical work as well as studying for a degree.

Throughout my career I have dealt with a variation of different shift patterns, which when reflecting has given me insightful knowledge on how to adapt. Adjusting from the initial six months of learning which consisted of daily shifts. However, this changed in my tutorship period and therefore having to familiarise myself to a new rota. Consequently, I designed a routine that worked for me in relation to my sleeping pattern which has benefited me throughout by making me feel more energised. By having a high quality of sleep, this allows my body to be able to restore important factors for my daily life within the police force which my body needs to be able to function at its fullest potential. (SleepFoundation.org, 2020).

Furthermore, I deal with stress by carrying out regular exercise by walking my dog daily. Personally I find this a good cleanser of stress, also consulting with my colleagues on how

they're adapting with stress as well. When in training I like to find any new strategies that can be beneficial for myself. As well as this, I have managed to systematise my time effectively while through my tutorship phase. Therefore, this has facilitated me enormously whilst studying as well as the practical side of the tutorship. Being organised is a key attribute of mine, I believe that I produce my greatest work when feeling structured by implementing plans to organise my time efficiently. Furthermore, I established this to be a beneficial way of me obtaining information while also dealing with stress. *"Studies show that there is a strong positive correlation between being organized and stress reduction. It is one way of ensuring that you avoid last-minute rushes"* (Blue Key World, 2020)

Developing resilience within my tutorship was key, acknowledging mistakes as learning elements, while developing those mistakes to increase my knowledge and development as a constable. This helped me when adapting to new situations, I was able to acknowledge my mistakes therefore developing more confidence when arising to these situations.

Consequently, I acknowledge when things don't go as intended, being able to reflect on these occasions to improve and develop my resilience further. Resilience is key in taking every occasion as a chance to build understanding, also how well you can develop from these difficulties will ensure your handling of pressure and to cultivate a strong resilience. Building a strong resilience is also an opportunity to grow and strengthen myself while developing as a police constable. (Petruzzi and Melchiorre, 2020).

In relation to the nature of the work I thrive off, knowing every incident I deal with is going to be dissimilar. Therefore, developing the understanding to not assume or believe every circumstance I deal with is conventional or straightforward. To deal with every circumstance as its own in that moment as well as evaluate the accurate measures in dealing with that occurrence.

To conclude, by reflecting on my tutorship period I have developed numerous ways of coping with different aspects of resilience. Introducing future plans enabled me to feel more organised when feeling stressed. This facilitated me to develop my shift pattern and pressures of work by executing a new strategy which worked well for me. Knowing I can take these new strategies to implement them in upcoming circumstances has made me feel more structured in relation to my workload. Overall, reflecting on how I have overcome certain periods to gain experience and further my understanding, makes me more motivated towards the next stages of developing as a police constable.

Word count – 637 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:

This essay will explore a policing incident in which I played a significant role with two offenders. These two individuals were young females who were vulnerable due to their age and at risk due to the area that they were in found in. My colleagues and I were patrolling the local area on a Friday evening when we came across these two young girls around 11pm. During this time, Wales were in a two week 'firebreak' lockdown so all shops were closed after 10pm. Therefore, I questioned the two girls as to why they were out at this time of night within this area also explaining that there is currently a lockdown in place. To add to this, the area that I located them in is well known for heavy drug use as well as prostitution. Furthermore, the two girls became confrontational due to not wanting to receive

a warning for the circumstance of breaking lockdown regulations. They broke lockdown regulations as they were at a party and not conducting an essential journey. Following this the two girls decided to run off, therefore my colleague and I pursued the two girls. Upon catching up with them, I built a rapport with the two girls by utilizing open and closed questions. By applying open and closed questions while communicating with people ensures you obtain a valuable account of their story and obtain a strong rapport, this is essential within policing to gather facts and crucial evidence (Changingminds.org, 2020). This supports my point of utilizing these communication techniques, In particular to get an understanding of why they ran off and educating them of the risk factors within this treacherous area. Clearly they did not want to be issued with a warning, however upon finding out both of their ages being 16 years old a warning was not appropriate. Upon building an understanding of the two girls, I established that they had been to a party and had been heavily drinking. In addition the one girl was smoking and carrying a bag, within the bag there was a number of alcoholic drinks which I then poured away and confiscated under the Confiscation of Alcohol (Young Persons) Act (1997). Following this my colleague and I escorted the two girl's home after obtaining their details.

I will now explain my considerations in relation to their vulnerabilities and my responsibility for safeguarding the two girls involved in this occurrence. Firstly, these two girls were very vulnerable due to their age, the area that they were situated, as well as the time of night. Furthermore, both individuals clearly did not see the risks in place in relation to the environment they were in. Due to the nature of the environment that they were found they also could be enticed into drugs as well as other worrying factors due to their vulnerability. Besides, my colleague and I accompanying them home to ensure their safety. Upon attending the address I also conducted a welfare check of the property for general cleanliness and appropriate food within. While speaking with the mother she did not know where they were, so I provided strong words of advice in relation to the safety of these two girls. Additionally, they were both intoxicated as well as smoking therefore I conducted a

threat assessment by utilizing the national decision model. Following all the information I had obtained, it was my responsibility to safeguard and educate these individuals therefore I input a public protection notification due to the worrying factors of their vulnerability and risk they pose. A public protection notification is utilized by officers to provide support for vulnerable individuals and people at risk. As a police constable it is a vital element to always ensure the people I come in contact with are provided essential support in order to ensure safety and protection to their vulnerabilities (College of Policing, 2020). Therefore a public protection notification is passed on to the relevant support service so they can provide support in the specific area that is of concern from the officer's point of view. *"Safeguarding is the action that is taken to promote the welfare of children and protect them from harm, preventing harm to children's health or development. Ensuring children grow up with the provision of safe and effective care. Taking action to enable all children and young people to have the best outcomes"* (NSPCC, 2020). The probability and risk of this occurrence happening again is quite high I believe. Although, consent of the notification being put in place was not authorised by the mother but by the use of my professional judgement, leadership and responsibility I knew it was key to make this decision by utilizing my discretion. *"A working definition of police discretion, discretion means the power and ability to make decisions"* (Treebold, 2018). This quote supports my point in my own decision making as an officer, I knew the consent wasn't approved by it was my duty as a constable to know these vulnerable girls needed support. Therefore, my core responsibility when dealing with these vulnerable girls was to apply key safeguarding measures, to ensure the protection and support they require having recognising and considering all of the alternatives to make a decision.

I will now be using the Gibbs Reflective Model (1988) to reflect and evaluate on my understanding and application of core principles. Upon reflecting on my first feelings during the situation I knew measures had to be applied for these two vulnerable girls to reduce the risk factors they pose in the situation I found them in. Therefore by taking leadership,

authority and making key decisions I was able to implement these measures as well as reduce the threat and potential risk. Additionally I believe the mother was genuinely concerned for them both, they had suitable living conditions as well as food and I have confidence that she would have educated them following the incident. After this occurrence I felt that I had implemented the appropriate policing principles to safeguard the two vulnerable girls. Furthermore, I managed to build a strong rapport and gather key information by utilizing my fundamental elements of effective communication skills. By building strong relationships with people, it allows you to understand their opinions. Also they're more likely to provide you with respect and appreciate your own views too, therefore building strong rapports as a police officer is a key element in policing (Training Connection, 2020). Consequently this point supports me by showing the skills I implemented to allow me to build trust and respect with the two vulnerable individuals by educating them of the potential risks and threats they pose within that area. This provided me with a positive rational after the situation knowing I had provided the appropriate safeguarding and support. Also thinking about the situation now, I am glad my colleague and I found these two vulnerable girls at the time we did. Moreover, the situation could have been far more inferior if they had been left on their own.

To evaluate the situation now I will discuss the good as well as the bad points of the experience that I encountered. Firstly to discuss the bad points from this incident, the two vulnerable individuals were clearly intoxicated as well as smoking. Secondly, due to their age I was seriously concerned for their vulnerability and wellbeing in relation to the area they were in, with the potential risks of drug use and serious crime being major factors. However, now discussing the good points of this occurrence, my colleague and I were in the right area at the right time. Therefore, I was able to support these two vulnerable individuals as well as educate them of the threats and risks presented to them. Furthermore, I was able to provide further support by inputting a public protection notification in for both of the individuals, stating the strengths, risks past and present, and my concerns for them

by utilizing the national decision model and contacting the appropriate agencies. Also I was able to utilize my police powers by confiscating the alcohol under the Confiscation of Alcohol (Young Persons) Act (1997) which prevented further harm to their vulnerability. In addition, I was able to conduct checks at their home address to check on their welfare as well as ensure they arrived home in a safe manor by accompanying them home. Analysing the situation now, knowing that my colleague and I provided essential support to these two vulnerable individuals at risk of exploitation and other high risk factors brings a positive conclusion. However, upon trying to build a rapport with them both proved difficult due to their confrontational manner which I believe was in relation to their intoxication. Although, making sense of the situation now both individuals understood the severity of risk they posed after I had informed them of all the fundamental elements.

Finally to conclude on this essay now, I have learnt by building a strong rapport and educating individuals is a key element to ensure risk factors are understood. In addition by consolidating the vulnerability and risks for both individuals, this provided me with a sufficient safety and safeguarding strategy to exploit. Therefore allowing me to put their protection and welfare at the forefront of this occurrence. To add to this, I was able to implement key decisions as well as discretion throughout by utilizing The National Decision Model (2012). Furthermore, by understanding my responsibilities within the police constable role I was able to apply relevant policing principles within this occurrence to enforce my responsibilities and concerns. Throughout this essay I have also discussed the fundamental elements of key communication skills and building strong rapports with individuals to obtain significant information. Overall, I have spoken about identifying key factors of vulnerability as well as ensuring those vulnerabilities are supported with the appropriate measures and agencies. Also, I have articulated my responsibility in managing these factors to reduce the risks that can arise towards these two vulnerable girls. To summarise this conclusion, I have expanded my knowledge in dealing with young vulnerable people which will benefit me in the future when dealing with similar circumstances. This situation has allowed me to utilize

many attributes and consider areas of development that will only benefit me in my career as a police constable.

Word count - 1650

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:

This essay will explore a suspect interview in which I played a significant role with an alleged offender. This interview was conducted in relation to a domestic/section 39 common assault under the Criminal Justice Act (1988) within a property. This incident involved one male and two females, the suspect who was the male had allegedly developed an argument with one of the females which was his partner. Following this he then grabbed his partner by the throat and then had an altercation with his sister in law who was the other female present, by pushing her out of the way. The police attended following this call and arrested the male on suspicion of Section 39 common assault under the Criminal Justice Act (1988). In addition, I then conducted the suspect interview with the alleged offender the next morning by obtaining the handover and creating an interview plan following the PEACE model.

I will now discuss my considerations when planning and preparing the interview as well as why it is imperative to gather essential evidence to conduct these investigations. To start with, my main aspect before outlining the interview plan was to foresee the definition of a Section 39 Common Assault under the Criminal Justice Act (1988). This would allow me to assemble the points to prove in relation to this legislation as well as construct my questions. Following this, I then gathered evidence from the 999 call by analysing the OEL. This then provided me with essential information as to why the call was made, who made the call and what the allegations were at the time. From this, I would then be able to make decisions in relation to my next steps of gathering evidence. *“Adopting an investigative mindset, using investigative evaluation and developing and testing case theory helps the investigating officer to understand the material that has been gathered. It also defines the additional material needed to make progress in an investigation. An investigative strategy is needed to locate and gather this material effectively.” (College of policing, 2013).* This quote backs up the strategies I implemented while conducting the investigations under the Criminal Procedure and Investigations Act (1996) as well as the key evidential material that I needed to obtain.

Following this, by analysing the OEL first I was able to gather key evidence that would provide me with some essential questions to arise within the interview. For example, there was crying as well as arguing heard when the call was made that was noted within the OEL. From this, I knew that if the alleged offender had stated during interview that nothing happened then I could question why there was crying heard within the 999 call to back up my evidence. Secondly, I researched into the previous information and intelligence on the address and individuals involved in this occurrence. By gaining this crucial information I was able to research previous instances that have occurred at this address as well as any bad character evidence that could be available to me. Lastly, I wanted to look over any witness statements, police statements and possible CCTV footage. Therefore by conducting these investigations I would then be able to gather significant evidence within these statements

that would be essential when planning my interview. Although I was only able to obtain an arrest statement due to the victims not wanting to provide any evidence or statements. Additionally, before commencing with the interview plan I also checked for any vulnerabilities the suspect may have. However the alleged offender stated he did not have any vulnerabilities, therefore I started to process the interview plan.

I will now be explaining my responsibilities when conducting the interview in accordance with the PEACE model (1992). This Model is utilized by police officers to have a strategic plan in relation to the information gathered, offence that the suspect has committed and gathering evidence to construct appropriate questions (Blackstone's, 2020). Firstly, by conducting investigations prior to the interview I was therefore able to plan and prepare my interview effectively. In addition by utilizing this essential evidence I was therefore able to conduct a set of appropriate questions to be asked during the interview. Moving on to the process of the interview, I was cautious of the custody clock. Therefore upon finishing my plan as well as conducting my investigations I started the interview with the alleged offender. Following Code C of the Police and Criminal Evidence Act (1984) which is the detention and interviewing of suspects not related to terrorism. *"Although the interviewer may ask a wide range of questions, the interviewing style must not be unfair or oppressive. The interviewer should act in accordance with the Police and Criminal Evidence Act 1984 (PACE) and the PACE codes of practice"* (College of policing, 2013). This point backs up that I have continued with the correct protocols within this interview and followed the code of ethics as well as acting in accordance with PACE.

Therefore by ensuring I followed the Police and Criminal Evidence Act (1984) I was able to conduct a fair interview with the suspect and gather an appropriate account for his side of the occurrence. The Police and Criminal Evidence Act (1984) is a vital factor within policing, it provides the procedures on how the investigative method should be

shown and mentions the implementation of enforced police powers (Blackstone's, 2020). Prior to this, I ensured the suspect knew his rights and entitlements of a legal representative, however the suspect declined a legal representative. Also stating his legal right to remain silent and explaining he is still under caution. Following this I then started the recording of the interview following codes E and F of the Police and Criminal Evidence Act (1984) which are the audio and visual recordings with sound of a suspect during an interview. I then conducted the interview by engaging and explaining to the suspect the reasons as well as the objectives of the interview following the aide memoir.

I will now be talking about how I followed the aide memoir throughout the interview as well as the finalised outcome of the interview. Firstly, by following the aide memoir methodically I ensured the suspect understood the process of the interview by following the code of ethics. From this I was then able to proceed onto my opening question. My opening question asked if he is responsible for the common assault to two females, in which he replied "no". This then allowed me to continue with the account clarification, by asking the questions I had planned and to introduce anymore that may become relevant during the interview with the suspect. During this time I was able to develop the suspects account and probe topics that arose. This then allowed me to clarify his occurrence, therefore identifying significant evidential material. In relation to the challenge phase, there was insufficient evidence to challenge the suspect to any account. Therefore I recapped everything that the suspect said during the interview back to him for clarification and closure, I then concluded the interview. Following this, the alleged offender was deemed no further action due to no further lines of enquiry as well as no complaints from the victims and statements being refused. To finalise, I provided the victims with an update in relation to the outcome and enquired if they'd be comfortable for him to return home.

I will now talk about the policing values that I engaged throughout this interview by implementing the code of ethics and my communication skills to originate to a conclusion.

Firstly, by utilizing my communication and active listening skills throughout the interview to ensure the notes I gathered were accurate. By gathering accurate notes I was able to summarise and determine a decision. Additionally I followed the aide memoir methodically to ensure the suspect knew his rights and entitlements as well as the process of the interview. Throughout the interview I took ownership and responsibility in asking the appropriate questions, ensuring I also analysed every response. Secondly, discretion was utilized in relation to the suspect due to insufficient evidence. Furthermore no complaints were made, DASH forms were refused as well as statements being declined by the victims. A DASH form is utilized in any domestic, stalking or harassment incident, it provides a number of questions to summarise the severity of the risk towards the victim (Savelives.org, Unknown). Therefore upon putting all the evidential material together, conducting further investigations and the result of the interview, the decision was made for no further action to be taken by the custody sergeant.

I will now evaluate and reflect on my performance in the interview as well as the effectiveness of the investigative process. Firstly evaluating what went well about the experience, I would personally say due to this being my first interview I thought it went well. *“Questioning is skill that needs to practised. With experience, each interviewer will develop a questing style that suits his/her persona.”* (Blackstone’s, 2020) Adding to this, I conducted thorough investigations prior to conducting the interview which benefited me when constructing my questions. For example, by foreseeing the definition of common assault I was therefore able to prepare appropriate questions around this legislation by obtaining the points to prove. Therefore my preparation made me feel confident when questioning the alleged offender. My tutor asked a few vital probing questions within the interview to add on to mine, which was very cooperative in relation to questions I didn’t think of at the time which was a valuable contribution. Secondly, by utilizing my communication skills to ask a variety of open, closed and probing questions I was able to gather an informative account. This then benefited me when coming to a decision, by evaluating all the evidence I had obtained.

However evaluating on the negative points, due to the insufficient evidence the occurrence was finalised as no further action. Therefore I was disappointed due to the investigations I had conducted and evidence I had built in relation to this incident. However following this outcome, I have increased my knowledge in leading interviews and conducting investigations. Furthermore also understanding that not all investigations are going to produce a successful conclusion. I can develop the skills I have identified for me to progress on to my next interview. This will benefit me in the future when conducting further interviews, by reflecting on this one and improving myself as a constable for future occurrences.

Word count - 1627

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:

Through this essay, I have chosen to discuss my experience with a particular policing incident in which anti-social behaviour had been an issue within certain areas of the community. Also, I will explain how my experiences of enforcing rules and regulations during the lockdown/pandemic diffused anti-social behaviour within the community, which I will do this by explaining, engaging and enforcing rules. Furthermore, I will analyse how this was

affecting the local community and how I introduced the appropriate police action necessary to diffuse these anti-social issues to ensure safety, enforcement and prevention of further incidents. I will also discuss how I utilized policing values and introduced a number of working strategies to problem solve these events. To add to this, I will discuss how I applied Evidence Based Policing by Professor Lawrence Sherman (1998) to gather the best available information to understand the issues that were arising within the community. As a result of this, I was able to apply The National Decision Model (2012) to introduce prevention activity and work with the appropriate partnership agencies to solve the issues within this area. Furthermore, I will also discuss how utilizing problem solving models and working with the community ensured a positive outcome.

Firstly, I will now give a brief description of the anti-social behaviour incident that arose within the local area and how it impacted the local community. Within the local area there were a few key zones in which anti-social behaviour was a major issue. These incidents that I was involved in included youths causing damage to property and using offensive language. For example, one incident that I had dealt with involved a group of youths congregating and throwing rocks from a local park at passing by vehicles causing damage to property under Section 1 of the Criminal Damage Act (1971). The offender's also caused damage to a number of police vehicles and upon police presence would flee from the area. To add to this, they were also using offensive language to people within the community committing an offence under Section 5 of the Public Order Act (1986). Therefore, causing harm, alarm and distress to people within the community as well as consistent disturbance. *"Risk-taking behaviour - including lawbreaking – is quite common during the period of transition associated with the teenage years and such behaviour has consistently generated concern among adults throughout history"* (Tim Bateman, 2020). This point supports the evidence of younger children causing anti-social behaviour within communities. I believe the main cause of this behaviour can occasionally be down to them not realising the activities they had available to them. Also, these issues were happening on late evenings of the weekend, so

by obtaining this evidence I was able to understand the key times in which these occurrences were taking place. This was causing concerns within the community, therefore appropriate police action was implemented within this significant area to resolve the issue and ensure safety for the community.

Moving on, I will now discuss the considerations of how the anti-social behaviour I have talked about above has impacted the local community. To add to this, I will also discuss the effective and appropriate police action that I considered and how this safeguarded the community. Firstly, the anti-social behaviour that occurred within the community was causing distress to others in fear of their vehicles being damaged. Furthermore, vulnerable people were petrified to go anywhere near this street during evenings on the weekend due to the anti-social behaviour that was occurring. Lastly, this was causing people within the community to be frightened to go out during the weekends in fear of something happening. This anti-social behaviour become a reoccurring issue within this area during lockdown due to youths disobeying the rules that were in place. It was clear with the information we were being provided that this area was becoming a key zone for anti-social behaviour affecting the community. Therefore, appropriate police action was needed due to this information being obtained and to tackle this ongoing anti-social behaviour. *"In practice EBP is meant to aid decision making and policy-making by the police and partnership organizations."*(Blackstone's, 2020). This quote backs up my point showing that it was key for me to utilize Evidence Based Policing (1998) to gather this key information to define the issue, understand the problem and develop ideas to ensure safety and prevent disorder. (College of Policing, 2020). Evidence Based policing (1998) is utilized by police officers to ensure key research is obtained to develop the greatest existing evidence, if it is then successful it can be shared with others to assist in similar occurrences (College of Policing, 2020). As a result, by utilizing this method I was able to develop a plan on how I propose of minimising this anti-social behaviour to safeguard the community and share ideas if the strategy worked.

I will now outline my responsibilities when responding to anti-social behaviour and the prevention activity I considered. When dealing with this incident, my main responsibility was to ensure the safety of others within the community and prevent the crime and disorder reoccurring. Therefore, I developed a plan to resolve this reoccurrence of anti-social behaviour within the area. Firstly, by speaking with people within the communal area to gather their thoughts and experiences in relation to this incident. Additionally it is key for the police to engage and recognize the problems arising within the community to ensure they have a strong relationship together, to prevent future threats (College of Policing, 2020). Following this, I was then able to provide safety advice and also inform them to develop a community page to provide others with updates as well as gather evidence. By applying social media the police can utilize this platform as a communication method within the community to keep up to date in a direct and develop a team effort (Blackstone's, 2020).

During the time of this incident Wales was in a national lockdown, therefore you were only allowed out for essential journeys. However, knowing the offenders were under 18 I knew that with them being under age that they would not be eligible for a fixed penalty notice for breaching COVID regulations. So, I had to develop another alternative of other options available to me to develop a working strategy. Secondly, I informed the community of the strategies that will be implemented to safeguard the public to provide them with reassurance and protection. These strategies conducted of more patrols from the neighbourhood team and community support officers within this key area to disperse this ongoing anti-social behaviour. *"Community/Neighbourhood policing strategies are particularly important in that no other policing strategy has such potential to engender community cohesion and confidence, and reduce the fear of crime"* (College of Policing, 2020). This quote supports my point in relation to getting the neighbourhood team involved to support people within the community. As well as working with partner agencies such as the community sport and wellbeing team to engage youths in sports clubs and to provide them somewhere to go. This

will provide the youth's with a place to utilize on the weekends and help to educate them of the issues they're causing. Thirdly, by applying Evidence Based Policing (1998) I was able to obtain information that the gate entrance to the park has always been left open, therefore allowing access to the park at any time. To add to this, there are opening and closing times in place for this park. Therefore I was able to pass on the information to the council to ensure the gate was closed at the initial closing time thereby preventing any access to the park past these hours. This prevented more anti-social behaviour occurring within the area due to the offenders not having access to the park and therefore instigating this solution. Lastly, I will monitor this situation by updating colleagues and assessing if any further occurrences arise by keeping in contact with the community.

I will now illustrate how policing values were engaged throughout this occurrence and the potential impacts on my decision making process. During this incident, many police values were utilized to ensure the safety of others and prevent further behaviour. Therefore, by utilizing the SARA model (1987) in relation to problem solving, I was able to conduct a plan. The SARA model was developed by John Eck and William Spelman (1987). It is a model utilized to problem solve, which helps to identify problems and come to a conclusion of that problem which also is key to beating disorder and misconduct (College of Policing, 2020). Therefore, by understanding the objective, scanning the information, using analysis for any vulnerabilities, ensuring a professional response and then assessing the situation to conclude if it was a success (College of Policing, 2020). Throughout this occurrence I was also utilizing The National Decision Model (2012) to finalise my decision making. Furthermore, by applying the SARA model (1987) and The National Decision Model (2012) I was able to come to a conclusion. During this occurrence I was also considering of implementing a Section 35 ASB, Crime & Policing Act (2014) Dispersal Power following an inspector's authorisation. To add to this, a dispersal power is put in place in a specific area during a period of 48 hours to disperse the persons causing alarm, distress or harassment and breaching this they will be arrested (Legislation, 2014). This would then allow me to

see how their behaviour factors adjusted and whether it would just be a temporary fix. Therefore I discussed with my other colleagues and we decided that a Dispersal Order was the best outcome to enforce. This deescalated the current anti-social behaviour taking place as the order is valid for 48 hours. Moreover I had to ensure I explained the order to everyone that it applied to and where the boundaries were which I recorded on my body worn video for evidence. To add to this, I explained that if anyone broke the boundaries then they would be arrested for breaching these conditions.

In addition to the other attributes I illustrated I will now discuss how I supported victims as well as showing my understanding of the police constable role. Firstly, I supported victims by providing safeguarding measures as well as informing them of the strategies that I wish to pursue. These safeguarding measures I put in place were to update the community page with any suspicious behaviour and to inform others to report this behaviour as well as to log any incidents they witness. This provided confidence within the community that this anti-social behaviour would reduce following a team effort and ensure a safer environment. Working within communities and supporting victims builds stronger relationships with the police to tackle crime and disorder through anti-social behaviour (*Blackstone's, 2020*). This supports my point in relation to a combined effort between the police and community working together to ensure a safer community. Moving on, to explaining my understanding of the Police Constable Role. Firstly, by utilizing The National Decision Model (2012) I was able to develop ideas and come to a conclusion. The National Decision Model (2012) is in place to assist in making decisions, it is made up of six mechanisms and following these mechanisms ensure a final outcome (College of Policing, 2020). To add to this, gathering information and intelligence is the first step and then assessing threats and risks to implement a strategy that I think works. Following this, I would contemplate on my policies and powers which enables me to enforce the correct procedures when attending any incident as well as identifying options and contingencies. Finally, by looking over the final outcome of the incident and assessing the positives and negatives allows me to

improve my learning as a Police Constable. Therefore, by applying The National Decision Model (2012) it allowed me to prepare and utilize my skills to ensure I follow the code of ethics which is at the forefront when making decisions as a constable (College of Policing, 2020). The Code of Ethics (2014) was introduced by College of Policing, it is the central framework in composing The National Decision Model (2012) (Blackstone's, 2020). The Code of Ethics is made up of the standards of professional behaviour and policing principles which all police officers must abide by. This point backs up my evidence throughout this essay to explain my considerations and understanding of the policing constable role during the course of this incident.

Now deliberating my experience to date and the problem solving models I utilized to come to a conclusion and enforce rules and regulations. Firstly my experience to date in dealing with anti-social behaviour incidents has been minimum as I have only been to a few incidents. Therefore, this occurrence was a vast learning step in relation to developing as a Police Constable. However, by utilizing The National Decision Model (2012) and Evidence Based Policing by Professor Lawrence Sherman (1998) I was able to develop ideas and ensure a safer community. Looking back on the situation now and utilizing EBP I can share these ideas with my colleagues on what worked well and not so well. They can use these experiences that I have encountered to enforce in similar instances which will work well within the community in preventing crime and disorder. In relation to problem solving, I was consistently reviewing reports of reoccurring patterns to gather essential evidence. Also understanding the cause of the problem was a key factor to develop my response in solving this occurrence. To add to this by utilizing the SARA model (1987), this assisted me to develop ideas and problem solve to produce a working outcome. Finally, by developing an evidence based policing approach I was able to enforce my responsibilities as a police constable. Therefore, providing security and reassurance to victims as well as people within the community to ensure their safety.

To conclude this essay now upon reflecting on my experiences while dealing with this occurrence. I have developed many learning attributes and utilized many models throughout to ensure I established a strategic plan to overcome the ongoing anti-social behaviour. Furthermore, I have explained my experiences of enforcing rules and regulations during the lockdown/pandemic by diffusing the anti-social behaviour within the community by applying my strategic plan. In relation to the learning attributes I have developed from this occurrence that anti-social behaviour can be a number of different elements. Therefore, to develop my learning on the next incident I would ensure I utilize Evidence Based Policing (1998) to develop working strategies as this worked well throughout this experience. To add to this, I have shown that I have built strong relationships while policing the community as well as supporting victims. Also, by applying models such as the SARA problem solving Model (1987) and The National Decision Model (2012) assisted me in developing a working strategy and making decisions. Furthermore, utilizing Evidence Based Policing (1998) throughout this occurrence I was able to gather the best available evidence as well as share this evidence with others. Finally I was able to explain my understanding of the police constable role and deliberate my experience to date in relation to anti-social behaviour. Overall, I can take many learning attributes from this incident which will benefit me upon future occurrences to further my knowledge as a police constable.

Word count - 2483

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Policing Public Order, Anti-social Behaviour, and Harassment. Chapter 14'*
Page: 301 - Chapter 14.2 – Countering Anti-social Behaviour. (Accessed 29th November 2020)

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Key Principles for Interviewing. Chapter 25'*
Page 561 – Chapter 25.2.3 – Questioning in interviews (Accessed 6th December 2020).

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Providing public protection. Chapter 13'*
Page: 293 – Chapter 13.7 – Providing public protection. (Accessed 6th December 2020)

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Policing Public Order, Anti-social Behaviour, and Harassment. Chapter 14'*
Page: 301 - Chapter 14.2 – Countering Anti-social Behaviour. (Accessed 29th November 2020)

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Investigative Interviewing. Chapter 25'*
Page 562 – Chapter 25.3 – What is an Investigative Interview? (Accessed 6th December 2020).

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Evidence-based Policing. Chapter 3'*
Page: 51 – Chapter 3.7 – Evidence-based Policing. (Accessed 29th November 2020)

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Policing Local Communities. Chapter 8'*
Page 156 – Chapter 8.3.1 – Community Engagement. (Accessed 5th December 2020)

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'The Code of Ethics. Chapter 5'*
Page 75 – Chapter 5.3 – The Code of Ethics. (Accessed 6th December 2020).

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'The Criminal Justice System in England and Wales. Chapter 4.'*
Page 70 – Chapter 4.6.1 – PACE Codes of practice (Accessed 6th December 2020).

Blackstone's (2020). Available from: Blackstone's Handbook for Policing Students 2020. *'Policing Local Communities. Chapter 8'*
Page 153 – Chapter 8.1 – Introduction. (Accessed 6th December 2020).

Blue Key World (2020). *'How does being organized reduce stress?'*
Available at: <https://www.bluekeyworld.com/blogs/blog/organization-reduces-stress>.
(Accessed 6th December 2020).

Changingminds.org (2020). *'Open and closed questions'*
Available at: http://changingminds.org/techniques/questioning/open_closed_questions.htm.
(Accessed 6th December 2020).

College of policing, 2013 App.college.police.uk. 2013. *Managing Investigations*. (Online) Available at: <https://www.app.college.police.uk/app-content/investigations/managing-investigations/>. (Accessed 17 November 2020).

College of policing, 2013 App.college.police.uk. 2013. *Investigative Interviewing*. (Online) Available at: <https://www.app.college.police.uk/app-content/investigations/investigative-interviewing/>. (Accessed 17 November 2020).

College of Policing (2020). '*What is evidence based policing*'. Available at: <https://whatworks.college.police.uk/About/Pages/What-is-EBP.aspx>. (Accessed 2nd December 2020)

College of Policing (2020). '*Guideline 1: Engaging Communities – Community engagement in neighbourhoods should*'. Available at: <https://www.college.police.uk/What-we-do/Standards/Guidelines/Neighbourhood-Policing/Pages/engaging-communities.aspx>. (Accessed 4th December 2020)

College of Policing (2020). '*What is evidence based policing*'. Available at: <https://whatworks.college.police.uk/About/Pages/What-is-EBP.aspx>. (Accessed 3rd December 2020)

College of Policing (2020). '*Problem-orientated policing*'. Available at: <https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=47>. (Accessed 2nd December 2020)

College of Policing (2020). '*Problem-orientated policing*'. Available at: <https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=47>. (Accessed 2nd December 2020)

College of Policing (2020). '*National Decision Model – The model*'. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>. (Accessed 3rd December 2020)

College of Policing (2020). '*National Decision Model – Code of Ethics*'. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>. (Accessed 3rd December 2020)

Learning, N., 2020. *Safeguarding Children and Child Protection | NSPCC Learning*. (Online) NSPCC Learning. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection>. (Accessed 19 November 2020).

Legislation.gov.uk. (2014). '*Anti-social behaviour, Crime and Policing Act 2014 – Part 3 – Dispersal Powers*'. Available at: <https://www.legislation.gov.uk/ukpga/2014/12/part/3/enacted>. (Accessed 2nd December 2020)

Petruzzi, M and Melchiorre, P (2020). '*Resilience: How to embrace and learn from mistakes*' – '*Overcome Adversity*'. Available at: <https://blog.sellingpower.com/gg/2020/11/resilience-how-to-embrace-and-learn-from-mistakes.html>. (Accessed 6th December 2020).

Savelives.org, (Date – Unknown). '*Resources for identifying the risk victims face*'. Available at: <https://safelives.org.uk/practice-support/resources-identifying-risk-victims-face>. (Accessed 6th December 2020).

SleepFoundation.org (2020). 'Why improving your sleep satisfaction can increase your energy level' – 'Sleep Restores Energy'

Available at: <https://www.sleepfoundation.org/articles/why-improving-your-sleep-satisfaction-can-increase-your-energy-level>.

(Accessed 6th December 2020).

Tim Bateman (2020). 'The state of youth justice 2020 – Chapter 4 There's a lot of it about'

Available at: <https://thenayj.org.uk/cmsAdmin/uploads/state-of-youth-justice-2020-final-sep20.pdf>.

(Accessed 5th December 2020)

Training Connection (2020). 'Benefits of building a rapport'

Available at: <https://www.trainingconnection.com/business-communication/building-rapport.php>.

(Accessed 6th December 2020).

Treebold, J., 2018. *Police Discretion Definition - Encyclopedia.Com.* (Online) Encyclopedia.com.

Available at: <https://www.encyclopedia.com/articles/police-discretion-definition/>.

(Accessed 19 November 2020).

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: Jamie Gough (Learner) 

Date: 06/20/2020

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: Jamie Gough (Learner)



Date: 06/12/2020

Signed: _____ (Tutor Constable)

Date: _____

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