

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	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:

This essay will introduce the various coping strategies I have utilised to develop resilience and minimise stress during my tutorship. Assisting the reflective process, I will use Terry Borton's model of reflection, "What? So what? Now what?" (1970) to add structure and depth to the experiences I encountered whilst adapting to the role as a constable, plus the reflective tool will demonstrate what I have learnt because of the coping methods utilised. The essay will highlight the importance of creating a dependable sleep routine and establishing friendships with work colleagues.

One of the biggest challenges I faced during my tutorship has been adapting to various shift patterns, particularly night shifts. Throughout the first few weeks, I observed I was struggling to concentrate on my favourite hobbies during rest days, and I generally felt fatigued and irritable. It was at this point I knew I was not acting like my former self and needed to be more resilient. Psychotherapist Adrienne Green profoundly likens resilient people to elastic bands (Green, 2012, p.13), as they can be pushed or pulled in any direction but it will always return to the original shape. In order to harness the bounce back ability of the 'elastic band' after night shifts, I decided to experiment with various ways to maximise good quality sleep. For example, I tried running a bath to help unwind before getting into bed, sleeping in the spare bedroom at the back of the house to avoid household disturbances during sleep and setting an alarm to wake up at 3pm the following morning. As a result, I found that developing a post night shift sleep routine extremely valuable as it gave me a sense of familiarity when returning from the unpredictable nature of often police work. I could have also spoken to other colleagues to understand how they cope with the irregular sleeping pattern to see if I could adopt any of their techniques, although this may never be entirely helpful as everyone's household situation is different, making it difficult to compare. Going forward, I will certainly continue the sleep routine I have developed in order to allow my body the chance to 'bounce back' and remain resilient for future shifts.

Another obstacle I observed having started my new role was the pressure of joining an already established team, resulting in self-doubt and higher stress levels. The Mental Health Foundation define stress as our body's response to pressure, arguing that many different situations or life events can cause stress (Mental Health Foundation, 2021). It is often triggered when we experience something new and unexpected, or when we feel we have little

control over a situation. As this job was completely alien to my previous office based role, it was evident I was now being thrown into unknown situations that upon reflection, had made me feel quite isolated being the only new member of the team. In order to combat this, I made a conscious effort to ask open questions to my colleagues such as, “What are your plans after work today?” in order to get to know them. I was then able to establish common interests such as playing five a side football. As it transpired, a few of my colleagues took part in a five a side club and asked if I wanted to join them one evening after work. I felt thrilled to have established such a great rapport with my colleagues so early on as professional speaker and author Warren Cass argues, we often try to direct our time and efforts on building trust and rapport early on in new relationships (Cass, 2017, p.24). As this was now an area that could be built upon, I had formed the goal of forming a friendship. Upon reflection, I felt quite proud for putting myself out there even though deep down I felt rather nervous. Joining the five a side team has certainly helped me integrate better into the team at work. Going forward, I will take more time out my working day to get to know future staff members as I know first-hand how stressful it can be. Plus, I will highly recommend the football club as a way to form friendships with likeminded colleagues.

In conclusion, I have certainly learned the importance of being proactive when seeking to boost resilience and minimise stress. Had I not taken the time out to reflect on my current sleep habits, I would not have created new ways to maximise the quality of sleep I was already receiving. Likewise, had I not consciously made an effort to establish rapport with my work colleagues, I would not have gained the friendships I now have today.

Word Count: 779

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:

This essay will use David Kolb's Learning Cycle (1984) to reflect on an incident that took place whilst on patrol regarding a vulnerable young male believed to be a danger to himself and the public with these concerns raised by his family. This essay will also outline the definition of vulnerability, plus the responsibilities of the police service to minimise any risk or harm of someone in need of safeguarding. A range of core principles and relevant code of practice considerations will also be explored.

Before arriving at the scene, I searched the male via the Police National Computer (PNC) database in order to identify if the male had any warning markers and to obtain any other information that may be relevant. The search revealed warning markers for violence, assault on police, concealing weapons and mental health. The mental health warning marker was significant because this was a situational factor that may deem him a vulnerable person. A

person may be considered vulnerable if, because of their situation or circumstances, they are unable to protect themselves from harm (College of Policing, 2020). One of the core values outlined in the police Code of Ethics (College of Policing, 2014) is that of “integrity” suggesting it is our responsibility to do the right thing by protecting those most vulnerable from risk or harm. This is further explored in the Mental Capacity Act (2005) stating mental health issues often affect a person’s mental capacity, or the ability to make an informed decision based on understanding a situation, the options available, and the consequences of the decision. As a result of carrying out the PNC check, I felt we were now better equipped to deal with the individual because we had an initial awareness of his mental health before arriving at the scene. My colleague and I then discussed our communication strategy going forward which included non-verbal communication in order to help cement the verbal communication that may otherwise get lost in translation. This included strong eye contact and open body language. Subsequently, I felt more confident in my own abilities having gone through our approach as we moved towards the scene and would certainly take the time to plan our strategy should a similar situation arise in the future.

Upon arrival at the scene, we observed the male dressed in police custody attire as he paced back and forth barefooted in the back garden shouting that his mother was not his birth mother. The reporting person, his mother, was trying to speak to him, but he would not respond and her vocal tone was starting to escalate. It was evident from the suspect’s body language that he was extremely agitated and I remember thinking that he may lash out at any moment. This was significant because not only did we have a responsibility to protect the young male, but also his mother as it is the right of all human beings to be equal in dignity and to be treated with respect and consideration (The Equal Rights Trust, 2008). With both parties’ best interests in mind; I decided to remove the male from the situation to defuse any tension. I suggested we speak away from the property whilst my colleague stayed at the house with the mother, however the male did not respond. Upon reflection, I should have combined this suggestion with a non-verbal gesture such as a gesticulation towards the police van to aid the male in focussing his attention in the present moment, which he evidently struggled with. Instead, it took numerous attempts for me to gain his attention with verbal communication alone, which certainly tested my level of patience. However, I kept in mind that the male was vulnerable therefore; I needed to exude a more empathetic approach in order to assist the situation. Empathy can also be used to establish a better rapport. Boyd argues that people with mental disorders often describe feelings of being alone or cut off from the world. Establishing a good rapport with these individuals can help to alleviate these feelings, and encourage them to confide in those around them, (Boyd, 2008, p.143). I needed to formulate more of a relationship with the male in order to encourage him to speak about how he was feeling, and ultimately help to resolve the issue. Boyd’s view on rapport building makes a vital link between the feeling of disconnect and the diminishment of mental capacity as if the male felt detached from others around him, the less willing and able he would be at verbally communicating.

In order to put rapport building into practice, I attempted to ask the suspect a series of open questions also to retrieve vital information about the situation. I asked why he did not appear to be wearing shoes, to which he replied, “Shoes weigh me down, shoes weigh me down.” I felt relief that he had finally decided to communicate with me, although the response struck me as somewhat strange; therefore, I decided to change the subject by asking for his home address to which he replied, “Home, what is home? I need a passport to go home”. This answer was abnormal for two reasons, one being the use of answering a question with a

question, and the other because having already consulted the PNC, we knew he resided in the local area, not abroad. Upon reflection, although I did not receive the answers I was expecting, I was able to gain from the experience a clearer understanding of the male's mental health. This therefore highlights the importance of using open questions to test for mental capacity.

As the suspect spoke, I noticed he simultaneously gesticulated with his hands to emphasise his wording. It was at this point that I spotted recent scarring on his wrists, a common sign of self-harm. I immediately knew we were dealing with a safeguarding matter. Although not all vulnerable people will need safeguarding, those that do need safeguarding are considered vulnerable because they are more at risk of abuse or neglect due to their actions or that of another person (Office of the Public Guardian Safeguarding Policy, 2020). It could be argued that public services such as the police force have a responsibility to help identify the individuals that may be at risk and therefore help to prevent any initial or further neglect that may take place. This view is supported by an example of the College of Policing core operational duties, "Protecting life and property." (College of Policing, 2013). As safeguarding often refers to vulnerable children and adults, these two groups are often the most likely to be affected during potentially dangerous situations thus they need to be prioritised. We had a responsibility to report this safeguarding issue to the mental health team, which opened up a discussion on the male's best interests at the time. It was agreed to detain the male under Section 136 of the Mental Health Act (1983), he was then conveyed to a place of safety.

In conclusion, I have learned there are certainly many more responsibilities placed on the police when dealing with potentially vulnerable people than first thought, which stressed the importance of conducting prior research via the PNC to highlight any potential warning markers that may shape our response. Even though a person may have a diminished mental capacity, they still have the right to be treated fairly and equally by the police and other local authorities. I have also learned to use open questions as a way of assessing a person's mental capacity and to remain vigilant when spotting the signs of self-harm, and ultimately raising any safeguarding concerns.

Word Count: 1,274

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:

This essay will reflect upon a recent investigative interview that took place with a suspect who had been arrested for carrying and supposedly attempting to use a dangerous weapon. This essay will also outline the considerations of evidence gathering and legislation when planning and preparing for the interview, whilst reflecting on my responsibilities in accordance with the PEACE interview process (1992). Donald Schön's reflective practice model (1983) will be used to help the evaluation of my performance, plus the illustration of policing values such as integrity and impartiality.

An investigative interview is defined as a set of questions asked under caution to an individual suspected of committing a criminal offence (Police And Criminal Evidence Act, 1984). Having never taken part in a formal interview process before, I felt slightly under pressure. This was because it appeared such a formal process that, if conducted incorrectly, it may hinder the credibility of the case. However, when speaking to my tutor prior to the interview, she explained to me that the key part of the interview was not to force a confession from the suspect, but to simply find out the truth. The PEACE approach to interviewing certainly lends itself well to promoting an honest and 'truthful' approach to policing as it encourages officers to follow a set model, thus standardising the process across each constabulary and reinforcing the expectations of professional behaviour. As a result, it could be argued that by adopting the PEACE method we were demonstrating the value of integrity as outlined in the Code of Ethics (College of Policing, 2014) because we were adhering to professional guidance.

In terms of prior planning and preparation, we needed to define the aims and objectives of the interview. To identify our motivations for the interview, we first consulted the legislation relating to his arrest, Possession of an Offensive Weapon in a Public Place (Section 1, Prevention of Crime Act, 1953). The act defines an offensive weapon as any object made or adapted with the intention of causing injury to the person or intended by the person having it with them for such use or for use by another individual. In this case, the offensive weapon being a knife was found during a search of the suspect after several witness' reported seeing a man matching his description holding a sharp item whilst having an argument with another male. The argument, captured by witnesses and CCTV, had to be documented so that it could be presented during the interview. By ensuring the evidence was labelled and exhibited correctly, we were once again demonstrating the value of integrity as we were upholding the right procedures. Upon arrest, the suspect was physically able, yet unwilling to speak to us, a key consideration during our planning as this meant we would need to take a more direct approach to our interviewing style to fulfil our objective of getting the suspect to explain in detail his intentions behind carrying the offensive weapon. Thinking ahead, if he were to suggest his intentions were not to cause injury, we could then use the evidence gathered as a way to deconstruct his account. This then allowed us to plan a number of open questions such as, "Explain in detail your intentions when in possession of the knife?". Having completed such in-depth planning, I felt much more confident walking into the interview room compared to how I felt previously, perhaps now knowing we had followed all the relevant policing procedures.

Next, to engage the suspect this meant we needed to communicate in a way that resonated with him and encouraged him to speak back to us. Considering he was unwilling to cooperate during the arrest, I felt a responsibility to ensure he opened up during the interview. Once we explained the formalities around timings, breaks and so on, it was clear the suspect appeared intimidated by the interview process. In the moment, I felt shocked that even in the formal police setting of an interview room; he was still unwilling to speak. Therefore, before the interview officially started, I decided to lighten the mood by building light-hearted rapport through verbal conversation. Clive Opie suggests that by injecting humour into a conversation, we are more likely to establish an initial rapport with our participants (Opie, 2004, p.118), which certainly appeared to work in this instance as he not only laughed but also verbally engaged for the first time since his arrest. It was this comment that allowed us to start mobilising the conversation to retrieve more information about his whereabouts that day. Looking back, this reflection certainly highlighted the importance of treating an investigative interview not just as a formal process, but also a conversation between two or more people.

Having broken the ice with our suspect with a conversational opener, we then had a responsibility to ensure the suspect made a free account as to what happened that day. For the information to be accurate it also had to be as detailed as possible without any omissions or distortion (National Strategic Steering Group, 2013) therefore by allowing the suspect to formulate his description in his own words, this should further strengthen the reliability of the evidence if used in court. I used an open question, "Can you tell us in your own words how you felt during your verbal exchange with the male?" to which he responded at length, to my surprise. In the moment, I noticed that his answer was starting to veer off on a tangent, and I was curious as to the adjectives he was using to describe his emotional state; therefore, I decided to follow up with a probing question around his feelings of 'anger'. Upon reflection, this was a good idea, as although I felt nervous at the time in case the suspect refused the

deeper examination, it allowed us to cement his interpretation of anger and the behaviours associated with it. This meant we could build a truthful clarification of his intentions when in possession of the offensive weapon, resulting in enough evidence to charge the suspect for the offence. This approach was purely fair and evidenced based and certainly demonstrated the policing value of impartiality as outlined in the Code of Ethics (College of Policing, 2014).

As part of the closure, I had a responsibility to review the suspect's account, allowing the suspect a chance to confirm, deny or alter his answers, which again reflects the value of impartiality as we acted fairly. I then explained the next steps before my colleague ended the interview recording. We then took the time to reflect and evaluate on the information we had obtained, and we both agreed our main interview objective had been met. I believe the value of transparency was displayed here because by reflecting on my own experience this encouraged me to learn from the process, and by accepting feedback from my tutor, this identified ways for me to improve.

In conclusion, I feel my use of humour during the interview process was certainly effective in the investigation as it helped to establish a rapport and encourage the suspect to engage with the open questions being asked. The wording of the legislation surrounding the offence was a large consideration during the interview, as we needed to determine the suspect's intentions without compromising the policing values of impartiality and integrity, which may have otherwise jeopardised the entire investigation, thus highlighting the significance of the PEACE model in modern day policing.

Word count: 1,244

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:

This essay will reflect on a case regarding a woman known to the police with a history of anti-social behaviour. Donald Schön's reflective model (1983) will be used to compare studies both in the moment and after the event. This essay will also consider the wider impact her behaviour may have had on the local community, and the responsibilities when responding to the situation. Policing values will also be explored as a way of conducting a non-biased approach to decision making, plus the impact this may have upon wider police community relations.

Whilst on duty we received a call to say a woman matching the description of an individual known to the local police had been drinking in the street, aggravating residents by shouting abuse and throwing cakes at various cars within the estate. Anti-social behaviour is committed by a person if they inflict, or may be likely to inflict, harassment, alarm or distress to someone they do not live with (Antisocial Behaviour Act, 2003). The information we had received appeared to match the definition of anti-social behaviour, in addition the woman was already known to my colleague as a repeat offender. In the moment, I immediately took it upon myself to search the Police National Computer (PNC) to identify the factual information regarding the suspect's previous convictions. This was significant because had I simply listened to my colleague's interpretation of the previous events, it could be argued that I was taking a biased approach to decision making, when in fact I needed to detach myself from the situation and remain objective. One of the main values exercised here was that of impartiality, which links to the College of Policing principles of fairness and objectivity from the Code of Ethics (2014). This is because there are of course two sides to every incident and I wanted to attend the scene with an awareness of the suspect's previous history, but not with the intention to cloud my judgment and potentially influence my policing strategy going forward. Once we attended the scene, I then felt able to address the suspect in a far more neutral manner. If I were faced with a similar incident again, I would certainly repeat the PNC check process to uphold an impartial and unbiased view.

In the moment, I made a conscious effort to continue my objective approach by introducing myself in a calm tone of voice, posing the open question, "Can you tell me what has happened?". I posed this open question because I wanted to understand the suspect's motivation behind the vandalism. My objective approach appeared to have a positive effect on the suspect as she immediately stopped what she was doing to engage in conversation with us. By this time, several residents on the estate had walked over to my colleague to enquire what was happening, which clarified to me how close knit the local estate were. "Community does not always refer to an area, location or neighbourhood; often it refers only to a group of people drawn together by common interests." (Kappeler, 2012, p. 99) although the residents did share the same geographical location, what had drawn a few of the citizens out from their homes was a shared motivation to ensure their space and vehicles were being protected. Upon reflection, it was Kappeler's view on common interests that led me to make the connection between understanding both the victim and perpetrator motivations in the moment in order to act accordingly. It felt good to know that my colleague and I had made such an immediate positive impact on the estate, and by preventing the suspect from carrying out any further anti-social behaviour at this point, this clearly constituted effective and appropriate policing action.

The suspect then started to slur her words whilst sporadically gesturing abuse at the other residents in view on the estate. In that moment I noticed the other residents becoming agitated, some of which were young children, therefore, to diffuse the situation I asked if she would prefer to continue the conversation inside her home. One of the main values exercised here was that of public service, which links to the principles of respect and selflessness from the Code of Ethics (College of Policing, 2014). This is because we took the needs of other local residents into consideration here and acted on their behalf to limit the risk of further tension mounting. Had the suspect refused to continue the conversation inside, the situation may have escalated thus highlighting the importance of public service, a value that I will certainly continue to uphold when dealing with future anti-social behaviour cases.

Upon entering the suspect's home, it was evident she was struggling with her physical health. We observed numerous bottles of alcohol and used needles, which appeared to have been utilised for drugs. This was significant as it suggested the suspect was in clear need of support around drug and alcohol misuse; therefore, it was my responsibility as a police officer to submit a Public Protection Notice (PPN). The Dorset Clinical Commissioning Group actively support the use of PPNs when undertaking holistic patient assessments especially if attendances are related to mental health, substance misuse, employment or recurrent unexplained medical symptoms. This is because the PPN information can escalate concerns to adult safeguarding services (Dorset Clinical Commissioning Group, 2017). In this instance, submitting the PPN could be considered a partnership activity as it could trigger responses from other internal specialist units such as the Public Protection Unit, partnership referrals to health and social care, which would have benefited our suspect. Professor Rachel Armitage argues preventative measures of reducing anti-social behaviour involve addressing the 'mitigating factors' that can predict the likelihood of involvement in anti-social behaviour, before that behaviour begins (Armitage, 2002). The risk factors in this incident resembling the alcohol and substance abuse we had observed in the suspect's home. Upon reflection, had the suspect received this support sooner, this may have prevented the anti-social behaviour from escalating as far as it had. However, as this was my first involvement with the suspect, I felt I had done my utmost to protect her and the rest of the local community based upon the intelligence I had gathered at that time. Going forward, I will certainly consider preventative methods as an initial resolution to anti-social behaviour should a similar situation arise again.

Equally, had we issued the suspect with an enforcement intervention such as an Anti-Social Behaviour Order (ASBO) or a fixed penalty fine because of her actions, this may have angered the suspect once more, encouraging her to inflict more vandalism and unrest on the local community. This is because enforcement interventions such as ASBOs are a reactive measure in dealing with anti-social behaviour, and therefore fail to tackle the root cause of the actions. Instead, we decided to use our discretion on this occasion. Professor Vijaya Nagarajan defines discretion as allowing the decision maker to choose from a variety of legally acceptable options (Nagarajan, 2013, p.129). By choosing to give the suspect a verbal warning and the opportunity to apologise to the surrounding neighbours, not only were we as officers exercising a form of choice, but we were also passing this exercise of choice over to the suspect by letting her take responsibility for her actions if she so wished. I based this decision on a previous experience whereby a young boy had stolen a chocolate bar from a local convenience store. In this instance, the young boy's family were upstanding members of the wider community, and this was the first time the boy had been involved with the police. To avoid social unrest for the family, we decided to implement a restorative justice strategy. Restorative justice can be defined as allowing individuals who have been affected by crime or conflict and those responsible for the harm to enter into a conversation, enabling everyone affected by the situation to play a part in fixing the damage created with the end goal of forming a positive conclusion. (Restorative Justice Council, 2016). By allowing means of an apology between the two parties, this proactive approach allowed the victim to receive closure and the perpetrator to accept responsibility for his actions without creating wider ramifications for the community. We have since received no further disturbance calls regarding the young boy, indicating the strategy had the desired effect.

Similarly, we hoped to achieve the same outcome when introducing this form of restorative justice during the incident involving the suspect on the local estate. I was very glad that the

woman chose to apologise to her neighbours, as this was something she had never taken part in before. I was even more glad when the neighbours chose to accept the apology, as this highlighted the positive impact our choice to use a restorative strategy had created on the wider community, and raises the importance of choice when accepting or declining responsibility and forgiveness for wrongdoing. Having said that, we did stress to the suspect that if we were called to this address again for anti-social behaviour we would be forced to take action in the form of a fixed penalty fine or even arrest her. This was because as police officers we still had a responsibility to uphold the powers of the law.

In conclusion, it was apparent how this experience of anti-social behaviour had impacted the local community in such a negative way; however, it was extremely rewarding to notice how appreciative they were of the suspect's apology once the behaviour had finally stopped, thus highlighting the effectiveness of restorative justice. Had we issued an immediate enforcement strategy such as a fine, this would have only resulted in a quick fix at the expense of any long-term solutions and would have reduced the level of responsibility placed on the suspect to take ownership for her actions. Partners such as local housing, health and social care need to work with the police to address anti-social behaviour by using an approach that includes a mix of enforcement and prevention strategies. This is because to stop anti-social behaviour we need to focus on the root causes to the individual, demonstrating values of impartiality and public service.

Word count:1,698

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

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

Signed: Nicholas Ewers (Learner)

Date: 16th October 2021

TASK 5

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

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

Signed: N Ewers (Learner)

Date: 16th October 2021

Signed:  (Tutor Constable)

Date: 17th October 2021

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