

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay, I will be reflecting on the coping strategies I have applied during my tutorship to develop resilience and minimise stress whilst adapting to my new role as a constable.

I will be using Gibb's reflective cycle (1988) to structure my essay to review events during my tutorship and the effects those events have had on my mental and physical wellbeing. I will evaluate the coping strategies I implemented to maintain a healthy routine and explore the strategies that were not so effective. I will conclude the essay by identifying effective actions that I shall consider going forward to aid my personal resilience and wellbeing.

Police officers are required to work unsocial and varying shift patterns. I understood this when I applied for my role, however I did not appreciate the effect that shift work would have on my physical and mental wellbeing. I believed that due to my young age and healthy lifestyle, I would easily adapt to the new routine and manage the unsocial hours without much difficulty. However, I can honestly say that this has been one of the most challenging aspects of my new role and something that I am still trying to work on. Research shows that my feelings are not uncommon, "working the night shift can wreak havoc on your sleep and have other negative effects. Night shift work has specifically been shown to increase the risk of heart and digestive problems, as well as problems with moods and emotions" (Stibich, 2020). I understand now more than ever how important it is for myself to maintain a healthy routine around my new working pattern. I have always enjoyed going to the gym and exercising and evidence shows that "engaging in regular physical activity can increase your energy levels" (Semeco, 2021). Therefore, I must prioritise my physical wellbeing by ensuring that I continue to attend the gym at least three times a week. Not only is this beneficial for my physical health, it is important for my mental wellbeing also as exercise is proven to produce "feel good chemicals called Endorphins which can boost your mood and wellbeing" (Stibich, 2020).

As a Police officer it is of paramount importance that we build and develop our resilience at work which aids our ability to deal with difficult scenarios. Studies show that “resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing” (Mind, 2017). As a student constable, I have attended several difficult incidents already, some of which have affected me more than others. Prior to the commencement of the role I had never been exposed to a deceased body, and on my first day of tutorship, I received a request for attendance at an incident involving a male that had died. On arrival I found it very difficult to process and was initially unable to focus on the task in hand, however with support and guidance from my tutor I was able to complete the necessary tasks. Following this incident I tried to put what I saw to the back of my mind, however when I returned home that evening, the effect the day had on me became rather overwhelming and I became emotional recalling the incident. I now understand how important it is for my mental wellbeing to talk about a call, especially if it’s something that’s been quite upsetting.

In conjunction with developing my resilience, I have been working on ways to minimise stress in relation to my workload. I have found that managing my time has been the most effective way of keeping my stress levels to a minimum. Research supports my thoughts, “whether it's in your job or your lifestyle as a whole, learning how to manage your time effectively can help you feel more relaxed, focused and in control” (Donaldson-Feilder, 2018).

By using the Gibbs reflective cycle to structure this essay, it has aided my ability to reflect on my coping strategies thus far in my tutorship. As I have previously highlighted, my new shift pattern and working nights has had a considerable effect on my mental and physical wellbeing. However, I will ensure that I maintain my routine of attending the gym to help with this, as it provides both structure and an external focus to ensure I maintain a healthy mindset.

I now understand the importance of talking to my colleagues post a particularly emotional call and realise that with time and experience I will build a higher resilience to attending such incidents. In the meantime, I will prioritise talking about my feelings in work which will prevent myself taking these emotions home to my personal life. I also realise how crucial it is that I continue to effectively manage my time to ensure that I keep on top of my workload through being organised with tasks, as this will also reduce any unnecessary stress which will in turn will support my mental wellbeing.

Word count 834

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:

In this essay I will be discussing a policing incident I attended involving a young male in the possession of a knife who was suffering from poor mental health. I will reflect on the incident by reviewing the communication skills I used to gain compliance and build rapport with the male, as well as the actions I took to safeguard the male. I will be using Borton's Reflective Tool to structure my essay which will assist in reflecting on the actions I chose to take, focusing on what went well and what actions weren't so effective which will help my decision making in future incidents.

South Wales Police received a request for immediate attendance by a member of the public stating that they had sighted a young male, who was covered in blood and in possession of a knife walking

around the area. As a result of the report of a knife being present, the Firearms Unit were also deployed to the area. Firearms officers located the male minutes later, and as reported he was found in the possession of a large knife. Officers arrested the male under Section 139 of the Criminal Justice Act 1988 for Possession of a bladed article in a public place. The male was handcuffed, and the knife was removed from his possession. Myself and my tutor arrived at the scene and sighted the young male sat on the floor, he had a significant amount of blood smeared on his face, hands, and t-shirt, and was visibly upset.

The male had been walking along the streets in what can only be described as a very volatile mental state. I was under no doubt that the situation could have been far worse, as not only could he have seriously injured himself, but a member of the public could have been seriously hurt. As a police officer it is my responsibility to ensure the safety of the public, therefore I recognised how crucial it would be that the male and members of the public were safeguarded.

I was fully aware that the way I dealt with this man would be crucial in delivering him safely to custody. It was important that I remained calm and spoke to the male in a soft manner to build rapport and his trust; an approach which research supports, “creating rapport at the beginning of a conversation with somebody new will often make the outcome of the conversation more positive. However stressful and/or nervous you may feel, the first thing you need to do is to try to relax and remain calm”. (Skills you need, 2021).

Having assessed the risk, I spoke with the male, introducing myself and asked him what he was doing with the knife. The male was intoxicated and was initially unresponsive to my questioning, he kept shouting that he didn’t care about what was happening and told us to “do what you need to do”. Although the male had been in possession of a knife and I was wary of his temperament, I felt sympathetic towards him and understood how important it was that I treated the male fairly and did not discriminate against his clear mental health issues. It was clear that his behaviour was not of a sane person and consequently I recognized the importance of safeguarding him. Persisting with a calm and gentle manner, myself and my tutor managed to converse with the male and ascertain his details.

He was a 22-year-old student studying at university and disclosed that he had been struggling to cope with his workload. Studies have shown that “students are at higher risk of developing mental health problems with research showing many people first experience mental health problems or first seek help when they are at university” (Mind, 2018).

I showed empathy and practiced active listening skills whilst he confided in me about his worries, stating that he no longer wanted to be alive and that his family would be happier without him. I suspected that due to his intoxication, this may have heightened his emotions, however I

sympathised with the male and tried to provide words of comfort to help his mental state. This proved to be successful as the male became considerably calmer and stated that he trusted me. I asked the male where the blood on his face and t-shirt had come from, he showed me a laceration he had on the back of his head and disclosed that he had done this to himself using a razor blade. At this point, I began to become increasingly concerned about the male's mental state. I realise that many students experience stress during university, however his words and actions seemed very extreme in comparison. I believed that the laceration would require medical attention and explained to the male that we would need to take him to hospital to receive treatment for his injury, and after this he would then be conveyed to the Custody suite.

Whilst at hospital I decided to keep the male in handcuffs, due to his temperamental behaviour earlier in the evening and being present in a busy public place, I felt like this use of force was proportionate and managed the risk of any further harm to all persons present. The male received treatment at the hospital for his injuries and seemed a lot calmer and co-operative with myself and my tutor whilst there. He disclosed to me that he felt very embarrassed about his behaviour and as he was beginning to sober up, realising how dangerous his actions were and the implications they could have had.

On arrival at the Custody suite, I explained to the custody sergeant the circumstances of the male's arrest and my concerns regarding his mental state. The custody sergeant requested that he was assessed by the custody nurse before his detention was authorised. The nurse assessed the male and agreed with our concerns regarding his mental state. The nurse advised that she believed it would be in the male's best interest for him to be referred to a psychiatric hospital for full assessment and treatment. Therefore, we detained him under Section 136 of the Mental Health Act 1983. We conveyed the male to a local psychiatric hospital where it transpired that he had recently received counselling with the mental health services as he had been suffering with feelings of suicide. Research states that "incidents of suicide at universities are more highly reported than in the general population. Suicide can have a significant impact on university communities" (Mind, 2018).

As a Police Officer, if there are safeguarding concerns for any persons that we deal with, we must complete relevant safeguarding documents that are shared with partnership agencies that can provide support to the individual. For this male, I completed a Mental Health monitoring form which contained information regarding the incident that evening as well as his characteristics and personal details. The male was admitted to the hospital that evening and left in the care of the nurses and doctors.

On reflection, I recall just how serious this incident was. The male was clearly struggling with his mental health, and the fact he was carrying a large machete style knife around with him in public

was extremely concerning. I wonder now that if we were not called to his assistance that evening in such a timely manner, that the events that played out may have been very different. By following Borton's reflective tool, it has aided my reflection of the incident and what aspects went well, such as my communication and sympathetic handling of the male with consideration of his fragile mental state. I believe this was effective and worked to my advantage as I was able to gain control of a very unpredictable situation. However, it's important that I highlight my weaknesses, this was the first incident that I had attended with an individual suffering with mental health issues, and I feel like my knowledge and skill set to help individuals such as the male could undoubtedly improve. To build my knowledge further, I will enquire whether there are any courses that I can attend to provide me with the skill set needed to help individuals suffering with mental health in the future.

Word count 1372

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:

In this essay I will be talking about a suspect interview that I conducted alongside my tutor. I will provide a brief description of the circumstances around the suspects arrest, in addition to the evidence and information available to myself to prepare for the interview. I will list the considerations I made whilst preparing for the interview and whether the suspect required any special measures. I shall also reflect on my responsibilities whilst conducting the interview and the practices I followed to structure the process, as well as my thoughts and feelings toward preparing and conducting the interview. To conclude, I will reflect on my performance throughout this process and any actions I could undertake to improve for future interviews.

Police attendance was requested at a bar due to a male being highly intoxicated, abusive, and threatening to staff within the premises. Staff had asked the male to leave due to his intoxication, however he had refused. On officer's arrival, the male become aggressive toward the officers and continued to refuse their request to leave the location. Officers proceeded to arrest the male for a Breach of the peace and conducted a Section 32 PACE search of his person as staff had disclosed that

they believed he was taking drugs whilst at the premises. During the search, officers found a small bag of cannabis in his jacket. The male was further arrested for Possession of a Class B Drug.

This was the first suspect interview I had conducted, and I initially felt apprehensive regarding the process of preparing and planning an interview. To ensure that I was prepared and followed a clear structure for the interview, I adopted the PEACE model to follow.

The PEACE model is known as “a non-accusatory, information gathering approach to investigative interviewing, the PEACE model is considered to be best practice and is suitable for any type of interviewee, victim, witness or suspect” (Lomer, 2013). The model highlights the stages which must be followed and helps officers to prepare, plan, and structure an interview. The first stage of the PEACE model is to prepare and plan the interview. To ensure that I had a clear understanding of the events that had occurred, I began to review all the evidence and material available relating to the case. This included officers body worn footage, photographic stills of the cannabis found on the defendant and statements provided by witnesses and arresting officers. I then began to create and record the interview plan and collated several questions that I would ask the suspect during interview.

The next stage of the planning process required me to review the individual’s custody record and identify if any characteristics should be taken in to account when planning the interview. I understood the importance of remaining open-minded and transparent when viewing the custody record as I believe it’s easy to develop pre-conceived opinions of persons if they have a previous history of offences. From our policing systems I identified that the suspect was a 23-year-old Asian male and had warning markers for mental health and violence. Due to the warning marker of mental health, I considered whether he was fit for interview and if at all he would require an appropriate adult present. An appropriate adult usually provides independent support to detainees who are aged under 18; however, they may also be present to assist adults who have any mental health issues or are mentally vulnerable. Their role is to assist the detainee to ensure that they understand what is happening during the interview and investigative stages.

I also considered whether he would require an interpreter present during the interview to ensure he had full understanding of the process. I contacted the Custody Sergeant in charge of his detention and asked these questions. The Custody Sergeant stated that the male had been seen by the Custody nurse and she had assessed him fit for interview, he also disclosed that the male spoke English fluently and had already declined the offer of an interpreter.

Following the collation of information, evidence and creating an interview plan, I was ready to interview the suspect at the police station. As highlighted in the PEACE model, the next stage of the process would be to engage and explain with the suspect. I began the interview by referring to a memo card that is used by all officers within the force. This provides a route map of the interview; it outlines

the stages of the interview to the suspect and ensures interviewers do not forget vital information that must be said during interview. I disclosed to the suspect the objectives of the interview and provided a summary of the events that had occurred which had led to him being arrested.

Firstly, I asked the suspect to provide an account of what had happened the previous evening, however he refused to answer the question and just stared at myself. I then began to ask questions in relation to the offence, I understood that it was important I used short, simple, and open-ended questions which would allow the suspect to speak freely and provide him with the opportunity to answer. However, he continued to refuse to answer my questions. He simply sat and stared at myself throughout the interview. "A no comment interview can be off-putting for even the most experienced interviewer" (College of policing, 2013). I felt his intense glare at me uncomfortable and subsequently felt like I was losing control of the interview. Fortunately, my tutor was present, and he was able to interject with additional questions when I began to struggle. The suspect continued to refuse to answer any of our questions and when presented with a photograph of the cannabis that had been seized, he stared at the picture and began to laugh. Due to his lack of co-operation, I was unable to complete the next stage of the process which would have been to challenge and evaluate the information he had provided. I summarised and closed the interview highlighting that he had refused to answer or account for his actions and stated that I had no further questions to ask.

Following this, I discussed the interview with the Custody Sergeant and informed him of what had happened. The Sergeant made the decision to charge the suspect for the offence and he was issued with a date to attend court.

Following the interview, I sat and reviewed my performance with my tutor. I felt that my preparation for the interview had been successful, I had collated all the information and evidence required for the investigation and effectively created an interview plan. This was my first suspect interview, and although I knew that it wasn't going to be perfect, I still found myself criticizing my performance in certain aspects. I aim to uphold high standards in everything that I do and was disappointed that I had allowed the suspect to affect me and knock my confidence with his behaviour. I had not prepared for a "no comment" interview which is what transpired, and although I understood that all suspects have the right to stay silent and provide a "no comment" answer, I hadn't expected it on this occasion.

I appreciate that this experience has been an important learning curve for myself and believe that my confidence and ability to bounce back from uncomfortable situations such as this will improve with experience. However, for future interviews I will ensure that I plan for every eventuality, and I will develop an even broader range of questions to ask which I hope would help to prevent the same situation happening again.

Word count 1269

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:

In this essay I will be discussing a policing incident that I attended involving anti-social behaviour. I will be using Borton's Reflective Tool (1970) to structure my essay which will firstly look at what anti-social behaviour is, and the broad spectrum that is anti-social behaviour. I will then discuss the details of the complaint and the effect the noise was having on the complainant and their family. I will discuss what their needs were and my responsibilities when dealing with complaints such as these and the action I chose to take to deal with this situation.

“Anti-social behaviour is defined in law as conduct that has caused, or is likely to cause, harassment, alarm, or distress to any person. In a housing context it is defined as ‘conduct capable of causing housing-related nuisance or annoyance to any person’” (Age UK, 2021). “Anti-social behaviour within Cardiff in May 2020 hit an extraordinarily high of 2,340 cases being reported for the month, this was the highest report of anti-social behaviour for over 5 years” (UK Crime Stats, 2021). Neighbourhood disputes such as noise complaints, animal nuisance and littering to drunk and disorderly behaviour, graffiti, and harassment, are part of the wide range of conducts covered by Anti-social behaviour.

South Wales Police received a request for attendance at a property from an elderly couple stating that their next-door neighbours, who were a group of young students were constantly disturbing them with noise from their house. My colleague and I attended the address of the elderly couple to ascertain details of what had been happening and the effects this was having on them. The gentleman, who was an 80-year-old frail man explained to me that a group of students had moved into the house next door in September this year. He stated that the students regularly played very loud music and would return to the address at unsocial hours making lots of noise and banging around the property. The gentleman explained that this was having a detrimental effect on him and his wife, they were unable to sleep when this noise was on going and it was causing the couple a great amount of stress. Research supports the couple’s feeling stating that ‘More than one in four say their happiness has been significantly reduced, with a fourth saying they suffer “serious” stress over their neighbours’ (Holland, 2016).

I sympathised with the gentleman and agreed that this behaviour was unacceptable. I asked the couple if they had reported this issue previously and if so, what had been done. The gentleman stated that they hadn’t reported it as they understood that their neighbours were young and enjoying themselves, however on this occasion he had enough and didn’t know what else to do but to ring Police. Again, I sympathised with the male and it was clear to me the effect this was having on him and his wife, and I was concerned about the effect this may have on their health.

I explained to the couple that there were a variety of options available to deal with this issue - one being the issue of a verbal warning to the students. I explained that this may be beneficial in the first instance as they may not be aware of the distress they are causing. Another option would have been for the couple to report the disturbance to the council or landlord of the property. However, I made sure to note that often when reporting such disturbances to the council, they may be required to produce a diary of the disturbances which would show the frequency of the incidents occurring.

Following our discussion, the couple decided that to begin with they would like me to speak with the students regarding their conduct and provide a verbal warning. I offered to do this immediately following our conversation and highlighted that I would explain the consequences of their actions if

they were to continue. I also explained that I would be contacting our local neighbourhood policing team and informing them of this incident. They would then offer a follow up call with the couple to ensure that the behaviour had stopped and there were no ongoing issues. The couple were very grateful for my attendance and appreciated my words of advice.

Before attending the property next door, I understood that it was important that I maintained an unbiased opinion of the persons residing at the property. Student properties are known to be loud and often chaotic, but I knew that I must remain neutral when dealing with incidents and provide the students with their opportunity to share their side of the story.

On arrival to the property next door, I met with all students residing at the address. On entry to the property the students were very polite and had looks of concern on their faces regarding my attendance. I firstly explained why I was attending their address and the complaint that had been received from the elderly couple next door. I was conscious of being considerate and realistic when speaking with the students, as the couple had said, they were young people at university enjoying themselves, however their behaviour had caused some upset and I felt that it was important they understood this. I explained that their behaviour amounted to anti-social behaviour and it was my duty as a police officer to speak to them about their conduct. Following my explanation, the students seemed horrified with the complaint and were genuinely apologetic that their music and general noise had caused the couple so much distress.

I explained the consequences that would follow if this behaviour continued, such as the issue being reported to the council and a possible fine being issued to the household, or a more serious outcome such as a CPO (Criminal Protection Notice) which if breached is a criminal offence. I also highlighted the effect this may have on their tenancy agreements with their landlord, and if asked to leave they may have difficulty finding alternative accommodation in future. I realise that these are extreme consequences and would not be issued lightly, however I believed it was important to ensure that the students understood the consequences of their actions and to hopefully put an end to this disturbance. The students were extremely apologetic and explained that they had not realised they were making so much noise and were not aware that an elderly couple lived next door. They asked if it would be possible to apologise in person to the couple and show their remorse, I agreed that this would be a kind gesture and believed the neighbours would appreciate this.

On reflection, I believe that my decision making, and discretion was appropriate and proportionate whilst dealing with this incident. My calm and honest nature whilst listening to the couple's concerns helped to build a trust between us and aided my understanding of their situation. By fully understanding their concerns, this assisted me in ensuring that they were provided with the positive outcome they required. I understood that by providing a positive outcome for residents in the

community, would improve their confidence and faith within South Wales Police and show that our priority is to protect those living within our communities.

Whilst dealing with this incident, I understood that I would need to consider a problem-solving model to develop a working strategy. I utilised the problem analysis triangle, commonly known as PAT. The PAT theory states that “for a crime or incident to occur, an offender and a suitable target must come together in a specific location without an effective deterrent” (College of Policing, 2019). I was mindful that to prevent a further occurrence, an effective deterrent would need to be issued which was in the form of myself providing a verbal warning to the students, explaining the effect their behaviour was having on their neighbours and the consequences of their actions if the behaviour was to continue. By providing this deterrent, it has removed the offender in the triangle and as such there is no longer a problem.

As a police officer, it is important that we continually research the reoccurring issues that plague our communities. This is known as evidence-based policing and the definition states “In an evidence-based policing approach, police officers, staff and volunteers create, review and use the best available evidence to inform and challenge policies, practice and decisions” (College of policing, 2021). “Research can be used to develop a better understanding of an issue and assess the effect of a policing intervention” (College of policing, 2021). By conducting my research and the statistics I have found whilst completing this essay, it clearly shows that neighbourhood disputes are extremely common and seem to be on the increase due to the current pandemic. “Results show that during the COVID-19 lockdown the number of noise complaints increased by 48%, compared with the same period during Spring 2019” (Science Direct, 2021). As police officers, it is our duty to ensure that we are present and show support to those in our communities suffering with these issues and by intercepting these issues early, will hopefully prevent them escalating further.

To conclude and reflect on my handling of this incident, I believe my manner with both parties involved was appropriate and fair, I sympathised with the elderly couple and the effect this disturbance was having on their lives. I acted quickly and offered solutions to them which were proportionate in relation to the information they had provided me, and ultimately delivered the resolution they had hoped for. I remained unbiased with the students and did not allow any pre-conceived ideas regarding the average student lifestyle influence my behaviour when discussing their behaviour with them, and thankfully they were extremely apologetic and remorseful for their actions and this incident was not required to be escalated to any partnership organisations.

Anti-social behaviour incidents can be tricky to manage and as a response officer these are not calls that we regularly attend as usually the neighbourhood policing team take ownership of these. Due to this, I felt like my knowledge of how to manage incidents such as this and the methods of assistance

that we can provide was limited due to my lack of exposure. I have noted this and will ensure that I revisit this topic going forward to ensure that I am competent when dealing with any future incidents involving anti-social behaviour.

Overall, I am pleased with how I dealt with this incident and believe this was a fantastic learning curve for me and I will be able to use these strategies going forward in future incidents.

Word count 1769

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: *A. Randell* (Learner)

Date: 09.01.2022

TASK 5

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

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

Signed: A. Randell (Learner)

Date: 08.01.22

Signed: T. T. T. 5543 (Tutor Constable)

Date: 08.01.22

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