

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.

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:

In this essay I will be focusing on my period of tutorship and I will outline the coping strategies I have used to develop resilience and minimise stress. To do this I will be including research supporting these strategies.

I have faced a number of challenges during my tutorship phase, but the first challenge was the anxiety I felt relating to joining a new team. Research shows that one in six workers experience anxiety each year (Telegraph, 2017) and I felt anxious about how I was going to fit into a team predominately consisting of males who were at least ten years younger than me. Tajfel (1979) suggested that as a result of normal cognitive processes, people tend to put themselves into a particular group and then divide others into different groups, which then can lead to exaggerations in the differences between them. (McLeod, 2019)

Looking back, I recognise that this was my experience and that my concerns about not fitting into the team were not justified, because as soon as I joined the team I felt welcomed and quickly felt part of the team.

However, I was placed on a team with a classmate from my initial training and I have ensured that when we have the opportunity that we take five minutes to have a conversation to check on each other and to share any concerns. The Mental Health Foundation suggests building supportive relationships to help deal with stress (Stress, 2021), and by knowing that I have a colleague that I can confide in, I feel that this has been extremely beneficial to my mental wellbeing but also to them. Further to this, I have found my team a great source of support. I have felt comfortable to discuss difficult incidents I have attended, and they have offered advice and support. I have heard other officers referring to their police colleagues as 'family' and how the team reacted to help me after one particular incident where I was assaulted clarified the true meaning of this phrase to me.

Becoming a constable has been my first experience of shift work and I have found difficulties in adapting to shift work and fitting this around home and family life, notably the disruption to my sleep pattern. Sleep is essential and lack of this can have a serious negative effect on the function of the brain (Sleep Foundation, 2021).

Further to this, shift work can be particularly difficult to cope with as humans are primarily designed to sleep at night and so shift work requires people to mentally and physically adjust to enable them to manage shift patterns (Costa, 2010).

Therefore, it is vital to ensure that enough sleep is acquired between shifts. I have undertaken a number of strategies suggested by the sleep charity such as ensuring that my bedroom is dark, calm and quiet (The Sleep Charity, 2021).

During my rest days I have ensured that I have taken time away from thinking about work. The ongoing COVID-19 pandemic has limited the opportunity to undertake most activities, but I have enjoyed spending time with my daughter. One benefit of shift work is that I now have time in the days to spend with her. I have also continued to undertake voluntary work with the International Bomber Command Centre as I am able to do this remotely and it is a highly relaxing and enjoyable activity for me.

I believe that by ensuring that I have made an effort to build a relationship with my team, and by ensuring that I am physically and mentally fit for work I have given myself the best start in effectively managing stress and I will also continue to look for effective ways to deal with stress and build resilience.

626 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:

Communication is a core skill relating to policing and this essay will discuss the fundamental elements of effective communication and the role of police officers in reducing risk in relation to vulnerability.

The Gibbs' Model of Reflection is a tool that helps identify and reflect on skills, strengths and areas of improvement. (Gibbs, 1988) and using this reflection tool, this essay will review my communication skills and explain how these skills can be used to reduce harm to a vulnerable person. The essay will conclude by discussing what I have learnt, and with an action plan outlining steps I will take to develop and improve my skills.

I responded to a call from the control room requesting a welfare check on a young adult male. His sister had stated that he said that he was going to 'end it', he had run into traffic in an attempt to hurt himself and had made off from the scene.

I attended his home address and having received no response, I contacted my Sergeant and requested permission to exercise Section 17(e) of the Police and Criminal Evidence Act 1984 (PACE, 1984) which allows entry to a property for the purpose of saving life or limb.

The male was not in the flat but I noticed the attic hatch had been removed, so ensure I made every effort to locate the male I examined the attic, but the search was negative. I then made house to house enquiries in the adjacent flats to enquire if anyone knew of his location.

This also proved negative, so I began to contact his known friends and family, and I asked my colleague to contact the local hospitals. I attempted to call his mobile phone and I continued to try until he answered the phone.

I then spent around 45 minutes talking to the male, asking him questions about himself and trying to build rapport, however he still would not disclose his location to me. During the call it was apparent from sounds I could hear, such as traffic noise, that he was outdoors. He had also indicated to me that there was an item he wanted to retrieve from his flat and he stated that he had to end the phone call. I was led to believe from this information that he may return to his flat.

I was not able to leave the scene at this point, as I had to wait for the relevant agency to attend the flat to secure the front door. I waited outside with my colleague and continued to make calls to try to locate him. The male did eventually approach the address but spotted the police vehicle and started to make off.

I located him in the next street, then I identified myself and I told him that I was concerned about his welfare and needed to know that he wasn't planning on hurting himself. I had serious concerns about his welfare due to his attempt to harm himself and because he appeared to be intoxicated.

I asked him to attend the hospital with me to speak to a doctor, however he refused and asked me why I cared as I did not know him. I responded that I am just an ordinary person talking to another person who has told me they are in pain and I just want to help, not because it is part of my job but because he is a human being. After speaking to him for a few minutes, he then agreed to voluntarily attend the hospital with me.

I contacted his sister to update her and I completed a Public Protection Notification (PPN) which is used to inform partner agencies of concerns in order for them to aid vulnerable people and victims.

I felt extremely anxious as I had built good rapport with him on the phone and I wanted to ensure I did everything I could so that he did not harm himself. I have not dealt with any situations like this in my previous career and I am not medically trained in relation to mental health. As a result, I was concerned that I would make a mistake or say the wrong thing and upset him. Looking back on the situation I regret that I was initially nervous and I should have been more confident when I first started the call because there is the possibility that hesitancy, because of nervousness, could be confused with lack of interest. However, as the call progressed I did become more comfortable with dealing with the situation.

Despite my initial anxiety over the call, I ensured that I did not sound nervous. I asked him appropriate questions in order to build trust between us and so I could understand his thoughts and feelings, I repeated his words back to him to show him that I was listening. However, I was not successful at convincing him that the police

could be trusted as he said to me 'You're tidy but I don't trust the police' and I believe his initial reluctance to trust me possibly stemmed from his mistrust in the police.

I believe that the male was severely depressed and his recent life events had been either the cause of or had contributed to the decline of his mental health. I felt empathy for him and I understand that it can be extremely difficult for people to ask for help. It is suggested by Keziban Salaheddin and Barbara Mason (2016) that there are many barriers to asking for help, such as difficulties in accessing support and concerns over stigma (Salaheddin and Mason, 2016) and these factors can contribute to declining mental health. I believe that speaking to him the way I did, showed him that it was possible to ask for help and so I was relieved when I was able to encourage him to attend the hospital.

I ensured that I followed all procedures when dealing with a vulnerable adult, including issuing a PPN and carrying out every action I could to locate the male. I also behaved in a manner that ensured I did not violate his human rights. Article 8 of the Human Rights Act 1998 gives individuals the right to privacy in their home and private life, but public authorities can interfere to protect health (Moreham, 2014).

The amount of people suffering from mental health issues has been increasing in recent years (Mind, 2021), and it is suggested in a recent study that the COVID-19 pandemic has had a major impact on mental health and people are suffering from increasing suicidal thoughts (O'Connor, RC et al., 2020). It was clear that the male was struggling with his mental health and as a police officer I wanted to do everything I possibly could to locate and offer him help. I was aware of a similar incident involving a male suicide that had been dealt with by officers the previous week and being conscious of this, I did not want this incident to have a similar outcome.

Because I allowed the male to speak freely without interruption and I believe that this was a major factor in building his trust in me. Listening and being empathetic to another person speaking without interrupting can tell that person that you support them and they can feel that this validates their experience (Mental Health First Aid, 2017).

This incident has shown me that I need to improve my confidence in my ability to be able to talk to and effectively communicate with people who are suffering from a mental health issue I may not fully understand. Although I did effectively communicate with the male and gained his trust, if I were faced with this situation again, I would not hesitate or become stressed worrying about what I should or should not say and just let a natural conversation progress.

I have learnt that trust, empathy and understanding are fundamental factors in effective communication, and I will look for ways to build my skills in this area. This will ensure that next time I deal with this situation I am confident in my ability to make the vulnerable person feel supported and to reduce the overall risk.

My plan to develop the skills I need in order to be able to handle this situation in future is to carry out reading of information relating to mental health and how to

approach and speak to individuals that I will come into contact with who are struggling with their mental health.

I will enquire through my employer to find out if there are any courses or online learning regarding mental health that I can undertake, and I will observe colleagues for help on how to handle these situations. I will also continue to assess my performance in situations that I have found difficult as I believe this is a very effective way of identifying areas that require improvement. This will help me to ensure that I prepare myself with all the information required to assist me in ensuring that I am able to successfully communicate with others.

From the discussion in this essay, it is evident that the fundamental elements of effective communication are empathy, understanding and listening to and understanding the vulnerable person. It is important for police officers to show empathy in order to build rapport and gain trust. An officer's responsibility for safeguarding goes beyond the actual incident, and officers must ensure that they complete all necessary forms and paperwork to ensure that a vulnerable person receives the necessary help required.

1596 Words

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:

Police officers need to make considerations and complete responsibilities when conducting interviews, often in line with the PEACE model because it is a method of interviewing that concentrates on seeking the truth through impartial questioning instead of an accusatorial style of interviewing (Walsh and Milne, 2008).

The Gibbs' Model of Reflection is a tool that helps identify and reflect on skills, strengths and areas of improvement. (Gibbs, 1988) and using this reflection tool, this essay will outline the considerations and responsibilities of police officers when planning and conducting interviews and evaluate my performance in the interview and its effectiveness in the investigation.

The incident involves a male who had been seen removing equipment used in the cultivation of cannabis from a property into a vehicle. The property in question had previously been linked to the cultivation of cannabis. He was then subsequently located, stopped and arrested.

The issues faced by the police were that although the vehicle he owned and was located in smelled strongly of cannabis, had equipment inside that is used in the cultivation of cannabis, he was not actually found to be in possession of any cannabis and had no paperwork or any evidence of his connection to the property in

question. This meant that an interview was necessary to try to obtain information to determine any further lines of enquiry.

My role in the investigation was to plan and conduct the interview in order to obtain evidence to progress the investigation.

The suspect had already been held in custody for several hours and as suspects can only be held by police for twenty four hours before they must be charged or released (Police and Criminal Evidence Act, 2021) it was necessary to take into consideration the amount of time that was left available when planning the interview. The first task faced was to plan the interview. By ensuring I was fully up to date on the circumstances of the case this allowed me to plan interview questions that covered any gaps in information, evidence and questions that covered the points to prove of the offence.

My next responsibility was to contact the male's legal representative to discuss the release of the disclosure documents and due to the COVID-19 pandemic to discuss how the solicitor intended to conduct his duties. It was decided by the solicitor that he would attend via conference call, so prior to the interview in accordance with Code C, Section 6 of the Police and Criminal Evidence Act 1984 (PACE), the male exercised his right to converse with his solicitor privately.

PACE was introduced in 1984 to "standardise and professionalise police work" (Zander, 1995) and in order to regulate police powers and suspects' rights (Dehaghani, 2016). Any failure by a police officer to follow PACE can be used as evidence in criminal or civil proceedings (Caine and Conaghan, 2009), so it is fundamental that PACE is adhered to precisely.

As part of my responsibilities, I conducted the interview following PACE codes E and F, which set out the requirements for visually and audibly recording interviews and compliance with PACE was confirmed by stating the following information, why the interview was necessary, that the interview was being visually and audibly recorded and by ensuring that all parties attending the interview had identified themselves. Continuing to follow the PEACE model of interviewing, ground rules were established and the male was made aware of his rights relating to the caution and his legal representation.

During the interview the male refused to answer any questions and kept completely silent. I gave the male an opportunity to give his version of events by continuing to ask questions, but he chose not to engage. Once I had finished putting questions to him, I then concluded the interview following the correct procedures.

During the interview I felt anxious about if I would help progress the investigation. I had entered the interview feeling prepared, however I was initially taken off guard that the male decided to stay silent as I had built up a good rapport with him beforehand. He was talkative and polite to me and I had not expected the response he gave in the interview. I was flustered for a moment, but I felt I recovered well and did not let it affect my performance overall.

After the interview I spoke to my tutor about my feelings and looking back I feel that I made a mistake by assuming how someone will behave once the interview commences, based on their behaviour beforehand.

I felt that I planned the interview well, I ensured that I covered the points to prove of the offence and the information required in the questions. I followed all parts of the PEACE model, which ensured I was methodical and so nothing essential was overlooked. I followed all requirements of the PACE codes by adhering to detention time limits and ensuring the male was aware of his rights. I also ensured that the male had the opportunity to respond to all the information presented to him, however he chose not to respond to any of my questions.

Although I believe that the interview did not have the best overall conclusion, I feel that I had built up rapport with the male, and prior to the interview commencing we had spent some time conversing and I think this helped both myself and him feel more comfortable. At the end of the interview I actually felt quite flustered as the male gave me feedback on my performance! He said that he realised I am a new officer due to my force number and that he thought I did well. He then said that the more I interview the easier it will get for me. I initially felt embarrassed by this because I after the interview I had felt ineffective and his comments made me think this was evident to others. However, later I appreciated these comments as I now realise they were meant positively.

Looking back, I regret that I was unable to obtain any information to further the investigation, but I also now understand that this is not necessarily as a result of the conduct of the interviewer.

Interviews must be conducted fairly effectively and follow PACE codes and legislation that are in place. The PEACE model was introduced with the aim to improve the skills of interviewing officers to enable them to conduct effective interviews (Dando, Wilcock and Milne, 2008). In my experience the PEACE model allowed me to be methodical in my planning and delivery of the interview and because I followed the process I did not omit any important information or processes from the interview. However, as I did observe in this interview that because of its length, there is often pressure to rush through the initial part of the PEACE model and research has found that interviewers are aware of the extra time that the PEACE model contributes to an interview (Kebbell, Milne, & Wagstaff, 1999). Further to this, research by Fowler and Mangione (1990) suggests that a standardised interview such as the PEACE model could impact negatively on the development of rapport between the interviewer and the interviewee as unscripted conversation is essential for the building of rapport (Bell, Fahmy and Gordon, 2016).

Rapport is extremely important in building relationships between individuals. The engage and explain element of the PEACE model directs interviewers to build rapport in order to build trust with the interviewee (Walsh and Bull, 2011). In an interview setting it is not possible to have an in-depth conversation with an individual but it is possible to undertake 'small talk' to find common ground (Mindtools, 2021). Rapport building is a two way connection that cannot be conducted by one person alone (Mindtools, 2021). Having previously undertaken interviews where the suspect is defensive and unwilling to converse I have experienced the difficulties in interviewing a suspect where they are hostile, however in this interview the male was open to talking and I actually found that I enjoyed talking to him. Another factor to take into consideration when building rapport is the cultural and environmental factors of the person being interviewed. The Westly and Mclean model of communication suggests that there is a strong link between how a person views their

environment and how they perceive what another person is saying to them (Toolshero, 2021). This model suggests that it is important to understand the impact of how and what you say to an interviewee and I took this into consideration by ensuring that my tone was not harsh or accusing and considering my words before I spoke.

I have learnt that successful interviewing is a difficult task and the effective planning and following of the PEACE interview model is essential to ensuring that PACE Codes are adhered to, which I believe I did achieve.

During the interview I felt that I sounded almost robotic asking the questions and this was making me feel uncomfortable, so I feel that I need to work on sounding more natural when asking questions.

I have also learnt that it is important to build a good rapport with suspects, whether or not you feel there was an effective outcome to the interview and I will continue to try to do this in future.

Going forward I will continue building my skills as an interviewer, I will research the most effective questions to ask dependent on different offences and I will practise my question delivery, to ensure that I am confident when I am interviewing.

I will ask my colleagues for their advice on what I can do to improve my confidence when conducting interviews and COVID-19 regulations allowing I will ask for the opportunity to observe colleagues conducting interviews to help me develop my own skills in this area.

1636 Words.

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:

Anti-social behaviour can be described as behaviour that causes harassment, alarm or distress and behaviour that is seen as unreasonable and causing a nuisance (ASB Help, 2021). Reports of anti-social behaviour has significantly increased since a national lockdown was announced as a result of the COVID-19 pandemic (Wales Online, 2020).

The Gibbs' Model of Reflection is a tool that helps identify and reflect on skills, strengths and areas of improvement. (Gibbs, 1988) and using this reflection tool,

this essay will consider the impact of anti-social behaviour relating to COVID-19 breaches on the local community and it will outline the responsibilities of the police when responding to anti-social behaviour and illustrate how policing values were engaged through an analysis of potential bias on the decision-making process.

The incident I am reflecting on involves a COVID-19 breach that took place during a period that Wales was subject to level 4 lockdown restrictions. Level 4 restrictions do not allow for members of different households to gather in a private residence (Gov.Wales, 2021).

I responded to a call to attend a property as a report had been received that a party was taking place there. Arriving at the address loud music and people could be heard, so it did appear that a party was happening.

Myself and my colleague knocked the front door and it was answered by a young male who appeared to be irritated and would not answer any questions. We asked if we could go inside the property as we had received a report of an ongoing party, then at this point the music was switched off and a number of people attempted to leave the property through the front door, but I asked them to go back into the kitchen. Once inside the property it became apparent that there were 10 people inside. All of the people inside were young adults, so I asked if they were students. They admitted they were students, that they attended the local University and that they did not all live in the property. I asked for identification to enable me to take their details but they became rude and argumentative. They began almost ranting about how ridiculous COVID-19 laws were, that they were not hurting anyone, they just were having fun and how their good time was being spoilt by the police.

South Wales Police follow a COVID-19 policy that seeks to 'Engage, Explain, Encourage and Enforce' (South Wales Police, 2021) and following this strategy I spoke to the students and explained to them what the rules were at level 4 and how they were breaking them. I then attempted to encourage them to change their behaviour. I stated that I understand this is a frustrating situation and is not ideal for enjoying student life but explained why for public health reasons that it was important to follow the rules.

This explanation did not change the attitude of the students and one of them started angrily explaining how she was a law student and how the police have no right to enter her property without a warrant. She then continued to be rude and make comments while I and my colleagues were obtaining details from the other people present, making it difficult to concentrate on what I was doing. She then approached me and started asking me questions relating to joining the police and having a degree, she then made comments about how only 'stupid' people join the police and continued on to insult me personally.

The students were mostly obstinate and did not appear to be remorseful about their actions. It was policy to forward the details of the property and the students to the Joint Enforcement Team (JET) which is a team consisting of police and council officers who work together to ensure COVID-19 rules are adhered to. Information was given relating to the fine they would receive and that their university would be made aware of the incident. They became apologetic and upset because I believe this was when they were fully aware of the consequences following their actions.

It was at this point an environmental officer from the local council turned up at the property. She said that she had been in the area as there had been numerous reports of noisy parties going on and had been working with the police to try and reduce the amount of COVID-19-breaches that were occurring.

Attending this incident I was frustrated as this was the fourth COVID-19 breach that I had attended that shift. I found it increasingly stressful how so many people were not complying with the law and I was struggling to understand why this was happening on an increasing scale. I understand that we are all suffering the effects of the lockdown in one way or another, but I could not understand why many people do not appear to truly understand the implications of their actions.

During the incident I felt that although the students had broken COVID-19 rules, they still should be allowed the chance to explain their actions and once they explained to me their reasoning, I did feel some sympathy towards them. I understood that it must be frustrating to have attended university and to have to attend lectures by video call from their bedroom and not be able to socialise in the manner that students are accustomed to. However, these are unfortunate circumstances but it is essential that we all make sacrifices to combat COVID-19.

I also felt frustrated at the attitude of one particular student and how she had made me feel I was being mocked in front of my colleagues. Looking back, I would have changed my initial approach to this situation as at the time I decided to focus on another person and not engage with her further.

I had reacted in this way because I felt irritated by her behaviour and what she had said to me. I was unsure how to deal with how I felt initially, so I decided I should step away to gather my composure. I recognise that this approach was a mistake and I should have dealt with this situation by being initially firm but polite in asking her to listen to what was being said and to stop insulting me and then to remove myself from the situation if necessary.

Showing empathy and understanding to the situation benefited both my own views and the situation as a whole. It is important to be impartial and to treat people you interact with respectfully. I was able to leave the incident with some knowledge on why people have been breaking COVID-19 rules and that has helped me to understand the wider community more.

However, the incident made it clear to me that there are parts of society who do not wish to adhere to rules that protect public health and will not cooperate with the police when breaching COVID-19 rules. I found it disappointing that in this experience people only really realised the impact of their actions when it directly affected themselves.

I believe that this type of anti-social behaviour does have an impact on the wider community by creating mistrust between people. Members of the community have begun to contact the police on their neighbours and over 195,000 reports to police were made in the first five weeks of the pandemic (Kitty Drake, 2021).

I also consider that high profile incidents of anti-social COVID-19 breaches have impacted on the wider community by encouraging them towards non-compliance. If

a prominent member of the government breaches COVID-19 regulations, it could be argued that this could result in the wider community seeing this behaviour, witnessing that there were no obvious repercussions and duplicating this behaviour. (The Independent, 2021)

The Betari Box theory suggests that one person's attitude will affect the attitude of the person they are interacting with (Mindtools, 2021), and I recognise that this is true in relation to my interaction with the student who was insulting me. I am disappointed that I let her behaviour affect me, however, taking all factors into consideration I felt pleased that I was able to control my emotions and how I handled the situation overall.

Bias is described as "a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned" and "unreasonably hostile feelings or opinions about a social group" (Dictionary.com, 2021). Unconscious bias is when an individual is not aware of their biases and is unable to consciously control them (Kapur, 2015). In the past early humans may have developed unconscious bias as a decision making tool, but in the modern age unconscious bias can lead to discrimination (Wen, 2021). Unconscious bias occurs in everyday life and can be seen in all areas of society, for example men are often told to 'man-up' and this subconsciously enforces the stereotype that men should be tough and masculine (The Independent, 2018).

Confirmation bias involves people looking for, interpreting and remembering information that confirms their beliefs or biases (Mindtools, 2020).

The stereotype that often concerns students is that they are lazy, irresponsible and only interested in partying. Bias could have affected the decision making in this incident as, for example if an officer attending a COVID-19 breach by students had a biased view about students and then went on to ignore information that may challenge this way of thinking, this could then lead to that officers view being endorsed by confirmation bias. This could then go on to affect the way the students were spoken to and the way they were dealt with.

Bias can be a major factor in decision making and in this situation I believe policing values were shown by the opportunity given to the students to explain their actions. Even though the students had broken lockdown rules, showing impartiality and sympathy towards them allowed myself and my colleagues to really understand their situation. While I did not condone their actions, I understood that they were depressed, frustrated and felt trapped, feelings I believe we may have all encountered since March of 2020. Looking back on this incident my actions would have been the same whoever I was interacting with, I did not behave any differently because the people involved were of a particular group.

Police are facing an increasing number of incidents where the public have breached COVID-19 rules and it appears that more and more people are choosing not to adhere to COVID-19 legislation. According to South Wales Police, 138 fines were issued on the weekend of the 13th & 14th of February 2020 (South Wales Police, 2021).

Working with partner agencies is extremely important in relation to understanding this issue and finding a solution. Partnership working is essential to find solutions to issues as services such as the police and the council could be looking at different

elements of the same issue. Working together allows issues to be connected and more suitable solutions to be found (ASB, 2018)

In relation to COVID-19 breaches the police are working in partnership with the local council in an effort to enforce the Coronavirus legislation. They are facing many challenges with non-compliance and there appears to be many reasons behind some reluctance to comply, such as not understanding the rules and not thinking the rules are important or legal to enforce (BBC, 2020). A way of partner agencies ensuring all identified issues are taken into account and steps are taken to deal with these is the problem-oriented policing (POP) method. This is an evidence based approach to problem solving that aims to solve the issue rather than dealing with the underlying issues and causes. The POP method can be explained using the SARA model which is a model that suggest if the main causes of an issue are understood then the solution created will usually be effective (college.police.uk, 2020). Therefore, if the police and council are able to fully understand the issues they face it will be more likely that a working solution will be found.

COVID-19 legislation is updated and amended regularly and this causes the rules that police have to enforce to change and this could be a reason why people are failing to adhere to the legislation. The police response to this potentially is having a negative impact on the community as the community are increasingly tiring of lockdowns. Tackling the drop in adherence rates is a major and difficult task for the police and it has been reported that police officers are facing hostility when trying to enforce COVID-19 rules. Officers do not draft the legislation but are feeling the effects of public frustrations (BBC, 2021).

From this experience I have learnt that it is difficult to enforce rules that many people do not want to follow but taking this into consideration it is important to be impartial, to treat everyone the same and listen to their views.

Looking back, I have used discretion on occasions where there is a reasonable excuse, but with this particular incident I do not think there was anything further I could have done. I was reasonable and explained my position, but I was met with an uncooperative response.

I regret that I was not more assertive at the point of the interaction where I felt I was being ridiculed, however even though I am a police officer I am a person with emotions and in that instance I felt embarrassed. However, I also think that I handled that situation as well as I could have. It may not always be possible for me to take myself out of a situation for a few moments, so assertiveness and resilience are skills that I will need to develop. I must not take comments to heart as I believe that the majority of people are angry with the uniform and not me as a person.

Facing this situation again I would use my discretion and continue to treat people fairly and with respect, but I would assert my authority and not get flustered when faced with a member of the public who was insulting me.

I will look to undertake unconscious bias training as I want to ensure that this is not a factor that affects my decision making at any point in my career. I will research if

this is a course I can take through my employer and if this is unavailable through my employer I will look to do it privately.

I will also continue to try to gain an understanding as to why people do not want to follow legislation regarding COVID-19 as I believe this provides an insight to a community and can help police with community relations.

From the discussion in this essay, it is evident that it is essential to not allow unconscious bias to influence decision making, each person should be treated fairly and consistently. The way police officers treat the community will have a major impact on how the community perceives the police and for this reason it is fundamental that the police ensure they are transparent in their decisions and are fair in their decision making to ensure that bias is not a factor in decision-making.

2526 Words

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Signed: L Morgan (Learner)

Date: 05/03/2021

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: L. May (Learner)

Date: 05/03/2021

Signed: M. Gray (Tutor Constable)

Date: 05/03/2021

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