

WORKBOOK 4. COMPLETED

by Michael O'Driscoll

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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

**Workbook title: Competency Based
Workbook 4 (PCDA)**

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

Learner name:

Michael O'Driscoll

Learner's University Registration Number:

1922495

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.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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/agh-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
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

I have been asked to consider and reflect on the impact of organisational justice on myself as a member of the police service (codes of ethics) and to consider the steps that my organisation is taking to raise ethical standards.

To begin to answer this question I will first demonstrate my understanding of what organisational Justice means, According to oxford bibliographies organisational Justice is defined as follows,

“Organizational justice refers to employee perceptions of fairness in the workplace. These perceptions can be classified into four categories: distributive, procedural,

informational, and interactional. Distributive justice reflects perceptions regarding fairness of outcomes, while procedural justice reflects perceptions of processes that lead to these outcomes. A third type of justice, informational justice, relates to the accounts provided for justice-related events. Finally, interpersonal justice reflects perceptions of interpersonal interactions and treatment" bibliographies, O. (2019).

Main Body

From my own personal experience organisational justice has had an impact on me as an individual.

For example, to answer this task I intend to consider and reflect on a situation in which there had a period of time that my police station and all the response teams at the station were extremely low in officer numbers. Due to the shortage of officers, it was required that throughout the course a month my shift pattern was disrupted considerable. For example, I was retained on duty on a regular basis, I was required to commit to drop back shifts and also had my rest days cancelled which led to a very uneven work life balance.

The continued disruption of my work life balance affected my motivation and enthusiasm as it did my colleagues who were also going through the same experience. This situation could have had a negative effect on my performance as explained by,

"Whenever employees feel undervalued, they lose morale and display a lack of interest in their jobs. Some people have the knack to push on even if their employers show little or no recognition for their efforts. However, lack of appreciation can break down a lot of people and affect productivity in lots of negative ways. The result is a demoralized workforce and poor overall performance that affects the entire organization." Selena Marc (2021).

My personal experienced when I worked with other officers on different shifts was that there was a general consensus of officers being demoralised and underappreciated. That negative group dynamic risked affecting my positive mind set. This effect has been explained in an article from "Quality Gurus" as follows, "There are many signs that can indicate whether or not your team has a negative dynamic: Group thinking: A group thinks collectively, so others will follow suit if one person says something. They might say things such as "I agree with him/her" or "That's my opinion too." QulityGurus (2018).

Upon reflection I believe that this situation would be a good example of.

Distributive justice (which as explained above reflects perceptions regarding fairness and outcomes)

I did not feel that the effects that the continued change of shift patterns was fair in relation to the effects that it was having on my family life. For example, not seeing my children or partner and having a very disrupted sleep pattern.

Procedural justice (which reflects processes that lead to outcomes)

I did not feel that the process of simply being told that my shifts were altered with little or no pre warning was a fair process.

Interpersonal justice (which reflects perceptions of interpersonal interactions and treatment)

When the decisions were being made to re organise shifts and cancel rest days and to retain me on duty, it was done in a very methodical “matter of fact” approach. I felt that I was not being treated as a person with a family life, but simply a collar number that could fill a gap in staffing.

Informational justice (which relates to the accounts provided /explanations to employees)

I felt that the only explanation that I was given was that I was simply required to stay on due to staffing levels, there was no reassurance how long this situation would continue.

As an organisation the police service is taking steps to raise ethical standards for example, officers are expected to uphold the principles of The Codes of ethics, this is explained by the College of Policing as follows,

“It is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of.

The main components of the Code are sets of principles and standards of professional behaviour.

Policing principles

- Accountability
- Fairness
- Honesty
- Integrity
- Leadership
- Objectivity
- Openness
- Respect
- Selflessness

Standards of professional behaviour

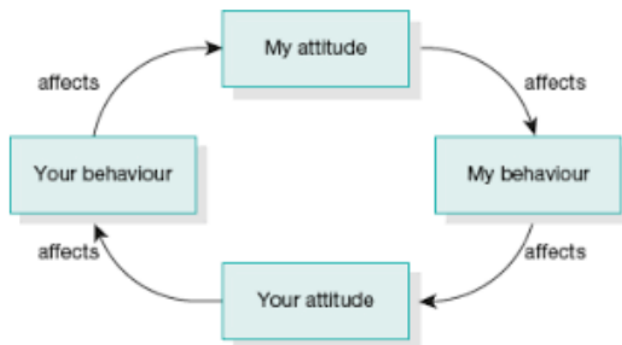
- Honesty and integrity

- Authority, respect and courtesy
- Equality and diversity
- Use of force
- Orders and instructions
- Duties and responsibilities
- Confidentiality
- Fitness for work
- Conduct
- Challenging and reporting improper conduct College of Policing (2014).

Conclusion

Upon reflection In my personal experience I have found that I reflecting on the above standards will motivate and re focus my mind set when I am feeling the effects of organisational justice and negative group dynamics. For example, certain Policing principles and Standards of Professional behaviour seem especially important in the described situation such as leadership and conduct.

Looking back on the situation I would often remember the principle of Betaris Box.



The Betari Box theory is explained by Coporate Coach Group as follows,

“The Betari box is a mental model that shows how your attitudes affect the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you.” Farmer, C. (2022).

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

I have been tasked to choose a policing incident involving a partnership approach in which I played a significant role with an offender / service user / victim and reflect on what happened.

To answer this question, I will be using Gibbs Reflection Cycle.

I will begin by demonstrating my understanding of what a partnership approach to policing means. According to the home office, "Multi agency working is key to early and effective identification of risk, improved information sharing, joint decision making and coordinated action. The document gives examples of how agencies are working together to stop abuse before it occurs." Office, H. (2014).

Main Body

The police were contacted by social services to facilitate a welfare check and inspection of a family's home following a local primary school contacting them in relation to an eight-year-old child making disclosures to her teachers. It was explained that the child had said to teachers that she was always hungry at home and that she did not have breakfast in the mornings. She also stated that she felt cold at home and that she slept on the sofa in the living room as she did not have her own bed. The school also disclosed to social services that the child would

often attend school in uniform that needed to be washed and the child would often be in need of a bath. The family were already known to social services and the police and in the past the mother had been very hostile towards both officers and social services. Based on this information the request was made that an officer attend with the social worker for the welfare check of the child to be completed.

Before attending I considered several options for my approach to attending for the welfare check. I decided that the best option would be for myself to attend alone with the social worker, but also have a colleague wait around the corner of the address just in case they were required. The reason I made this decision was because I completely empathised with the mother from the perspective that I would feel judged and embarrassed not to mention possibly intimidated if a group of Police officers attended my home with social workers, and so logically this may cause them to behave defensive. Given the fact the mother was known to the police and social workers for being hostile and the fact that this was such a sensitive situation, this strategy would be a technique to create the least intrusive approach as possible.

I decided that the most appropriate option would be for me to introduce myself and explain why we were at the address and that the only reason we were in attendance was to assist her with a support structure and ensure that her daughter was safe.

I considered the Betaris box theory and reflected on how I would feel in this situation, The Betaris Box theory is explained by Corporate Coach Group as follows,

"The Betari box is a mental model that shows how your attitudes affect the way other people respond to you, and therefore, if you change your attitudes towards others, you can cause them to change their behaviour towards you." Corporate Coach Group (2019).



Using the National Decision Model to help form my decision making I used the information and intelligence that available to me at the time, through person and

address checks and previous known experience from the social worker and police colleagues I created my own risk assessment, The college of Policing describe the National Decision Model as follows,

"The NDM has six key elements. Each component provides the user with an area for focus and consideration. The element that binds the model together is the Code of Ethics at the centre.



College of Policing (2013).

I attended the address and spoke to the mother with a very understanding, patient and calm approach but also be open and honest. This way the welfare check could be completed professionally and so the family could benefit from the professional input and a support structure from social services. This process of course is at the heart of policing in the context of the Code of Ethics. The Code of ethics is described by The College of Policing as follows,

"The Code of Ethics includes the principles of 'fairness' and 'respect' as research has shown these to be crucial to maintaining and enhancing public confidence in policing.

Accountability – You are answerable for your decisions, actions and omissions

Fairness – You treat people fairly

Honesty – You are truthful and trustworthy

Integrity – You always do the right thing

Leadership – You lead by good example

Objectivity – You make choices on evidence and your best professional judgement

Openness – You are open and transparent in your actions and decisions

Respect – You treat everyone with respect

Selflessness – You act in the public interest (College of Policing (2013))

Once I had built a rapport with the mother she allowed the social worker in the address so that the welfare check could be completed. On this occasion the social worker was happy to leave the child in the care of the mother but created an action plan for the mother in preparation for a return visit. This included making an effort to tidy the home and ensuring that the child's uniform was clean and fresh for school.

The mother seemed to be receptive and was grateful for the support that was being given.

She had explained that she had bought the child a new bed but she was unable to put it together, hence the fact that the child had been sleeping on the sofa, (during the visit I actually put the bed together from the flat pack for the family). Upon inspection there was food in the cupboard and although the house was untidy it was clean.

My intervention was completely justified on account that the police service had received a detailed request to attend the address which outlined concerns for a child. These concerns were raised not only from the education authority but also social services, so they had to be taken very seriously, and the most appropriate way to address the situation was from a multi-agency approach to utilise different professionals' skillsets in order to safeguard a child.

My intervention was based on the framework of the National Decision Model and with the principles of the Code of Ethics. I created my own dynamic risk assessment, and all my actions were formed from a position of openness, honesty and integrity. "HASpod" describes dynamic risk assessment as follows.

"A dynamic risk assessment is a process of assessing risk in developing and changing situations. You might not always be able to know the exact level of risk ahead of time. Dynamic risk assessment is often used to continually assess to allow for unknown risks and handling uncertainty." (Haspod (2022)).

To summarise the intervention helped to create a support network and structure for the mother to begin to improve the family's home life, I believe it also broke down barriers that may have previously been there from the mothers' interactions with previous officers and social workers. The welfare of a vulnerable child was ensured, and a family that may have been too embarrassed to reach out for help received professional support and education.

If the agencies that dealt with the situation had not all shared information and worked together the potential consequences could have been that a vulnerable child was left at risk in an unstable and potentially dangerous situation.

Conclusion

Upon reflection if I was to be a similar situation again, I would time my visit for when the child had just come home from school on account that we disturbed the family's early evening routine. If I had considered this, I would been able to had been less intrusion to the child's routine. I will take this development forward to another similar situation in the future. As the least amount of disruption for the child obviously the better.

When I look back on the situation, I feel that speaking to the mother as an officer before introducing the social worker was given the situation the best option, but upon reflection if we had spoken to the mother together at the same time the social worker would had been able to begin to build a rapport with the mother earlier and this may had made her job easier. I will take this consideration with me a point of learning development for the future

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour 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.

Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

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

ANSWER:

Introduction

I have been tasked to choose a policing incident in which I have played a significant role with a Victim of crime or anti-social behaviour and reflect on what happened.

In order to answer this question, I intend to use Gibbs Reflective Cycle to reflect on the incident.

I have decided to use an example of an incident involving anti-social behaviour. To show my understanding of the subject the following is the definition from the Metropolitan Police Force of anti-social behaviour.

"Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person. There are three main categories for antisocial behaviour, depending on how many people are affected: Personal antisocial behaviour is when a person targets a specific individual or group. Nuisance antisocial behaviour is when a person causes trouble, annoyance or suffering to a community. Environmental antisocial behaviour is when a person's actions affect the wider environment, such as public spaces or buildings.'" Metropolitan Police (2021).

Description of the Incident.

Within an estate in the area that that my response team and I patrol there had developed an ongoing problem with a large groups of youths loitering at a bus stop in what was traditionally a quiet street.

The youths would congregate from the early evening until late in the night. Response officers had been aware of the ongoing issues by my local neighbourhood policing team.

Whilst congregating at the bus stop the youths would play loud music and litter, this litter would often end up local residents gardens. There was graffiti starting to appear in the area also. As a police service it was important to identify that not only was there an ongoing issue of anti-social behaviour but also that the group had begun to commit what would be considered signal crimes. The definition of a signal crime is best described by Cardiff University,

"A Signal crime is any criminal incident that causes change in the public's behaviour and/or beliefs about their security." Cardiff University (2020).

The youth's age range was from approximately twelve to eighteen years old.

This issue was already known to the police from information/intelligence received from the Neighbourhood Policing Team. However, tensions had been developing between the youths and the family lived in the address that the bus stop was directly outside. Police had been asked to attend one evening on account that the family felt they were being targeted by the youths and they felt threatened. I was the responding officer to the call.

Main body

Upon speaking to the family they explained that because the father had gone outside and asked the youths to move on due to the fact that they keeping his young children awake, it seemed to have exacerbated the situation. Litter was now being thrown in to their front garden on a daily basis, music had become louder, graffiti had been put onto the front wall of the address and the bus stop outside the house was being vandalised.

Based on this information I was of the opinion that the family were in were in need of support as repeat victims for several reasons, there were young children in the household, the situation was ongoing and the behaviour of the youths was escalating and because of the fact that the family have said they feel intimidated in their own home. Repeat victimisation is defined by Arizona State University,

"By most definitions, repeat victimization, or victimization, occurs when the same type of crime incident is experienced by the same—or virtually the same—victim or target within a specific period of time such as a year. Repeat victimization refers to the total number of offenses experienced by a victim or target including the initial and subsequent offenses. A person's house may be burglarized twice in a year or 10 times, and both examples are considered repeats." Arizona State University (2019).

I reflected on the situation and decided that this situation required several different approaches to resolve the dynamic that had been created resulted in a family feeling victimised and intimidated.

I looked at the problem in both short and the long term.

In the shorter term I decided that as a police service it was vitally important to ensure the family that their concerns were valid and had been taken seriously. My first decision was to complete a Public Protection Notice which detailed all the concerns that the family faced in order to provide them with specialised support. As described by South Wales Police,

“Officers who attend incidents complete a public protection notification document (PPN) which summarises the vulnerabilities of victims. This notice goes to the force public protection unit (PPU) which uses the information to assess the risk. HMIC (2015)

Without doubt from a safeguarding perspective this was a very appropriate approach to helping the family as a victim of the anti-social behaviour.

I also contacted the local neighbourhood policing team to attend the address owing to the fact that they were already aware of the situation and had built a rapport with the youths and residents through community engagement.

“Community engagement may be one-off or repeated over a long period of time. It can be formal or informal, focused on a specific issue or incident, a neighbourhood, on service delivery, or more broadly, on policing strategy.” College of policing (2013).

The youths were moved on after engaging with officers, resolving the immediate issue on a short term basis and deescalating and potential issues with the residents or the family that had contacted the police.

From a longer term perspective, asking for the assistance of other departments within the police service was very appropriate as the NPT team were able to offer intelligence in regards to why the youths had begun to gather in the area. It transpired that the council had recently closed down a skate park and the NPT officers recognised many of the youths in the street that would normally be at the skate park. This aspect of the situation was discussed with the NPT sergeant and they agreed to contact the council to see if an alternative to the skate park could be looked in to as a longer term solution.

Furthermore. Due to the fact that the family were repeat victims I ensured that the any calls from the address be treated as high priority. This would mean that the family would have police arrive as a high priority if they were to call for police assistance in the future.

Whilst developing the above strategies to resolve the problem I based my thought process on the “SARA” model which is considered as problem-oriented policing.

S.A.R.A is an acronym describing a problem-solving process.

Scan. What is the problem?

Analyze. What is contributing to the problem?

Respond. What can we do improve the problem?

Assess. Did the response work?

The beginning of the process is simply to identify problems affecting you. S.A.R.A is a very problem specific process so every problem that is identified should get special, specific attention to discover the best possible solution to the problem in question."



Loss Prevention Research Council (2020).

Summary / Conclusion

Upon reflection of this incident I believe that finding the source of the issue can work well, for example, through engagement the youths were congregating at the bus stop due to the fact that a local skate park had been closed down. From a longer term perspective, the neighbourhood poling team would be addressing this with the local council.

Extra patrol strategies and high visibility worked well also from the perspective that it reassured the local residents and ensured that the youths were aware that the police were in the area.

Upon evaluation explaining and completing a public protection notice with the family worked well as they felt that their concerns were being taken seriously by the police and that the information shared would be sent to specialised department in order to create a support network for the family.

Using the SARA approach assisted with my decision making and ensured that I focused on both short- and long-term solutions for the family and the residents but also the youths.

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

You must choose **a policing incident which is of serious and complex nature** in which you played a significant 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.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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.

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

ANSWER:

Introduction

I have been tasked to choose a policing incident of a serious and complex nature in which I played a significant role with an offender /service user / victim and reflect on what happened.

In order to answer this question, I intend to use Gibbs Reflective Cycle to structure my reflection of the incident.

I intend to use an example of an incident that I attended in which the family believed was motivated by the fact that they were of Asian background. The family had moved to a new home, the father had explained that when they initially moved there were no issues at all and the family were settling into their new life well. They couldn't help but notice that they appeared to be the only Asian family in the street (which they did not see as a problem).

However, the children were moved to a new high school close to their new home. Initially the son who I will name as (A) came home from school stating that he and another male student at the school had started to clash and argue on a daily basis.

The family discussed the issue and decided that it was simply a case of staying away from the other student and (A) concentrating on his studies.

However, the behaviour of the student towards (A) began to escalate and (A) came home from school very upset due to the fact that the student he had clashed with had used what he considered racial slur directed towards (A) and his family. At this point the family decided to contact the school and speak to the head teacher given the racial slur and the fact that it had affected (A) so much.

The mother and father had a meeting with the school. The head teacher asked how they would like the matter dealt with and as a family they decided that they did not want the student to be suspended just simply given advice and told to leave (A) alone in the future.

At the point in time the family explained that they did not feel the need to contact the police and considered the matter closed.

However, the fact that the student had been suitably advised with his parents present seemed to act as a catalyst for further escalated hate related incidents/crimes.

Over the following weeks the family's home seem to be targeted. For example eggs had been thrown at the windows and their car whilst parked in their driveway which the father used for work as a taxi driver. The front door was being knocked and banged and when the family answered the person would have ran away. When (A) and his siblings would be outside their front garden playing they noticed that the same student was in their street calling (A) a snitch and various racial slurs. The fact that the student had attended at the address (or in the street and had begun to congregate nearby with friends) gave the family a genuine cause for concern and fear for their safety. They explained to me that they felt the above incidents were a direct result of the student's behaviour being addressed with the school. On that basis the family felt that they needed to bring the incidents to the attention of the police. Not only because the behaviour of the student had escalated but also because the father would be out working often late at night in his taxi, which made the family feel vulnerable.

Main Body

When I attended at the family's home I ensured that my body worn camera was activated so that the interaction with the family was recorded. I did this for several reasons, I wanted the family to be reassured that all my actions as police officer were transparent and could be subject to being reviewed by specialised Hate crime officers to ensure that they received the level of service they deserved. It would also ensure that I could review what the family disclosed so that I could prepare the details of the incident as accurately as possible for the other departments that would become involved as mentioned for example hate crime Officers and Neighbourhood policing officers. The college of policing explain officers BWCs as follows,

"Body-worn cameras (BWCs) are recording devices worn by officers that are capable of collecting audio and video data during police encounters with members of the public. (College of policing (2021)).

When the family had been spoken to, I contacted the local Neighbourhood policing team. I informed them of the incident to ensure that the family received a reassurance visit. They were able to send a school liaison officer to the high school to inform them of what was happening and ensure that the (A) and his siblings were safe and well whilst in school.

To ensure that all the information that I had developed from the family was to the highest quality a hate crime officer was tasked so that the incident would benefit from their specialised expertise and any development or actions could be taken based on their review. I also contacted my local Inspector to ensure that he was happy with how I had organised and coordinated the investigation.

Once I had gathered all the information I updated the incident in very clear and precise manner, streamlining all the information. Collecting all victim statements, CCTV recordings, body worn camera recordings, Photograph stills of the student and his friends.

I completed the hate crime action plan and risk assessment. It was vitally important to prepare and develop all the information that I had collected so that this serious incident could be investigated thoroughly. It would also assist other specialised departments and agencies to examine and input their expertise so that a positive outcome could be achieved for the family.

By developing this information I was also able to create a risk assessment which enabled me to organise putting a critical marker on the families address so that they would receive an appropriate police response if they required assistance, extra patrol strategies of the street and address to ensure the family felt protected and deter further incidents developing. I was able to evaluate the information and send in an intelligence report so that the information I had gathered could be stored and shared. Furthermore based on the information I developed a very detailed Public protection Notice so that my risk assessment could be reviewed by a specialised officer and if appropriate specialised agencies would be able to contact the family to develop a multi-agency support structure. A PPN is describe by HMIC as,

"Officers who attend incidents complete a public protection notification document (PPN) which summarises the vulnerabilities of victims. This notice goes to the force public protection unit (PPU) which uses the information to assess the risk. A marker is created relating to the individual victim on the online intelligence system to indicate the level of risk to that victim." (HMIC (2015).

Conclusion

Upon reflection I understand that this incident needed to be dealt a very high priority as the family had turned to the police for the help in their time of need when they felt vulnerable and in fear. As a police service it was vital that the victims felt their concerns were being taken seriously and that the police service demonstrated the principle of the codes of ethics. As described by the college of policing,

"The Code of Ethics was produced by the College of Policing in 2014 in its role as the professional body for policing. It sets and defines the exemplary standards of behaviour for everyone who works in policing.

It is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of. It is intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing. (College of Policing (2014).)

Looking back on the incident I feel that asking my colleague for his assistance worked well on account that although the family spoke English extremely well the fact that they were also able to converse in Urdu I feel provided them with a level of comfort that I could not have provided them. His honest self-reflection enabled me to offer the victim a higher level of personalised service from the police service

I felt that if my own family was in the situation I would need to feel that I was being treated with the upmost professionalism but I would also feel I would need to know that the officers were invested on a more personal level, By asking colleague for his assistance in relation to being able to communicate in their first language, giving the family reassurance that this type of incident was of the highest priority for South Wales Police, this was achieved.

If I was to deal with a similar incident, I would seek the assistance of my colleague sooner as the impact of having an officer from the families own culture was instantly visibly clear.

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose **an incident** involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

I have been tasked to choose an incident that has involved digital technologies and reflect on how I provided appropriate initial police response, I intend to explain the immediate actions that were taken to reduce the risk of harm caused by the incident and detail who was most/ more vulnerable in this type of incident.

For my reflection of this incident, I intend to use Gibbs reflection Cycle

To answer this question, I intend to detail an incident of domestic related harassment and malicious communications which I investigated. In order to demonstrate my understanding of this offence I will evidence the following definition of malicious communication as defined by West Midlands Police,

"Malicious Communications is where someone sends a letter or any other form of communication that is indecent or grossly offensive, threatening, or contains information which is false or believed to be false. The purpose for sending it is to cause distress or anxiety to the person it is sent to." West Midlands Police (2022). The incident as disclosed by the victim.

I had been requested to speak with a member of the public who had contacted the police following an ongoing situation with her ex-partner in which he had over the last six weeks continually contacted her on a variety of platforms including phone calls, messages, face book messenger and posted offensive posts against her on his Facebook timeline. Following a volatile relationship, the victim (A) finished the relation with the male (B), he did not take the breakup well and due to the fact (A) felt he would stop contacting her as he adjusted to the relationship ending, she had not originally contact the police. However, he had recently also began to contact their thirteen-year daughter also, to insult her mother and swear and generally send abusive and emotionally damaging content to the daughter.

I visited (A) at her home address and she explained that it was clear her ex-partner (B) was not going to stop and that his behaviour was escalating as he had

started to contact their daughter also. She explained that he had assaulted her whilst in their relationship (these incidents had already been reported and dealt with) and so was fearful that the threats that he had sent her to hurt and damage her windows were genuine. She explained that both her and her daughter felt very anxious and scared and vulnerable they lived at the address alone. They had even blocked (B) from their phones and social media accounts. However, (B) would call from unknown numbers and create new social media accounts.

When I asked to view the messages as a police officer I was able to make the decision that they were grossly offensive. This incident was in my opinion a case of Domestic Relation Harassment and Malicious communication.

Main Body

Now that I had established there had been a crime that had been committed involving digital technology and that the messages etc of the grossly offensive content. I carried out the following processes to ensure an appropriate initial police response

I first requested that all messages and pictures and posts etc that (A) had stored over the last 6 weeks be emailed to my work email address so that I may collect this as my evidence for my investigation. (A) was happy to do and completed this for me whilst I was at the address, the same was true for the daughter, the messages that had been stored on her phone were all also forwarded to my work email.

I asked if as a victim of crime if the mother and daughter would be willing to provide a statement and attend court if required, they both agreed that they would be willing to do. Therefore, during my attendance at the address, the mother (A) had a family friend that was not connected to the investigation attend the address to act an appropriate adult for the daughter. As part of my initial investigation, I had collected two statements from the victims both supporting police involvement and action.

The initial appropriate response was of high importance but the importance for safeguarding the family was my highest priority.

It was vital to recognise and understand that both the mother and daughter were the most vulnerable in this incident. Not only because the context of the messages were grossly offensive but also due to the alarm and distress that there were experiencing and the fact that this could lead to mental health concerns and depression.

Due to the previous incidents of domestic violence that (A) had disclosed I requested that a critical marker be put onto the address to ensure an appropriate police response, I completed a detailed DASH Public Protection Notice which would be shared with multi agencies to help provide a support structure for the family, I requested that a patrol strategy be organised for the address. I also gave general safety advice in regard to installing CCTC, investing in good exterior

security lighting. I suggested that the family may want to consider a break from social media whilst the investigation was being completed. I reminded the family that they should call the police if they required our assistance at any time. The family friend that attended to as an appropriate adult for the daughter also agreed that she would stay with the family for a few days as a support structure. These actions were to ensure a reduction in the risk caused by the incident.

I contacted my supervisor to update them on the situation and arrest enquired were conducted immediately, the ex-partner (B) was soon located at his home address and was arrested for domestic relation harassment and malicious communications. Due to the fact that this crime involved digital technology his phone/s and iPad were seized as a part of the investigation.

Conclusion

Upon reflection of the situation, I would now organise for arrest enquires for the male to be conducted whilst I was with the victim rather than after I had completed the initial actions to begin the investigations.

If I was investigating a similar incident, I would now ask that a appropriate adult be provided before I attended the address rather than when I was there and have to wait for that person to attend or risk them not being able to attend for example, this is s lesson that I will use to develop my efficiency when investigating a similar incident in the future.

Looking back on the situation I feel that making contact with the victim before I attended the address was beneficial for them as victims as I believe it reassured them, I was invested in helping to resolve the incident. I also believe that this initial contact helped me to build a rapport with (A) which made her more comfortable to disclosed things me.

If I was to investigate a similar incident, I would ask a colleague to attend with me so that we could deal the initial investigation more efficiently rather than attending alone and so have to prolong the initial actions that were taken such as statements, emailing the communication to me etc.

Upon reflection I feel that contacting my supervisor and organising for arrest enquiries to be completed immediately was the right thing to do as the male was at the address unaware that the police would be attending.

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

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: Michael O'Driscoll SWP 6693 (Learner – electronic signature accepted.)

Date: 25.02.2022

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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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