

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:

I am going to reflect on the coping strategies I used to minimise stress and develop resilience during my tutorship when adapting to my role as a constable. Developing resilience in a new situation is vital to manage the challenges you may face and to be successful. 'Resilience doesn't mean the person doesn't feel the intensity of the event or problem. Instead, it just means that they've found a pretty good way of dealing with it more quickly than others.' (Cohen, 2020).

Research has shown that some of the triggers of work-related stress can include long hours, over supervision and changes in duties, all of which I encountered during my tutorship (Better Health, 2012). The biggest challenge for me was the change in sleep pattern due to the long hours and different shifts. Research has shown sleep is vital to good health and well-being as it affects how you function throughout the day. "Being sleep deficient can mean you're less productive and more prone to mistakes" (NHLBI, 2018). One of the symptoms of work-related stress is sleep difficulties (Better Health, 2012) and even though I found myself tired all the time I struggled to get to sleep when I was in bed. Using the document 'seven ways to deal with night shifts' (NHS professionals, 2019) I implemented some techniques to develop resilience. These included eating smaller portions on night shifts and limiting my caffeine intake which in turn helped my body to physically shut down when in bed and consequently I slept better.

Another trigger is over supervision and during the tutorship I was constantly being assessed and supervised which made me feel under pressure. I often felt overwhelmed at the thought of going to work which triggered muscle tension specifically in my jaw. I found a way to manage this by pinpointing the source and breaking it down into more manageable components. (Zucker R. 2019) The biggest issue for me was that I was apprehensive that I could make a mistake that would have severe consequences. To overcome this fear I spoke to my tutor who reassured me she was there to make sure I did not make any substantial mistakes and this was an environment to learn and not to be judged or criticised. We also agreed to have a de-brief in the car after each incident so I did not overthink the scenario. We would talk through the elements I did well and any learning for next time which helped me relax and eased the muscle tension.

The tutorship was a complete change in duties from the training environment and I found there was so much to still learn as no two situations were the same. Even though I knew the theory behind an incident on attendance I could forget parts of the process. This is common when in high pressured situations. If you have "too much on your plate," you can become

overwhelmed, which will make it difficult to remember all the tasks before you (King H.T. 2020). To minimise the stress I made myself some help guides so I could check what information I needed to collect and what forms I needed to up update on the computer systems. An example of this was an aide memoir for witness statements where I would tick off the information I needed to collect as it was mentioned, I could then concentrate on what the witness was saying and check my list before completing the statement to ensure I'd covered everything. I found this was very beneficial in the earlier sets of shifts to maintain my focus and effectively fulfil my duties.

During this task I have reflected on the coping strategies I implemented to help develop my resilience and in turn minimise the stress while adapting to my role as a constable within the workplace. I have explained the triggers that cause stress and provided research into the techniques for combatting that stress.

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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:

In this essay I am going to discuss an incident of drunk and disorderly behaviour which led to two females being arrested for public order and assaulting emergency workers. I attended the incident whereby the emergency button had been pressed for immediate assistance after one of the females had assaulted two officers while they performed their lawful duty and were subsequently arrested. I will outline the actions I took with regards to one of the offenders and the communication techniques I used to change the attitude of the female and build a rapport. I will explain the considerations I took in relation to her vulnerabilities and how I managed the risk. I will illustrate my understanding and application of the core principle of ethics. Throughout the essay I will use the Borton's reflective model to analyse the role I played and the impact my actions made (Borton, 1970).

While at the station I heard the emergency button pressed for immediate assistance to a call where two females had been fighting in the street. Immediately the adrenaline took hold as I was concerned for the safety of my colleagues. Everyone ran from the station and jumped into police cars to attend the address as quickly as possible. PNC checks completed over the radio confirmed both offenders had warning markers including assault police, alcohol

addiction and mental health issues. On arrival it was confirmed that two female officers had been assaulted several times by one of the offenders who tried to prevent her friend from being arrested. Both females were subsequently arrested for several offences and were placed into separate police vans to be conveyed to custody. One of the females was kicking out at officers and the police cars, therefore to manage to the risk of further injury to officers I assisted in placing her into fast straps. This was a justified and proportionate use of force in line with my responsibilities under the professional standard of use of force, (College of Policing 2014). Once the female was under arrest I have the responsibility for the female's welfare. Assessing the risk, based on the intoxication of the female, her aggressive behaviour and significant injuries from the altercation with the other female I sat in the rear of a van to monitor her while she was escorted to the station. It is documented that drinking does not inevitably lead to violent behaviour, however, it can lower inhibitions and impairing judgement thereby it can increase both aggression and the risk-taking (Alcoholchange.org, 2020). The female had been arrested for being drunk and disorderly contrary to Section 91 (1) Criminal Justice Act 1967 (legislation.gov, 2016) due to her behaviour and unwillingness to leave the area and go home. She had been further arrested contrary to Section 89 Police Act 1996 for resisting arrest. During my time monitoring the female, I kept my body worn video recording (BWV) to safeguard myself from accusations of neglect due to the injuries around sustained and to be able to evidence her behaviour.

The police had a responsibility not to leave the female in that area where she could be of harm to herself or others, she did not engage with the police and was abusive therefore leaving little option but for the police to remove her. Taking this action is removing her liberty in accordance with schedule 1 article 5 of the Human Rights Act 1998 (legislation.gov, 2016) however based on the risk posed to the public it was a justifiable decision. In this instance the policing standard of behaviour around authority, respect and courtesy was followed, "use your authority only in ways that are proportionate, lawful, accountable, necessary and ethical" (College of Policing 2014). The implications of not following the code of ethics would include a lack of trust in the police, disciplinary action and a potential fine for the police force.

On top of the amount of alcohol consumed the events of the evening meant the emotions of the female were heightened and this can have a significant impact on behaviour. In the back of the van the female was verbally abusive towards me and when she was asking questions she would not listen to the answer. In an attempt to calm her down I spoke calmly and softly with the idea that she would mirror my behaviour, which is one of the documented ways to speak to someone who is yelling (Psychology today, 2017). The emotional versus rational brain theory explains, your rational brain knows that certain behaviours are wrong, the emotional part of your brain sometimes overcomes this knowledge, justifies and even rationalises these bad behaviours, which in turn can encourage the bad behaviour (Thomas, 2019). This puts some theory behind why the female was so aggressive and angry inside the police van. One of my concerns was that I was struggling to understand what the female was saying as she was significantly slurring her words and on top of this the cage in the back of the van can be quite noisy. Large amounts of alcohol can impact your tongue's ability to form words resulting in speech being slurred (Alcoholaddictioncentre, 2018). To overcome this I moved closer to the gap in the cage door to try and decipher whether she needed help as she was talking. Fortunately, she did not need help, she was just concerned where her glasses and bag were.

When the female did eventually calm down I was able to answer her concerns on where she was being taken, where her glasses were and repeat to her why she had been arrested. Due to her intoxication there was a language barrier as to what drunk and disorderly meant, therefore without using jargon I explained how her behaviour that evening and the impact such behaviour could have on others in the neighbourhood led to her being arrested. At this point I was able to build a rapport with the female and she apologised for her vile comments.

When we arrived at custody it was clear her injuries needed medical assistance therefore to safeguard her it was agreed once booked in we would take her to hospital. These actions were in line with the equality and diversity professional standards of behaviour and to treat people according to their needs (College of Policing 2014). Regardless of the offender's behaviour towards police, I have a responsibility for her welfare and to get her the medical assistance she needed. The female was calm now and engaging with the police therefore after assessing the risk and reviewing the current impact factors we removed the handcuffs. On arrival at the hospital and before going in I explained to the female that she was still in police custody and we had a duty of care for her and others therefore as long as she remained calm and cooperative we wouldn't reapply handcuffs, which she was happy with and agreed to comply. After being discharged from the hospital she was escorted back to custody and held in a cell until she was sober. She was then charged with the offences and bailed to appear in court.

Reflecting on the incident I was able to learn from how others communicated to intoxicated offenders and managed conflict, being in the early stages of my policing career everything I experience is vital to my learning and development as a police officer. One of the officers did not deploy her PAVA, a synthetic pepper spray that discharges as a liquid stream (Prisonreformtrust (2018), due to the offender's proximity to another officer as she felt it could incapacitate the officer as well. From what I learnt in officer safety training (OST) I felt that being outdoors and shouting spray prior to deploying her PAVA would have allowed the other officer enough time to face away, although it is a consideration I would make in similar instances in the future. The incident has also given me the experience of safeguarding a vulnerable offender and allowed me to demonstrate my application of the core principles of ethics.

A development area for me is when in the back of the van I made the decision to speak calmly and softly but this didn't work straight away, therefore I will research other methods of communication when someone is not listening and just shouting at me. While I didn't have other options available and if the female hadn't calmed down it could have caused the situation to be more dangerous for everyone involved with a greater chance of injury. A learning point I have taken from the incident is if the signs are there that the incident isn't straight forward I will always consider asking for assistance before an incident escalates. The offenders were not being compliant, they were highly intoxicated and had already been violent towards each other. Being proactive in this instance could have prevented the injuries to the officers.

Throughout this essay I have analysed my role in an incident of drunk and disorderly behaviour which escalated to resisting arrest and a public order offence by using Borton's reflection model. I have described the incident, the actions I took and my feelings throughout. I have described the role alcohol played on the offender's behaviour as well as the language and communication barriers I faced. I have looked into the communication techniques I used and the impact of them. I have explained my considerations in relation to the vulnerability of the offender and my responsibilities around safeguarding her. I have also explained my role in managing the risk whilst in police custody. I have reflected on my application and understanding of the core principles of ethics.

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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:

In this essay I am going to reflect on a suspect interview which I conducted with the support of a colleague. I interviewed a Polish male who had been arrested for assault after his ex-partner claimed she was in fear of violence contrary to Section 39 Criminal Justice Act 1988 at the home she shared with him. I will outline the considerations I made when planning and preparing for the interview and also explain my responsibilities when conducting the interview in accordance with the PEACE interview process. I will illustrate how policing values were engaged and show my consideration around language preference. Throughout the essay I will reflect and evaluate my performance using the Gibbs reflective model. (Gibbs, 1988).

I was assigned to complete a suspect interview following the arrest of a male the previous evening after a call was made by his ex-partner to say she had argued with him and she was subsequently in fear of violence, also at the address were her two children who were both under 6years old. While providing a statement she also stated he had been up in her face with clenched fists and she had never seen him like this before. The officers who attended the incident fulfilled their responsibilities by gathering evidence which I subsequently used within the interview. I used the PEACE process which begins with planning and preparation. My first action was to contact custody and ask if the suspect needed an appropriate adult or an interpreter. He advised that even though he was Polish he wanted to be interviewed in English as he had been in the UK since he was a child. I also asked what time the suspect would be fit for the interview as he had been drinking the night before and to confirm if he wanted a solicitor to prepare an MG6A disclosure document. An interview time was agreed

which allowed the solicitor time to receive the disclosure document and speak to his client. These are both part of my responsibilities in Code C of PACE 1984 (gov.uk, 2019). I looked at the evidence on the systems which the officers had gathered the evening before. They took a victim statement which covered the points to prove for the offence and also took an initial victim personal statement (VPS). A VPS allows the person to explain in their own words the impact that the crime has had on them and their family (Victim Support 2020). They completed house to house enquiries whereby a neighbour confirmed she had heard arguing however there was no CCTV as they did not have cameras inside the house. There were no injuries to photograph as the victim was in fear of violence and had not been physically hurt. As the evidence was limited it meant I had to ensure I exhausted all avenues when questioning the suspect. To prepare the questions I checked the points to prove for each offence (PNLD, 2020) and any defences. I then worked with my colleagues to create some questions around these points to clarify the events.

When I was first tasked with the interview I was apprehensive as this was my first interview but I was also keen to put what I'd learnt in training into practice. As soon as the suspect was confirmed fit for the interview the nerves set in however as I had fully prepared I was confident that I would complete a successful interview. This was the first time I'd come face to face with someone who had been arrested for domestic abuse so I was unsure how I'd feel when I saw him, however, he was polite and compliant which put me at ease.

A great part was that Gwent Police has created an aide memoir for interviewing which is a document structured around the E (engage and explain), A (account clarification and challenge) and C (closure) sections of the PEACE model. Using this document meant I fulfilled my legislative obligations outlined in PACE Code's C and F (Home Office, 2019). These obligations include confirming with the suspect he felt he was fit for the interview, advising the interview was being audio and visually recorded, explaining the role of the solicitor, cautioning the suspect, providing a reason for the interview and reading any significant statements. Even though the aide memoir covers the engage and explain part of the PEACE model I felt it was very formal and it meant I didn't build up a personal rapport with the suspect, which is something I will look to change in the future. I was aware that the suspect spoke two languages and Schedule 1 Article 14 of the Human Right Act (HRA) 1998 is the prohibition of discrimination (Home Office, 2020). As English wasn't his first language this could make him vulnerable and feel discriminated against so I explained that if he did not understand any questions or wanted to have an interpreter we could stop the interview at any time and arrange this.

I started the questioning with an open question "Tell me in your own words exactly what happened yesterday evening?" Starting with an open question allows the suspect to provide his version of events which ensured I didn't lead the suspect into answering based on what the victim had said. In not leading the suspect and allowing him to provide his side I remained impartial therefore following the policing value of authority, respect and courtesy. This states to keep an open mind and not to prejudge situations or individuals (College of Policing, 2014). Following the initial opening questions I used the 5WH's to gain a deeper understanding of his account, an example of this was, "how close to her were you when you shouted at her?" After I had exhausted questions around the suspect's agenda I asked the closed questions I had previously prepared around the points to prove for the offence, an example of this was "Did you clench your fists when you were face to face with the victim?" The benefit of using closed questions is to clarify specific facts. After the interview I provided my update to the custody sergeant and we discussed how this fitted into the case so far. As there was insufficient evidence of an offence under Section 39 CJA 1988 even though both parties had agreed a verbal altercation had occurred the custody sergeant decided that the suspect would not be charged and was free to leave. In line with my requirements under the victim's code, I contacted the victim straight away to advise her of the outcome and provided her with safeguarding advice around keeping her phone fully charged and on her at all times

to allow her to make contact with the police if she felt under threat (Victim Support 2020). I also reiterated the support available through Connect Gwent and Victim Support.

Having discussed the interview with my tutor she provided feedback to say that even though I followed the aide memoir allowing the suspect agenda to precede the police agenda I could have introduced my questions when he spoke about the same topic areas such as were his fists clenched when he mentioned shouting at her. The experience has taught me how the end to end interview process works, from contacting custody to agree an interview time to updating the victim with the outcome. I am now confident in this process but I feel that there wasn't an opportunity to challenge much due to a lack of evidence, so I feel it would be beneficial to conduct another interview with evidence which I could exhibit.

In future suspect interviews, I will adapt to be less formal in parts and to build a better rapport with the suspect. To do this I will adapt areas of the aide memoir into my own words such as whether the suspect is fit for interview and explaining I am not a medical expert. There are certain aspects which do need to remain and I will not change these for example the caution and caution explanation. I will look to complete more interviews for different offences within my tutorship to continue to develop as an officer.

Throughout this essay I have analysed my performance when I took the lead role in a suspect interview following a domestic incident by using the Gibbs reflection cycle. I have described the process and discussed my feelings. I have explained how I used the PEACE interview process to ensure I followed my legislative responsibilities. I have also outlined my considerations when planning and preparing as part of the PEACE process. I have illustrated how I engaged the police values to remain impartial and not prejudge the suspect. The aim when interviewing the suspect was to take his account of the incident and to challenge any inconsistencies between this and the evidence we had, which I feel I achieved.

1482

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:

In this essay I am going to discuss an incident of attempted criminal damage which also constituted anti-social behaviour that I attended in which the victim was identified to be a repeat victim of this type of crime. From talking to the victim and observing the evidence it was apparent an offence contrary to Section 1 of the Criminal Damage Act 1971 (CPS, 2019) had been attempted. I will outline my responsibilities when responding to anti-social behaviour (ASB) and the actions I took with regards to the victim. I will discuss how ASB impacts the community and what constitutes effective and appropriate police action. I will illustrate how policing values were engaged including through the analysis of potential bias on the decision making process. Using my experience to date I will reflect on how Covid19

has effected the type of crime reported. Throughout the essay I will use the Gibbs reflective cycle to analyse the role I played, how the incident made me feel, what went well and what I have learnt for future incidents. (Gibbs, 1988).

A priority call was received from a female explaining that on two occasions that evening stones had been thrown at the front window of her house by what she described as a group of boys who had since left the area on foot. This type of behaviour within a neighbourhood can constitute ASB which can be defined as 'acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household as the defendant' (Home Office, 2005). The incidents happened approximately 5 minutes apart at 19:30 on a Saturday. The victim explained she was at the back of the house when she heard a number of banging noises from the front, she said she had heard this noise before so instantly knew it was stones hitting her front window. No one else was in the house at the time as the victim lives by herself. Before arriving at the address a PNC check confirmed she was already a repeat victim of ASB and had an active incident under investigation with the neighbourhood team. "A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months." (Bedfordshire Police, 2020). On entering the house to obtain an account from the victim I could see she was visibly distressed and she said she was afraid. These are some of the documented impacts on victims of crime which can also include self-blame and anger. (Victim Support, 2020).

I was concerned when at the address due to the victim's behaviour. She was agitated and struggling to communicate how she felt as well as not listening fully when I was trying to talk to her. One of the barriers for communication is people jumping to conclusions and hearing what they expect and not what is being said (Phicare.com, 2020). In this instance as she was a repeat victim she assumed that nothing will be done or change and the police weren't interested, therefore I sat down with her on the sofa and explained I wanted to help. I knew it was important to listen to how she was feeling and communicate this to her by giving her my whole focus and through active listening. To show empathy I made the comment "I can see how this is making you feel", as even though the crimes were not serious, they were having a big impact on the victim. Looking back I feel I made a real difference with the victim just by taking some time to really listen to how she felt and provide her with that support. I think as she lived alone she had no one to talk to and let out her frustrations so it was a massive relief.

One of the potential impacts of ASB is a lack of faith in the police, so on my way to the address I was determined the service I gave the victim was not going to allow this to happen. A positive part of the experience was that I was able to build up a good rapport with the victim and by the time I left her demeanour was more positive. I wanted to show her through my words and actions that I wanted to help and prevent this behaviour in the future, which I did in a number of ways. Firstly I felt she needed help for her health and so I explained about the support available through victim support and helped her find the website on her computer so she could use this when she was ready to. I explained they provide support by phone or face to face to provide someone to talk to as well as speaking to different agencies on her behalf (Victim support, 2020). I also documented a full account from the victim and completed a Victim personal statement (VPS), explaining that this could be used if the case were to go to court. A VPS gives the victim the opportunity to explain the affects the crime has had on her or her family (Victim support, 2020). Part of my responsibilities is to gather evidence so I took a copy of the CCTV and photographs of the stones by the window and exhibited these. Another one of my responsibilities is to provide safeguarding advice, so I advised the victim to keep doors and windows locked as well to keep her phone fully charged and with her at all times to be able to ring for help if needed. One of the negative aspects was that we couldn't identify

the suspects therefore I was honest with the victim about the limitations we faced due to this. One of the policing values is to be honest meaning I am truthful and trustworthy and explaining this limitation was vital to building trust with the victim (College of Policing, 2014). After leaving the address I completed house to house enquiries along with my colleague at neighbouring addresses to see if they had seen or heard anything as well as if they had experienced anything similar. This is not only a way of evidence gathering but it also provides a police presence within the community. Once back at the station I completed a full update on the computer systems and contacted the neighbourhood team ward manager to highlight my concerns. I also circulated images of the individuals on the police intranet to see if anyone knew who they were. All these actions constituted effective and appropriate police behaviour when dealing with ASB.

ASB doesn't just impact the victims as individuals but can have a significant impact in the community if it is not effectively managed and as such, it can be classified as a signal crime. A signal crime can be defined as "Any criminal incident that causes change in the public's behaviour and/or beliefs about their security" (Cardiff University, 2020). The impact of anti-social behaviour on the community can be substantial and include a sense of powerlessness and fear of continued crime. It can lead to the degradation and neglect of the area and damage the spirit and pride within the community. It can also cause people to move from the area and businesses to close. The more the ASB increases the more serious the crime can become (Schoolbeat.cymru, 2020). Appropriate police action in these instances includes enforcement of the law and appropriate action towards the suspects. The Anti-social Behaviour, Crime and Policing Act 2014 (Legislation.gov, 2014) puts victims at the heart of dealing with ASB and gives the victim their say on how the behaviour is dealt with. It introduced the community remedy which gives the victim the say in out-of-court punishments such as restorative justice or a conditional caution. I explained this to the victim and she agreed that involving her in the outcome would help her to regain some control. Another action is to support the prevention of crime, and as such I spoke with the victim about the 10 principles of crime prevention (The Crime Prevention Website, 2020). One of the principles is target hardening and we discussed putting up a fence but the victim wasn't keen as it would block out the light. Instead she said she would install a security light to follow the principle of, increasing the chance of the suspects being caught.

To not just put the effort onto the victim and using my knowledge around problem solving I used the SARA model and Routine Activity Theory (RAT) (Blackstone's, 2019, pg 49 and 157) to look at ways to prevent the behaviour. The SARA model is about breaking the problem down into smaller parts and analysing the data you have available to come up with a response and then assess the outcome (Evidencebasedpolicing.org, 2019). My objective was to reduce the number of ASB incidents for this victim. Using the police systems I could see the number of calls received as well as the day and time of day these instances were happening and I then used the RAT to create a response. RAT looks at the relationship between a likely offender, suitable target and absence of a guardian. As I didn't know the offender and the victim moving home isn't a quick or easy fix I looked into adding a guardian to the situation. I spoke to the Neighbourhood team and it has since been agreed that community support officers (CSO's) will complete more patrols of the area. Looking at the days and times there was a distinctive pattern which was out of school hours, therefore CSO's began extra patrols in the evenings and on weekends. I am currently assessing whether this response has had an impact.

A key part of tackling ASB is through Partnership-Oriented Policing (POPS) which is about identifying and fixing the root cause of the problem (Whatworks, 2017). It is vital to involve local authorities and communities in the reduction of crime. Within Gwent police, the neighbourhood teams have regular meetings with the local councils and members of the local neighbourhood watch programs to discuss the current issues and potential fixes to

these. I have requested the incidents impacting the victim are discussed within the next meeting. Due to the impact of Covid19, it has limited the communication channels with local authorities and made working with other parties harder. Another key partnership is with social services and although they may not tackle crime they play a vital role in supporting the vulnerable within the community. As the victim was vulnerable I completed a referral for her via a public protection notice (PPN) and sent it to social services. I also marked her on the computer systems to have enhanced victim services as I was concerned about the impacts this behaviour was having to her health. In addition to standard victim services the enhanced services provide key updates within one day and the victim is considered for special measures if it goes to court. Special measures can include giving evidence by a video link and are used to achieve the best evidence. By completing all my responsibilities I followed the policing value under duties and responsibilities of: "consider the expectations, changing needs and concerns of different communities, and do what is necessary and proportionate to address them", (College of Policing 2014).

Based on my experience so far I have found the impacts of Covid19 have significantly changed the type of crime being committed. Within the area I was policing there was an increase in ASB amongst teenagers within the towns. On speaking to the teenagers they confirmed that because the regulations prevented them from meeting up within their own houses they would gather outside in central areas. The lack of entertainment venues being open left them at a loose end so they would get up to mischief with each other. Although their behaviour didn't always constitute criminal offences it did impact the local community and this was apparent in the number of reports to the police. On occasions when the police arrived at an incident the youths would run and due to it being winter and them wearing masks it was hard to identify repeat offenders. This is a common trend throughout the pandemic especially when it comes to identifying suspects through CCTV and circulating the images.

From my time in the police I have noticed there is a tendency from the older generation to assume suspects of crime are male. In this instance, before viewing the CCTV, the victim had decided the suspects were boys based on their appearance which is a form of unconscious bias. "Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences." (University of Bristol, 2020). Throughout childhood the programmes we watched often showed the bad guys as male some examples of this are the child catcher in Chitty Chitty Bang Bang and Harry and Marv in Home Alone. These stereotypes in early life influence are assumptions as we grow older. The potential impact of assuming what a suspect looks like is that we can then discriminate against a group of people with unfounded assumptions. This incident highlighted that I act in accordance with my duties and responsibilities as I am aware of the influence that unconscious biases can have on your actions and decisions (College of Policing 2014). I explained to the victim that we could not assume gender and must treat the suspect's gender as unknown until we managed to locate or identify them.

From the incident I learnt that you're not always going to be able to provide the perfect outcome however as long as you do all you can and take the correct action then this can still have a positive impact on the victim. The situation would have been better if we could be confident that we'd have prevented any further incidents for the victim and the wider community. When completing my system updates I learnt how to circulate images of suspects, which is a skill I developed from this incident.

If I had to do the same thing again and I had the time I'd review the previous occurrences in more depth to understand the history and so the victim didn't need to explain this in-

depth again. I am looking forward to my placement in the neighbourhood team where I can develop my skills and understand further the processes the team follow. This will then allow me to explain further about what actions the neighbourhood police team can take.

Throughout this essay I have analysed my role in an incident of anti-social behaviour through the crime of attempted criminal damage. I have outlined my responsibilities when responding to anti-social behaviour using problem solving models to make an informed decision. I have discussed how anti-social behaviour impacts the community and appropriate action the police should take. I have illustrated how policing values were engaged and how unconscious bias impacts our decisions. I have considered my experience within the force so far and reflected on how Covid19 has affected the type of crime reported. I have reflected on the incident using the Gibbs reflection cycle describing what happened, how I felt throughout the process including looking back at the incident now. I have evaluated my performance and analysed what went well and didn't go so well. I have also explained what I have learnt from the situation and what I would do differently next time.

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Signed: Naomi Wilson

Date: 06/12/2020

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

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

Signed: Naomi Wilson

Date: 06/12/2020

Signed: Emma Dean (Tutor Constable)

Date: 06/12/2020

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