

Workbook 2 PCDA 1916166

by Victoria Ellison

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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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Learner's University Registration Number:1916166

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

During my tutorship I used different coping strategies to help me deal with and minimise stress and develop my resilience, while adapting to my new role.

Entering the tutor phase of my development was like starting a new job. New people to meet and get to know, completely different shift pattern and new ways of working.

I used Gibbs reflective cycle (Gibbs, 1988) to help me reflect on this time.

While this was very exciting, it was also very stressful, as starting a new job is.

Stress is defined as 'the non-specific response of the body to any demand for change' (Selye, 1956).

Stress played a part in my new position, as the demands of a different sleep pattern coupled with trying to obtain new information took its toll.

I was concerned about not having enough sleep and going on shift tired and making mistakes. I spoke to my partner about my concerns, they helped as much as possible while I settle into the routine. This involved taking our 3-year-old out when I needed to sleep in the daytime so I wouldn't be disturbed.

I used a calendar in my phone to organise when I would sleep between shifts to ensure I managed to get enough sleep. There are many effects of sleep deprivation on the body, including memory issues (11 Effects of Sleep Deprivation on Your Body, 2020). I aimed to get 7-9 hours of sleep between shifts as recommended.

When it came to integrate with a new team, I ensured I was eager to work with them and learn new things. It was important that I showed that I was grateful to be part of the team and be enthusiastic in the role.

As well as pressures inside the workplace, I also had external pressure with the Uni work I had to complete. There was a deadline for the workbooks, and these were non-negotiable. Again, I used my calendar to record when I needed to spend time to work on these. This was sometimes difficult if I felt tired or not in the right frame of mind to commit.

What went well about the experience was the use of a calendar for everything I needed to do. Everything was in my calendar and I had easy access to it so could check straight away to know what I needed to do each day.

Difficulties faced were how I felt on the day about doing unit work when I wasn't in the mind-frame to do so. To combat this, I ensured I scheduled in exercise time to fit in with crossfit sessions that I enjoy going to and also ensuring that my sleep schedule fit in with nursery drops with my daughter. A positive about working shifts is that I get a lot of Wednesday's off with my daughter, she doesn't go to nursery Wednesdays, so I now use this day to spend quality time with her.

Learning the new procedures were difficult to grasp straight away and this was probably one of the things I struggled with most and this added to stress levels. I am a lot more relaxed about this now looking back as I realise, I just needed to do these things a few times before I was confident at them. Resilience is defined as 'the ability to recover strength, spirits, good humour, etc. quickly.' (Collins English Dictionary, 2020). I needed plenty of resilience to get me through this time in my career. I felt at the time that all the changes would be difficult, but I knew I had the determination and resilience to manage my time and be successful in this phase. I believe it was this that got me through.

The tutor period has helped for the future to enable me to cope with stress and realise that the situation is only usually temporary. I will develop and use my resilience and coping strategies going forward into independent patrol and again when it comes to meeting another new team when I go onto shift.

(Word Count, 652)

References

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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:

During my time in the PDU there are times when I've had to deal with vulnerable people that may be at risk, and public protection calls. It is extremely important that investigations into these calls are very thorough and that we follow protocol with these types of calls in order to protect people that might be at risk and vulnerable.

I have used Driscoll's reflective model (Driscoll Model of Reflection, 2020) to reflect on one specific incident when out on patrol that I attended to where a neighbour had called the police to report a child screaming.

'What?' – describes the main incident. 'So What?' – Is an analysis of the incident. 'Now what?' – is the final part exploring what I might do differently again.

'What?'

We were called to an address where the neighbour had heard screams of a child in pain, shouting 'Mum, my leg, it hurts.'

On route to the address I contacted control to advise of any previous calls to the address and if they were known to social services. I used the NDM on route alongside the THRIVE model. The THRIVE model 'identifies the key considerations for evaluating any situation, these being but not limited to,

Threat, Harm, Risk, Investigation, Vulnerability, Engagement and Prevention and Interception.’
(Vulnerability conference, 2020)

On arrival to the address there was no answer when knocking on the door. I spoke to some of the neighbours who had heard the child’s scream and noted that it was an unnerving sound which had made them feel uncomfortable enough to call the police. After looking around the back of the house I noticed the back door was unlocked. I assessed my options and powers with the NDM and the information I had from the neighbour stating that a child sounded in pain and crying out. I used Section 17 of PACE, power of entry which enabled me to ‘enter the premises for the purpose of saving life and limb’ (Police and Criminal Evidence Act 1984, 2020).

After searching the house, I concluded that the house was empty, but the TV was left on so speculated that they may have left in a rush.

The car that was registered to the address was not parked outside, BOF checks and hospital checks were both negative.

At the time I thought this could possibly be a genuine accident where the child has injured herself and they have taken her to hospital. Alternatively, this could be something more sinister and it was my duty to investigate the incident and ensure the safety and wellbeing of the child.

With no further leads to where the family might be, we had no option but to head away and check on the address later on. On our return an hour later, the car was outside the address and the family were home. The Mother reported that her two children had had a fight and argument; she had taken the 10-year-old to her Nan’s address to resolve the conflict. The 13-year-old was in bed asleep, but it was important that we abided by safeguarding procedures to check on any children involved in the incident. After insisting that the Mother was to wake the 13-year-old, the child then corroborated the story of the Mother regarding the argument with her sister.

It was also important that we checked on the wellbeing of the 10-year-old who the screaming came from. We visited Nan’s house, which was very well presented with large grounds.

I spoke with the 10-year-old by introducing myself by my first name. I was conscious that police uniforms could be quite scary to a child and wanted to build a rapport and trust with the child. I spoke to her using open questions and used active listening skills while she told her story. The child lifted up her nightgown to reveal a red handprint on her right thigh, which she said her sister had caused after an argument. If it was her 13-year-old sister rather than an adult that caused the injuries then this would be a different outcome, as it would not be in the public interest to criminalise a 13-year-old for a sibling fight. All procedures would need to be followed regardless to ensure the incident and evidence is all documented in case this is not an isolated incident.

As the child had physical injuries, it was important that these were documented, and all relevant checks and referrals were made. I ensured that I preserved the evidence by photographing the injury on my phone and taking a first account of what happened from the child. When speaking to the child I ensured she understood that she wasn’t in trouble and it was important that she told us the truth about what happened.

If the child had been at home where it happened, it was possible that she was still at risk of harm it may have been appropriate to exercise police powers in view of safeguarding the child by use of a public protection order. Section 46 of the Children Act 1989 states ‘Where a constable has reasonable cause to believe that a child would otherwise be likely to suffer significant harm, he may remove the child to suitable accommodation and keep him there.’ (Children Act 1989, 2020).

In this instance I do not believe it would have been appropriate to exercise discretion and let the child stay at home with the Mother and Sister, due to the threat, risk and harm. Intervention was needed to ensure the safety of the child.

As the child was already away from any possible danger at home, I ran checks on all persons living at Nan’s house to ensure there were no obvious risks where she was now staying. It was also important that I adhered to Wales Safeguarding procedures, part of which advised a ‘child-centred approach’,

which takes into account the 'child's best interests, rights and have regard to the child's views, wishes and feelings' (Social care Wales, 2020).

After all checks were done, I wanted to ensure that I spoke to a social worker in the control room to make sure they were happy with all steps taken and with the child temporarily staying with her Grandmother. I did this for my peace of mind and to get another professional opinion on the situation and to be made aware of anything I could have missed.

The child was now happy and safe, and I had done all I could do at this time.

I then had to ensure I completed the relevant paperwork. I wrote a very detailed PPN to refer the incident to social services. This was important as the Mother had stated the children's behaviour was getting out of hand and that she may need some sort of support with them. As this was a child protection issue this would automatically be referred to Gwent Public Protection Unit to take over and review.

'So What?'

Looking back at this incident at the time this felt very daunting to me. I was nervous about dealing with this type of call. This was my first child protection incident and I knew from training I had received and previous high-profile cases that it is extremely important that all procedures are followed. All potentially vulnerable victims must be supported and safeguarded for their safety and as it is my duty and responsibility as a police officer as stated in the police standards of behaviour (Code of Ethics, 2020) to do so.

It can be difficult to intrude into someone's family life, asking questions and having to investigate personal aspects. Article 8 of the Human Rights Act 1988 protects a person's right to 'a respect for a private and family life without government interference' (Equality and Human Rights Commission, 2020). When it contravenes another article of the act, namely 'article 3, Freedom from torture and inhuman or degrading treatment' then police and multi-agency intervention and investigation is necessary.

It troubles me that if I got something, or I forgot to do something in his type of incident, then it could have serious consequences for any victims involved and also for myself and my career.

I wanted to ensure I supported the victim by doing everything possible that I needed to. I was relieved that I had this call while in the tutor period as I had the experience of my tutor to help me deal with this and offer me advice.

If I was faced with the same kind of call again, I know what is expected of me and my responsibilities. I know I can ask for advice from multi agencies and people of more experience are available through the radio.

Using the communication models that I have studied previously, helped me in this situation to talk to the children and build rapport with them. I did this by using active listening and asking open questions rather than closed ones, to draw out important information needed to investigate.

Dealing with this situation in real time rather than just a lesson on what to do in such situations has given me confidence going into independent patrol status that I can deal with this effectively.

'What Now?'

Having looked further into safeguarding of children and vulnerable adults I have noted that there are training courses available through gwentsafeguarding.org.uk (Home - Gwent Safeguarding, 2020), which I would be very interested in attending to develop my knowledge in this area. Unfortunately, when I looked at booking this it appears that all face to face training is cancelled due to covid and they are looking at introducing online sessions in the future.

Dealing with incidents that involve vulnerable people at risk are some of the most important calls I will have to deal with in my role as a police constable.

Effective communication with victims, especially children is critical to building trust and rapport.

Assessing the risk and safeguarding these vulnerable victims is an essential part of the police role, as

well as working with multi agencies to share information in order to protect the public, especially children that might be at risk at the hands of abusive adults.

(Word Count, 1611)

References

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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:

During my time throughout the PDU and now that I have achieved IPS, I have been involved in several suspect interviews as both the leading interviewer and the assisting officer.

I will give a description of the incident, how I planned the interview and then conducted the interview using the PEACE process. I will then reflect on the event using Driscoll's model of reflection. (allassignmenhelp.co.uk, 2020).

'What?'

I was asked by my shift to take a handover for a prisoner that was arrested the previous night for 'threats to kill' (Offences Against the Person Act 1861, 2020).

From my time in training and in practice in the PDU I knew that preparation at this stage was extremely important. I initially called the custody unit to let them know I will be dealing with the prisoner and to check if they were in a fit state to be interviewed as they were under the influence of alcohol the previous night when they were arrested.

The suspect has a right to be interviewed to allow them the opportunity to hear any allegations against them and give their own account of what happened and any possible defences they might have. This relates to Article 6 of the human rights Act 1988, 'the right to a fair trial'. (The Human Rights Act | Equality and Human Rights Commission, 2020)

I began planning the interview by reading the logs and viewing the evidence and witness statement. Part of the planning for interview included gathering evidence and following any outstanding lines of enquiry. All evidence had been collected and lines of enquiry exhausted on this occasion. I checked if the detainee requested a solicitor which she did not. Had she requested a solicitor I would have completed an MG6a document which is a pre-interview briefing for the solicitor to advise any

information we wish to give them regarding the offence, evidence and interview itself. The suspects vulnerability also needs to be considered. If the suspect is assessed as vulnerable then an appropriate adult might be required in order to ensure the suspect is treated fairly and understands the process in line with PACE code C 'Code of Practice for the detention, treatment and questioning of persons by Police Officers'. (PACE Code C, 2020)

I set about preparing the interview by using the 'PEACE' Model Framework. (Investigative interviewing, 2020). The PEACE model was 'developed in the early 90's as an effort between law enforcement and psychologists. The reason the PEACE model was brought in was to reduce the amount of false confessions that were resulting from an accusatory style of interviewing.

PEACE stands for: Preparation and planning, Engage and Explain, Account and clarify, Closure and Evaluation.

I began with the interview planning, I printed out the interview 'Aide Memoire' which lays out the interview and is a requirement under PACE to be read out to the suspect prior to the interview questions.

I then looked at the offences of the definition and the points to prove. I then set topics and questions which I would ask the suspect around the points to prove. If I could show that the points to prove were completed, then the offence would be complete. I also looked at any defences for the offence that the suspect might have. During this part of the planning I was mindful that the interview could go a couple of different ways. The suspect might answer all questions, give a prepared statement or answer 'no comment' to all questions.

As I was preparing an interview plan, I had to be aware of how long the suspect had been in custody and the detention clock. After completing the interview plan, I made my way to custody and took the suspect to the interview room. I set up the recording equipment ensuring I abided by PACE code E 'Code of Practice on audio recording interviews with suspects.' (PACE Code E, 2020)

The next step of the PEACE model was 'Engage and Explain'. This was a chance to build a rapport with the suspect. To do this I used the Aide Memoire to introduce the interview and set out the objectives. At this point I also checked on their welfare and that they were fit for interview. Part of the PACE process for interviews is to maintain the security and welfare of the suspect throughout the interview and should they become unwell that they are aware that they can see a doctor or nurse. The suspect's wellbeing is imperative to ensure an accurate and reliable account is given during interview. I re-read the caution and checked that the suspect understood this and the interview process by simplifying it to them and asking if they understood.

Account, Clarification and challenge was the next stage which involved using active listening skills while the suspect was recalling their initial account of what happened. This allowed me to identify topics that I would need to ask further questions around and probe deeper. I used 'TED' questions (Are you asking the right questions? - Emerge UK, 2020) where possible to try to allow the suspect to give a full account of what happened.

After exhausting all questions and obtaining what information I required. I used the 'Closure' part of the PEACE model by summarising what the suspect had told me and giving her the chance to add anything else she may think was relevant to the incident. I then brought the interview to a conclusion by announcing the time the interview was concluded and turning the recording equipment off. The interview recording would now be treated as an exhibit. I explained to the suspect what the next steps were and provide information about how they can obtain a copy of the interview.

The 'Evaluation' part of the process was completed after the interview when I gave an account of what was said in the interview to the custody Sergeant and advised her what evidence we had of the offence which would enable her to make an informed decision on what action to take. At this point if any new information was introduced by the suspect during interview this may need to be investigated further. The decision made at this time was that there was not enough evidence or lines of enquiry to support any charge and the suspect was released with no further action.

'So What?'

Looking back at the time that I was given the handover, I was nervous as it was my first that I would be doing on my own. My team knew this and thankfully were supportive of me. They offered to look

over it with me and then check my interview plan to see if there was anything they could add that would be relevant to the interview.

I felt I needed to do the handover on my own for me to gain some confidence going forward. I knew that in comparison to some handovers, this one was a relatively simple one with only one offence and not much evidence provided and due to this was likely to be NFA. Despite this it was the suspects rights to be able to provide her own version of the incident and what happened. It was also important to keep an open mind as anything could have been disclosed in the interview.

Previously in the PDU I have been with another student where we have planned the interview together. In the interview one of us has led while the other took notes and summarised. After completing the handover planning and conducting the interview I have increased confidence in my ability to conduct an interview on my own going forward and take on more complex handovers.

Positives from the situation were that I have now completed my first handover out on shift and my team were happy with the way I handled it and went about it.

One concern I did have at the time was that the suspect was quite well known to local police and probably had more experience of custody and the interview process than I had. The more handovers I do the more knowledge and confidence I will have regarding the whole procedure.

'Now what?'

The effects of this for me and my team are that my team know I have the confidence to complete a handover and suspect interview successfully.

I am now able to view my interview that I conducted and evaluate my performance and the questions I asked the suspect and identify any topics or questions I might have missed at the time.

If given a handover interview again I will follow the same procedure that I did previously by going through the incident and evidence. I would then plan the interview by looking at the offence and points to prove and base my questions around them. Going forward I will again draw from my team's experience and ask them for advice and feedback during handover situations.

Ensuring I am abiding by my policing principles in line with the PEACE model will enable me to conduct fair and structured interviews going forward. Fairness, honesty, integrity, objectivity, openness, respect and selflessness are all values to aspire to while conducting interviews.

Although this case was NFA and a lot of police time was spent I do believe it was the correct decision as there was no evidence against the suspect. My involvement and correct procedure during the interview was important and effective in gathering evidence and reach this conclusion. Good preparation of interview is needed, to question the suspect on relevant points and investigate any new information the suspect may introduce. The PEACE process and PACE procedures for interviews are essential so that use oppressive questioning for suspects is not carried out and that suspect's who are innocent are not forced into making a false confession. Accurate and reliable accounts must be taken to ensure that justice is served in the correct way.

(Word count, 1642)

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Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

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

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

2400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Anti-Social behaviour is a big problem for all communities and police forces. I have already dealt with different forms of anti-social behaviour with added offences such as criminal damage, public order and Breach of the Peace.

For task 4 I have chosen an incident involving youths smoking drugs.

I will use Gibbs model of reflection (Gibbs' reflective cycle, 2020) to describe the incident and discuss how ASB affects the communities and how I attempted to resolve it. I will then reflect on the incident and how I can use this experience going forward.

Gibbs Model of reflection used different sections to describe what happened and then reflect on this.

While on duty we were sent to a call of a group of youths smoking drugs. On discussion with other officers I discovered that this was a recurring issue in the area. This call came in the middle of the afternoon and was reported by a neighbour who was tired of the issues they were having in the neighbourhood.

Myself, and 2 other officers went to the call. On route to the call I considered the NDM and reviewed my options. Information and intelligence told us that there had been ongoing occurrences of anti-social behaviour in the area. I assessed the risk that there were possibly a large group which would outnumber police officers in attendance and the possibility of weapons and the effect that taking drugs might have had on them.

I considered powers available and stop and search being a strong possibility if the youths were suspected of using drugs. Our options at this time were to approach the group and ascertain what was happening.

When we arrived at the scene there were 6 youths, 4 male and 2 females congregating in the area. One of the males admitted he had smoked the drugs and he had none left.

Due to the information received from the caller and the admission of possessing and smoking a substance we had reasonable grounds to suspect that the youths may have more drugs on them. We advised them all that they would now all be searched under Section 23 of the Misuse of drugs act (Misuse of Drugs Act 1971, 2020). This act gives us power to 'search a person suspected of being in control of a controlled drug and detain them for the purpose of a search'. The youths were all compliant and we asked them to sit on the kerb together while we went through the 'GOWISELY' procedure with them.

GOWISELY was introduced as a way of ensuring that stop and search encounters are carried out fairly and officers are open and honest with the individual about what they are doing. (Professional, 2020)

The GOWISELY procedure was given to the youths as a group. I advised them that they were being detained for the purpose of a search under section 23 of the Misuse of Drugs Act 1971. The grounds for the search were the information received by a caller that persons matching their description were all witnessed smoking drugs and that one of the group had admitted they had been smoking drugs. The object of the search was to look for controlled substances. My name was PC Ellison and I was stationed at Pontypool police station. I then advised them that the search would be recorded on body-worn video which is part of Gwent Police procedures to encourage that body worn video is used during stop and search incidents, to protect both the officer and the subject. I also advised them that they are entitled to a copy of the search record if they request it from any police station. I ensured I completed a stop and search form on my Samsung device which required the details of the persons that were being searched.

I then searched the females where no substances were found on them, and my male colleagues searched the males. One of my colleagues found a small bag of what appeared to be cannabis in the pocket of one of the males. Cannabis is a controlled, class B drug and is illegal to possess under section 5 of the misuse of drugs act (Misuse of Drugs Act 1971, 2020). This cannabis was then seized under S23 of the Misuse of Drugs Act which states we can 'seize and detain, for the purposes of proceedings under this Act, anything found in the course of the search which appears to the constable to be evidence of this act.' (Misuse of Drugs Act 1971, 2020).

I asked control for a PNC person check to explore if the male was eligible for a cannabis warning (Justice outcomes, 2020). A cannabis warning can be used as a disposal method for the crime if there has been no history of a warning prior to this incident, the amount of cannabis is small and for personal use only and the subject admits to the offence. As the subject was eligible for the warning, after going through my options with the NDM, I decided to use this form of disposal for the offence. I filled out a cannabis warning form and later added this to Niche to record the offence. It was important to explain to the subject what was happening and that if he was caught with cannabis again that more formal action would be taken.

When asked what the youths were doing next, they told us they were all going home. The police presence had the desired effect on the anti-social behaviour.

After the incident I made a referral to the neighbourhood team and the CADRO so that they could contact the residents regarding the ASB and potentially conduct CSO patrols around the area to help prevent the ASB from occurring.

Feelings

Leading up to the situation I was slightly uneasy, as at the time I didn't have much intelligence on the people we were dealing with until we spoke to them and conducted checks. As there were more of them than us, I was thankful that they were fully compliant as they outnumbered us 2 to 1.

During the situation I was quite nervous as this was the first stop and search I had conducted out of training school practical's and executing GOWISELY to six persons was quite daunting. This was also the first time I had completed a cannabis warning for a person so was unfamiliar with this procedure.

After the situation I was relieved that it had all gone smoothly and the present issue that the caller reported today had been resolved and the youths had been dispersed.

Looking back on the incident I believe how we dealt with the offender was proportionate and fair and in line with several police principles, fairness, accountability, integrity, objectivity, respect (2020). I believe the youths that we dealt with would also believe that they were dealt with fairly and by use of GOWISELY that they were aware of what was happening, the procedure and why they were being searched at the time. It is important that going forward when dealing with stop and search I abide by these policies and use GOWISELY as it is intended. If all police officers carry this out then in theory searches will be deemed fair and professional by the public, including the person being searched. There was a potential impact of bias when attending this call.

As we have had ASB issues in the past in the same area and there were reports of youths smoking cannabis it was important that we used the information cautiously. Just because there were youths congregating did not mean they were definitely doing anything illegal. It is known that occasionally people report false information just to invoke stronger police action. This needed to be kept in mind for calls such as this when making decisions as to what powers to use and how to deal with situations, as unconscious bias could creep into our minds and we would assume all youths in this area are taking drugs.

The neighbour's feelings are particularly important in this instance as they are the ones suffering from this anti-social behaviour. Anti-social behaviour is described as 'a range of behaviours that can cause nuisance and annoyance or harm and distress to a person.' (2020)

The situation with youths hanging around smoking drugs falls in the category of anti-social behaviour which is 'Misuse of public space' and seems to be an ongoing issue in the neighbourhood.

The potential impact of this type of anti-social behaviour on residents are, fear of continued crime, sense of powerlessness, self-exclusion, fear to attend court and lack of faith in the police as the situation is not being resolved.

It is crucial that the needs of the residents are addressed to ensure confidence, safety and positive public perception of the police in order to enable continued crime reporting within the community. We rely on our communities to provide us with information and intelligence on potential criminal activity and need to continue to be able to work with them to continue to do this effectively.

Evaluation

A good thing about the experience was that even though I was inexperienced at stop search and cannabis warnings I was able to draw on my training and deliver the process appropriately. A negative point about the experience was that we had no information regarding who these youths were and if they were known to police prior to attending the incident. As it was on the street there was no address to check, and the caller could not identify the subjects by any names, so we were quite blind to what kind of people we were going in to deal with. It is probable that we will be put in

situations similar to this with limited information with is quite uncomfortable. The way I would have to deal with this is to draw upon my training and using good communication skills and if necessary, conflict management to manage the situation.

Looking back at the situation, it may have been beneficial to split the group up into smaller numbers so we would have more control over them and their interactions with each other. More officers may have been needed for this and it is probable that this may not have been possible with the numbers on shift being low and the amount of calls being high.

Having two other officers with me, even though we were still outnumbered was a bonus, but I am aware this will not always be the case when resources are unavailable.

Analysis

I feel this situation went well because we had 3 officers together, one of which had a taser, which gave more confidence in regard to officer safety. A large factor in things going smoothly were that the youths were compliant and generally well behaved when we spoke to them.

I believe that because we spoke to them with respect and were fair in our dealing this may have influenced how they interacted with us. If we had gone in with a different mindset and been confrontational, this behaviour may have the 'Botaris Box' effect on the youths (Betari Box: Linking Attitude and Behavior, 2020).

If this was the case our confrontational attitude and behaviour would have had an adverse effect on the youths and their behaviour would have mirrored ours therefore leading to a confrontational situation which may have gotten out of hand.

Conclusion

I have learnt from the situation to lead by the code of ethics and principles of being a police officer being fair, honest and acting with integrity in dealings with people. In many circumstances this behaviour will be reflected back in the way people respond to me.

Multi-agency approaches are essential when dealing with persistent anti-social behaviour. Many people in the organisation have enhanced knowledge and skills to deal with ASB and protect the communities from this. Therefore, referrals to NPT teams, CADRO, local councils are effective and when the communities see these referrals, they are reassured that things are being done about the situation.

In this situation I believe that our action by attending the incident, using powers to stop and search, seizing the drug and using a cannabis warning was effective and appropriate in that moment as this dealt with the situation in front of us and ultimately caused the youths to disperse from the area.

It is my responsibility as OIC in calls such as this in which anti-social behaviour is present to deal with the short-term situation if there are any offences. It is also my responsibility to look at long term solutions, using 'Problem Oriented Policing' (Problem-Oriented Policing, 2020), to identify the problem and why it might be occurring and implement actions to combat to issue. It is essential to also make referrals to neighbourhood teams and try to prevent any further issues of ASB.

There are many options that councils and police can use to deal with ASB such as dispersal powers, community protection notices, public spaces protection orders, criminal behaviour orders and crime prevention injunctions. It is essential that we utilise these powers to deal with persistent offenders that cause anti-social behaviour.

It is important that affected communities are informed of powers they have such as community remedy and community trigger.

Community remedy gives victims a say in punishments for low level crime and ASB. Community trigger gives the victims power to demand action if they report 3 complaints in 6 months. This would lead to having their case reviewed and an action plan agreed. This can make communities feel they

have a say in how regular offenders are dealt with and would expel any feelings of powerlessness that ASB related issues can bring.

Action Plan

Reflecting back on the situation I think there was a potential opportunity to have knocked on some of the resident's doors to reassure them that we have dealt with the situation there today and instil some confidence in the police. I think this is something I will look to do going forward.

I am looking forward to starting my attachment with the Neighbourhood Team in the coming months as I believe this will develop my skills in dealing with ASB and the needs of the communities we serve.

Problem solving and in particular Problem-Oriented Policing has proven to be an effective method of dealing with anti-social behaviour in communities. 'POP' looks at understanding the problem and the causes of the problem and then to develop and test solutions.

This problem-solving approach goes hand in hand with Evidence based Policing. Evidence based policing approach is described as 'police officers and staff create, review and use the best available evidence to inform and challenge policies, practices and decisions.' (What is evidence-based policing? | What Works Centre for Crime Reduction, 2020).

EBP is essential as police are expected to reduce crime. By using evidence-based policing we can see what interventions are effective and use this evidence to continue using these methods or use different ones that are effective.

Using problem solving approaches and EBP can have a positive effect on police and community relations as it is an opportunity for the community to see what police actions are working.

Conclusion

Reflecting on this incident has given me a view of how disruptive ASB can be on communities and how much effect it can have on individuals in the communities. I have shown how important it is to have a strong police approach to dealing with these issues and using a number of different, proven techniques and models. ASB is an ongoing problem that can take time to resolve so needs to be identified quickly and actions put into place.

We need to work with our communities in order to reduce crime. Using policing values and taking action where necessary can only enhance wider police, community relations for the better.

(Word Count, 2622)

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