

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Damien Thomas

Learner's University Registration Number:

2031275

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my tutorship period both my personal and working life were subject to a large change which had an impact on both my resilience and stress levels. This change was down to number of factors such as shift patterns, joining a new team and the nature of the work that I was now required to carry out on a daily basis. Although I felt prepared for these changes I was surprised by the impact that they had on my day to day life.

A change in my shift pattern had the largest effect on my stress levels, this was mainly driven due to a change in my regular sleep cycle. Sleep is essential for emotional regulation and also rational decision making (FutureLearn, n.d.). without sleep a persons ability to learn and retain information is hindered which would leave me in a less than ideal starting position for my new role.

As often at the end of any given shift it was a requirement to make sure all internal computer systems were updated with the required information and because of this I was subject to periods of prolonged screen time before the end of my shift. Blue light is naturally produced by the sun and is the cause for a reduction in melatonin (Salamon, 2020). Melatonin is a hormone that your body produces in response to darkness and has an impact on your body's natural sleep rhythm (NCCIH, 2021). Blue light however is also produced by electronic devices such as mobile phones and laptops (Salamon, 2020) which are key devices in the carrying out of my role. As I am unable to reduce the amount of blue light I am subject too I needed to figure out alternative option to help lessen the impact on my sleep. I made an active choice to activate blue light filters on all my electronic devices to try decrease the impact they were having on my ability to sleep after a shift. I found that this small change had a wide impact on my overall health allowing me to get deeper, longer and higher quality sleep but the main impact was the amount of time it took me to get to sleep. I found that once I had integrated the filter I was able to fall asleep within a far smaller amount of time which allowed me to once again start to develop resilience and reduce my stress levels as I felt more confident in my decision making and ability to retain information.

As I was joining an already established team it was very daunting at first. I felt that I needed to become a solid member of the team as quickly as possible as good team morale is a necessity in the work place. Strong team morale is responsible for a more productive workforce, improved social relationships, increased teamwork and better creativity (TLNT, 2019). When working in an area such as policing it is essential that there is trust between yourself and your team mates as often they are the ones looking out for your safety. It is also essential to become part of the team as someone who lacks the experience in the policing area I often will need to turn to members of my team for support and help in the decision making process.

When joining a new team it is important to be humble, be enthusiastic and show a drive to succeed and follow the unwritten rules that the team has set for themselves (Talent2Africa, n.d.). For this reason I did everything within my power to prove myself as a new member of the team. At first whilst I was still lacking in knowledge and experience I started by providing snacks and making tea's and coffee for everyone. Although these task have no direct on policing they allow me to develop relationships that make support from my team more readily available. As I believe I am very strong on the internal computer systems I felt it was important to make that help available to everyone. I started to offer my help to other members of the team during periods of quiet. I supported the team with outstanding tasks, paper work and proved to the team that I was a member of the team that provided value to everyone. With this I felt like I earned the support of my team which put me a position where I can ask for help and be able to get it when needed. This had a huge impact on my stress levels and I seen a massive reduction due the mental impact of having a supportive team behind me. I was more able to develop resilience and felt empowered to make my own decision because even If I didn't know I knew I had the back up of my team every step of the way.

810 Words

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

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

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

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

Towards the end of my tutorship period I was tasked with attending a domestic violence incident. A young female had placed a call in requesting police assistance as she had locked herself in the bathroom to hide from her grandfather. The female was afraid that her grandfather would be violent towards her and potentially cause her harm. Due to the nature of the allegation this was graded as an emergency as the female was only aged 15.

Violence against children under the age of 18 can have a wide range of impact such as impairment of the brain and nervous systems, negative coping and emotional instability and in the most severe cases it can cause injury or death (World Health Organization: WHO, 2019). But violence that is experienced at a young age can also lead to Adverse childhood experience (ACES). ACE's have been directly linked to

causing heart disease and diabetes in later life but also the potential for poor academic results or substance misuse (Harvard University, 2019). It is important for my role within the police to identify the risks where I can when attending these incidents to protect vulnerable children from developing ACE's.

When arriving at the property we were met by the grandfather who explained that he was just trying to reason with his granddaughter about her behaviour. The grandfather explained that the female had been getting herself in to trouble and was showing signs of poor behaviour. The grandfather showed us to the bathroom where the female was but she refused to come out.

When communicating with teenagers it is important to take a slightly different approach to what you would with an adult. As a teenagers brain is not yet fully matured due to the frontal cortex still developing. The frontal cortex is responsible for solving problems, controlling impulses and anticipating the consequences of actions (Raising Children Network, 2017). Due to this teenagers rely on the amygdala in their brain which can result in aggression, poor emotional control, bad impulse control and instinctive behaviour. Due to this the approach required to communicate effectively with teenagers needs to be catered to the subject.

When communicating effectively with teenagers it is most important to listen to what they have to say (Ehmke, 2016). Often teenagers are not taken seriously by this care givers and this can make them resentful towards them and less willing to engage in communication. Teenagers often want validation for their feelings and do not respond well when these feelings are downplayed (Ehmke, 2016), as officers we should not judge how they are feeling because it is our job to listen to their concerns. As important it is for us as officers to develop trust with the teenager, part of that comes from us putting our trust in the teenager to make the correct decision. We are not there to be dictators and putting our trust in them can open a line of communication between us and the teenager to get the conversation flowing (Ehmke, 2016).

Using these methods I was able to open a line of dialogue between me and the female to start to try get to the bottom of what had gone on up until this point. It was still very important however to still follow the basics of effective communication to ensure that once the conversation had began I could still get the most out of it.

Active listening is very important when ensuring effective communication. That means not just listening to what is being said but how it is being said. responding to the emotion in the words and not just the words themselves. (Skills You Need, 2011). 70% to 93% of all communication is non verbal (Smith, 2020) and with a door between myself and the female I was left with just the vocal element. I needed to adjust the tone, pitch and emotion in my voice to show the female that I was being firm and also supportive with what I was telling her. A key element to my communication was mixing the active listening with non verbal communication by using affirming messages such as "Uh-Huh" and "OK" to show that I was taking an active interest in what was being said. This allowed to me to develop trust with the female and show her that I was looking out for her best interests and that I was someone she could have faith in to help.

After speaking with the teenager it had become apparent that she was aware of the effect her behaviour was having on her grandparents. The female did show remorse for her behaviour but still refused to leave the bathroom as she feared the consequences of her actions by calling the police. I explained to the female that as a member of Gwent police we always uphold integrity and openness, respect and honesty in line with the Code of Ethics (College of Policing, 2014) and that I was there to support her and had no interest in judging her for her actions. After I felt like I had built a strong rapport with the female it was then time to try get her to leave the bathroom. This would come down to negotiation which is a key skill in policing to try achieve a non confrontational outcome whilst remaining in total control of any given incident.

Before you begin the negotiation stage it is important you have used effective communication and built a strong rapport otherwise they will be less open to listening to your solution. Asking good questions such as open questions (who, where, why, what, when and how) (Shonk, 2019) to find out what the wants of the female were. Once this was established I was able to find a solution and look for smart trade-offs (Shonk, 2019). I was able to find a solution with the help of the teenager, as she was still scared of the repercussions of her actions she did not want to stay in the house. I explained to the female if she was to provide me with the truth of the incident that I would help convey her to a place where she would feel safe. As part of the implementation phase of the negotiation (Shonk, 2019) I explained to the grandparents that at the request of the female I would convey her to her mothers for the night, although they were at first upset they did ultimately agree.

The female agreed to come out of the bathroom, once out the female explained that she had not been assaulted by her grandfather but was just fearful of the chastisement that might take place if she was to exit the bathroom. I explained to the female that as of 21st of March 2022 it was now illegal for children to be physically punished (GOV.WALES, n.d.) and that I would ensure that her grandparents were aware of this.

Through effective communication and a strong rapport I was able to reduce the risk towards the teenager but also her grandparents and ensure a favourable outcome. It was only through negotiation I was able to bring an end to this series of events without the need for any force.

In line with Section 10 (Participation, 2004) and 11 (Legislation.gov.uk, 2009) of the Children's act I submitted a person protection notification child at risk form. This was to help promote the physical and mental well-being, protection from harm and neglect (Participation, 2004) with the help of the local authority. With steps taken by the local authority it can help the female make a larger contribution to society as an adult and helps promote social and economical well-being (Participation, 2004).

1275 words

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

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

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

During my tutorship period I made an arrest of a suspect for harassment with threats of violence subject to section 2 and 4 of the PFHA 1997 (Legislation.gov.uk, 2012) as we had reason to suspect that a male had been making threats of violence to his ex partner via multiple social media platforms.

The TIE model (College of Policing, 2014) is enacted within any investigation in to alleged incidents. This male was traced via his social media accounts which were all in his name however to prove involvement it was necessary to interview.

To prepare for an interview the first thing I needed was evidence of the alleged social media posts. These posts were gathered from the victim who provide screenshots of her interactions between her and the suspect with the intention of displaying these during the interview process. A statement was then taken from the victim which provided the history between the victim and subject, the nature of the messages and the context behind them. The statement also provided an insight in to how these messages made the victim feel. It is important to collect the feelings of the victim as these are part of the points to prove in the offence of fear of violence (Crown Prosecution Service, 2018) which states that a person must fear on two or more

occasions that violence may be used against them. Once the evidence had been gathered it was then essential to plan an interview.

When conducting an interview it is important to do so in line with the 7 principals of investigative interviewing (College of policing, 2013). This gives benefits such as increased public confidence in the process through high quality material being gained and consistent performance throughout officers and forces (College of policing, 2013). Principal 1 is that I gain accurate accounts from all parties involved in the alleged offence. Principal 2 is that investigators which in this case is myself act fairly when questioning all parties and must not conduct an interview with any prejudice. Principal 3 is that when conducting the interview I will test the account that is provided to me against what I already know or what I can reasonably prove. Principal 4 states that I am free to ask a wide range of questions as long as they do not infringe on the subject human rights (Equality and Human Rights Commission, 2018) and I act in line with CODE C of the PACE codes of practice (GOV.UK, n.d.). Principal 5 simply states that if the subject was to make an admission of guilt early in the interview that I should recognize the positive impact this would have. Principal 6 states that I am not bound to the first answer given and that if I believe the subject is lying then I can press further. Principal 7 states that if the subject invokes his right to silence then I may still continue with my line of questioning.

Once I felt like I had gained enough material required for the interview I moved on to the PEACE model of interviewing (College of policing, 2013). I first started by planning the interview, this involved the general flow of the interview and how I would like it to flow from beginning to end. Part of this process is to conduct a written interview plan which identifies all lines of questioning. A written interview plan is used to provide confidence to the interviewer but also allow the flexibility to change as needed during the interview process (College of policing, 2013). I chose to plan my questioning first around the subject himself asking questions around his lifestyle, hobbies and habits to try make the subject more comfortable in the setting and build rapport between the subject and myself. The next line of questioning would be around the victim and his relationship to her, this would include a history of their relationship including any breakup's and reasons behind them. The next part of my planning would include questioning in to the alleged offence using open questions to obtain as much information as possible. The information would then be used if required to get the points to prove. I then planned to introduce the exhibits which at this time were copies of the social media contact between the victim and the subject. I then started to get the interview organised.

In line with CODE C of the PACE codes of practice (GOV.UK, n.d.) the subject had elected to have a solicitor present during the interview. The right to free and independent legal advice is a right that all people in custody are entitled to (GOV.UK, n.d.). I arranged this prior to my attendance via the duty solicitor call centre and liaised with the solicitor about time for arrival. Upon the arrival of the solicitor I conducted a pre interview disclosure with an MG6A form for the solicitor to advise what I wanted to discuss with his client.

Once the interview began I started the engage and explain phase of the PEACE model. I explained the rights of the subject to him with the use of an aide memoir. This outlined the rights to silence, the right to free and independent advice, the reason

for the interview, time and date it was taking place and I cautioned the subject, I then checked the subjects understanding of the caution and also the reason for the interview. I also explained to the subject that the interview was being audio and visually recorded in lines with CODE E and F of the codes of practice (GOV.UK, n.d.).

I then provided the subject with his time to provide an account of what had happened. This account would allow the subject to tell his side of the story. During this phase I engaged with active listening (Mind tools Content Team, 2009) providing the subject with uninterrupted time where I provided used both facial expressions and eye contact to show I was engaged and listening. During this time I made notes on any important information the subject provided that I wanted to further question on. Once the account had ended I broke down the account and read it back to the subject asking if he wished to add anything further. During the account the subject provided a full and frank omission of the offence's including the points to prove but offered a defence. The subject explained that the conversations and threats were completed by both the subject and the victim. I then continued with my original line of questioning using open ended questions in line with my preplanned written interview plan to gain as much information as possible. I then summarised the answers provided at the end of each topic for clarity. I presented the exhibits to the subject to which he explained and admitted that he had sent the messages again providing me with the required points to prove. I then explored the defence of the subject who agreed to provide us with evidence that he held on his mobile device. I agreed that I would conduct an investigation in to this evidence once the interview was finished. The interview was then brought to closure.

The final part of the PEACE model is to evaluate the outcome. I had gained a full and frank omission including all points to prove for the offences however the subject had provided the defence that the offence had been committed by both parties and that police only currently had one side of the story. At this time the subject was bailed with conditions subject to further investigation in to the offence. The subject agreed to voluntarily meet with me to provide evidence to back up his defence.

Overall I am happy with how the interview had gone, through successful planning I was able to gain a full and frank admission of guilt. The evidence and lines of questioning were used to solidify the admission from the subject. Although the subject had provided a defence, the objectives initially laid out prior to interview were met and if the evidence the subject present does not provide a defence then I believe I had enough material to push for a conviction to the crown prosecution service.

1372 words

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

For example:

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

Other examples relating to your experiences would be equally valid.

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

ANSWER:

Since joining my local station and being embedded within the community it has become apparent very quickly that there is an issue in the town local to the police station with anti social behaviour. This antisocial behaviour is made up of one group of offenders, youths between the ages of 12 and 16. The young group of youths are primarily causing incidents out of two hubs, the lower car park in Morrison's supermarket which is a multi story car park and the local train station.

Anti social behaviour can be split in to 4 main groups: Misuse of a Public Place, Disregard for community or personal well-being, Acts directed at people and environmental damage (Defining and measuring anti-social behaviour Home Office Development and Practice Report 26 Patterns of Crime Crime Reduction Policing and Organised Crime Criminal Justice System Drugs and Alcohol Offenders Corrections Immigration and Asylum Social Cohesion and Civil Renewal Economic Analysis and Modelling, n.d.). The offending group fell in to different categories, the younger youths were causing environmental damage such as a damage to bus shelters at the local train station but also dropping litter causing these area's to lose the use of the shelters but also become visually unappealing. The youths were also directing acts at other members of the public by making threats, shouting verbal abuse and rude/offensive gestures. This was putting a strain on the local community as people attending to complete routine shopping were getting verbally abused by the youths making them alarmed and distressed. These reports from members of the public were normally passed to Morrisons who would then in turn pass these reports to the local authority. The local authority would then put pressure on the police to take positive action against the youths.

Anti social behaviour can have a number of effect on the local community such as putting them in fear of going out, leaving them anxious and on edge, changing their routine to avoid the issues and the lack of faith that anything will change (maintenance, n.d.). The behaviour would also be putting a strain on Morrisons as it would potentially be losing custom due to the youths forcing members of the community to shop elsewhere just to avoid the negative interaction. In turn if the Morrisons is less profitable it could potentially cause a drop in jobs in the local community leading to lower social economical wealth.

When decided on the action to tackle the anti social behaviour I felt it important to follow the SARA model of problem solving (College of Policing, n.d.) to ensure that I was fixing a problem and not just moving it away. First I started by scanning the problems, identifying the problems that were causing the highest impact. After speaking to our local Neighbourhood Officer I found that the local communities highest concern was the abuse being aimed at locals when attending the Morrisons supermarket. The neighbourhood officer explained that through town hall meetings and foot patrols conducted the community felt like the youths that were congregating were putting a strain on the mental welfare of the members of the community they come in to contact with. Through the neighbourhood officers I was able to gain a list of names of the youths who were causing the issues, these names were gained through members of the public but also foot patrols conducted by PCSO's who obtained the details.

Following the SARA model I then analysed the problem using the Problem Analysis Triangle to identify the problem itself. The Problem Analysis Triangle is split in to 3 parts, The offender, the victim and the location (Arizona State University, 2020). I now had a list of the known offenders, the victim was the local community itself and the location was the Morrisons car park. Now that I understood the problem better I had two options to try remove the problem, remove the offenders or potentially the place.

The place itself was attractive to youths as it was a sheltered area with room for large amounts to congregate off the streets. As most youths were present during the evening after the school hours it identified the potentially reason for the behaviour in that maybe the youths had no other facilities that they were able to attend to spend time and enjoy themselves. There were no barriers to stop entry to the car park and there was multiple entrances and exists making it easy for the youths to run if they were alerted to police presence. The area where the groups gathered received very little footfall so most of the negative interactions with members of the public were conducted from range.

When analysing the offenders it was important to understand the impact of bias on any potential decision making. Many of the youths who are in attendance may have had little to no input on the anti social behaviour and are simply being judged guilty by association (examples.yourdictionary.com, n.d.) this states that some of the children may potentially be seen as guilty by the local community just because a small few are causing issues. It was important to not fall in to this bias when deciding on appropriate action as it could cause distrust of the police and a break down in local relationships. If the children grow up to distrust or have a negative image of policing then this could follow them in to adulthood causing issues in adult life. When attempting to tackle the offenders themselves I felt it was important to consider Routine Activity Theory which states that when a crime is committed there is normally 3 elements in play. This is a likely offender, a suitable target and the absence of a capable guardian (Nickerson, 2022). Due to the information I was able to gain from the neighbourhood officers I had a list of likely offenders who would be potentially motivated to commit antisocial behaviour when in groups of their peers. As there is a vast amount of people shopping in Morrisons it leads to there potentially being a huge amount of suitable targets and it was unknown at this time if there was any suitable guardian present. The presence of a suitable guardian is something that would need to be explored during the action phase.

The next stage of the SARA model is to start the response phase, this is where I would take my main action in an attempt to tackle the anti social behaviour. There are a range of police powers available to tackle anti social behaviour such as criminal behaviour orders, community protection notices, public space protection orders or dispersal powers (Magna, n.d.)

I first started with tackling the place which is Morrisons, I started by talking to the management staff in an attempt to find what their current security measures were. The management stated that they currently employed 1 security guard on an evening shift that did not leave the upper level front door. I asked if I agreed to conduct some routine foot patrols down to the area whenever possible would the security guard do the same. As this would provide a suitable guardian in the area being either police or security it could be a way to alleviate some pressure on the supermarket. This was agreed by the security guard and managers and was started with immediate effect.

The next step was speaking to any local community service's and youth clubs to see if there was any way to change their opening hours to try help the local community. After speaking to 2 local youths clubs both explained that changing their opening hours required extra funding and this is something that would have to be explored

through the local community. The centres explained that when they are open they have high attendance rates with many of the local youths attending. Whilst at the club the youths cause little to no impact on anyone else or the local community. Although this is not something that I could act on immediately it was an important step in trying to find a long term solution that would benefit the youths as well as the community.

I next decided it was important to speak to the parents of the youths that were highlighted by both the neighbourhood officers and community. When taking this approach it was important to come from a place of caring for the youths and not an accusatory way. This gave me a better chance of on boarding the parents with the message and to gain their help in stopping the youths from continuing the course of conduct. When speaking to the parents many of them were unaware of the behaviour and agreed to give words of advice to their children about their behaviour in public. For others it appeared that the parents did not have any interest in the youths activities and did not believe it was a problem they could solve. The families who did not care were more of a challenge as they were unlikely to have any impact on dissuading the children.

After conducting this response I noted all the relevant information and outcomes and passed this information to our neighbourhood officers. These officers have links to the local authority and can action information and intelligence provided to them in multi level agency meetings to try get funding and support to help with solutions such as the opening hours of local council run youth clubs. The response that I carried out in relation to the ASB could also then be fed back to the community through forums and town hall meetings to show to the community that the police are taking action in relation to the issues.

The final part of the SARA model is to analyse the outcomes. As the action that I have taken it quite recent it is hard to say for sure what the outcome of the action will be. In the short term we have had to respond less to incidents that have occurred in Morrisons which has taken pressure off the police from the local community. However I cannot yet find out the long term impact any of my action has had on the issues. My concern is that without a multi agency approach to antisocial behaviour from the local authority and local youth related groups then this problem may just move to another area of the town.

Whilst conducting this work on antisocial behaviour it has become apparent that police intervention is merely a step in tackling the problem. The problem itself can be caused by a multitude of issues such as a lack of engaging activities for the youths, lack of parental support or youths coming from homes with other outside external pressures causing a negative impact on their behaviour. From my experience I believe the problem can be solved but without the participation of local authorities and external agencies then the problem is likely to re occur or just move to another area. With continued police intervention without any external agency involvement it is likely that the children will just progress further and further in to the criminal justice system through actions such as criminal behaviour orders for those aged over 10 but under 16 and community protection notices for those aged of 16 (Government Digital Service, 2017). this introduction to the criminal justice system at a young age could

potentially impact future development and potential job prospects for the older youths.

Words 1918

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

FutureLearn. (n.d.). *Sleep on it: how sleep helps build resilience*. [online] Available at: <https://www.futurelearn.com/info/courses/professional-resilience/0/steps/36705>.

Salamon, M. (2020). *Blue Light and Sleep*. [online] WebMD. Available at: <https://www.webmd.com/sleep-disorders/sleep-blue-light>.

NCCIH. (2021). *Melatonin: What You Need To Know*. [online] Available at: <https://www.nccih.nih.gov/health/melatonin-what-you-need-to-know>.

TLNT. (2019). *7 Reasons to Care About Employee Morale*. [online] Available at: <https://www.tlnt.com/124997-2/>.

Talent2Africa. (n.d.). *How to integrate into a new team ?* [online] Available at: <https://talent2africa.com/how-to-integrate-into-a-new-team/> [Accessed 10 Apr. 2022].

World Health Organization: WHO (2019). *Violence against children*. [online] Who.int. Available at: <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>.

Harvard University (2019). *What Are ACEs? And How Do They Relate to Toxic Stress?* [online] Center on the Developing Child at Harvard University. Available at: <https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>.

Raising Children Network (2017). *Brain development: teenagers*. [online] Raising Children Network. Available at: <https://raisingchildren.net.au/pre-teens/development/understanding-your-pre-teen/brain-development-teens>.

Ehmke, R. (2016). *Tips for Communicating With Your Teen*. [online] Child Mind Institute. Available at: <https://childmind.org/article/tips-communicating-with-teen/>.

Skills You Need (2011). *Developing Effective Communication | SkillsYouNeed*. [online] Skillsyouneed.com. Available at: <https://www.skillsyouneed.com/ips/improving-communication.html>.

Smith, D. (2020). *Nonverbal Communication: How Body Language & Nonverbal Cues Are Key*. [online] Lifesize. Available at: <https://www.lifesize.com/en/blog/speaking-without-words/>.

College of Policing (2014). *CODE OF ETHICS*. [online] College Of Policing. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf.

Shonk, K. (2019). *Top 10 Negotiation Skills*. [online] PON - Program on Negotiation at Harvard Law School. Available at: <https://www.pon.harvard.edu/daily/negotiation-skills-daily/top-10-negotiation-skills/>.

GOV.WALES. (n.d.). *Ending physical punishment of children*. [online] Available at: <https://gov.wales/ending-physical-punishment-children>.

Participation, E. (2004). *Children Act 2004*. [online] www.legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2004/31/section/10>.

Legislation.gov.uk. (2009). *Children Act 2004*. [online] Available at: <https://www.legislation.gov.uk/ukpga/2004/31/section/11>.

Legislation.gov.uk. (2012). *Protection from Harassment Act 1997*. [online] Available at: <https://www.legislation.gov.uk/ukpga/1997/40/section/2A>.

Legislation.gov.uk. (2012). *Protection from Harassment Act 1997*. [online] Available at: <https://www.legislation.gov.uk/ukpga/1997/40/section/4>.

College of Policing (2014). *Working with suspects*. [online] Police.uk. Available at: <https://www.app.college.police.uk/app-content/investigations/working-with-suspects/>.

Crown Prosecution Service (2018). *Stalking and Harassment | The Crown Prosecution Service*. [online] Cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/stalking-and-harassment>.

Equality and Human Rights Commission (2018). *The Human Rights Act | Equality and Human Rights Commission*. [online] Equalityhumanrights.com. Available at: <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>.

GOV.UK. (n.d.). *PACE Code C 2019 (accessible)*. [online] Available at: <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>.

GOV.UK. (n.d.). *Being arrested: your rights*. [online] Available at: <https://www.gov.uk/arrested-your-rights/legal-advice-at-the-police-station>.

College of policing (2013). *Investigative Interviewing*. [online] Police.uk.
Available at:
<https://www.app.college.police.uk/app-content/investigations/investigative-interviewing/>.

GOV.UK. (n.d.). *PACE Codes E and F 2018*. [online] Available at:
<https://www.gov.uk/government/publications/pace-codes-e-and-f-2018>.

Mind tools Content Team (2009). *Active Listening Hear What People Are Really Saying*. [online] Mindtools.com. Available at:
<https://www.mindtools.com/CommSkill/ActiveListening.htm>.

Defining and measuring anti-social behaviour Home Office Development and Practice Report 26 Patterns of Crime Crime Reduction Policing and Organised Crime Criminal Justice System Drugs and Alcohol Offenders Corrections Immigration and Asylum Social Cohesion and Civil Renewal Economic Analysis and Modelling. (n.d.). [online] Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/116655/dpr26.pdf.

maintenance (n.d.). *Antisocial behaviour*. [online] Victim Support. Available at:
<https://www.victimsupport.org.uk/crime-info/types-crime/antisocial-behaviour/>.

College of Policing. (n.d.). *Problem-oriented policing*. [online] Available at:
<https://www.college.police.uk/research/crime-reduction-toolkit/problem-oriented-policing>.

Arizona State University (2020). *The Problem Analysis Triangle | ASU Center for Problem-Oriented Policing*. [online] Asu.edu. Available at:
<https://popcenter.asu.edu/content/problem-analysis-triangle-0>.

examples.yourdictionary.com. (n.d.). *Examples of Guilt by Association*. [online] Available at: <https://examples.yourdictionary.com/examples-of-guilt-by-association.html>.

Magna. (n.d.). *Legal powers against antisocial behaviour*. [online] Available at:
<https://www.magna.org.uk/your-home/anti-social-behaviour/legal-powers-against-anti-social-behaviour>.

Nickerson, C. (2022). *Routine Activities Theory - Simply Psychology*. [online] www.simplypsychology.org. Available at:
<https://www.simplypsychology.org/routine-activities-theory.html>.

Government Digital Service (2017). *Punishments for antisocial behaviour*. [online] GOV.UK. Available at: <https://www.gov.uk/civil-injunctions-criminal-behaviour-orders>.

--

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: Damien Thomas _____ (Learner

Date: 19/04/2022 _____

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed:  (Learner

Date: 19/04/2022.