

Workbook 2 Student 1916167

by Katie Jones

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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:
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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

The nature of 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:

For this task, I have been asked to focus on my tutorship over the last 3 months and reflect on coping strategies I have applied to develop resilience and minimise stress within my role as a police officer.

I have used the Driscoll's 1994 reflective model (Driscoll Model of reflection, 2020) to reflect over the last 3 months. This model has 3 stages of reflection. "What" - Describes what has taken place. "So What" is the analysis of what has happened and lastly "Now What" - what I'll do differently.

What?

On starting my tutorship, I had no experience in policing and this filled me with nerves in many ways such as meeting new people, not knowing what to do in situations along with the new computer system I have never seen or used before.

I had never worked shifts before starting with the police so I knew this would be a challenge I would need to adapt to.

I understood that I would face new challenges that would likely affect my wellbeing and I needed to think of ways to cope with these challenges.

"Well-being consists of three interrelated components: life satisfaction, pleasant affect, and unpleasant affect. Affect refers to pleasant and unpleasant moods and emotions, whereas life satisfaction refers to a cognitive sense of satisfaction with life" (Dodge, Daly, Huyton and Sanders, 2012)

To me, wellbeing is focusing on your mental health and finding ways to keep a good balance between work and home life and building resilience in the job to stressful situations.

So What?

What is it like being a police officer today?

It has its challenges with recent history and the latest pandemic. The job brings with it stress such as managing workloads and family life along with completing a university degree.

I had ideas of how I would build resilience on balancing work and home life. However, starting shift work changed my thought process due to all new challenges again and being in the situation.

I found myself getting overwhelmed with balancing home and work. Not seeing my child as much I'd like to did affect me mentally and emotionally.

Speaking to colleagues who also had commitments such as children helped me understand and set out a structure of sleeping patterns and switching off while not in work.

Now What?

I have struggled with the balancing of shift work, university studies and home life with a young child.

Shift work has meant I have lost time with my family and I have become irritable at times after not getting enough sleep and stressed about workloads. However, what is helping me is having the support of my family.

Coping strategies, I have in place are napping, something I would never have done before and I communicate more with my support networks. I go for walks with my family to help me relax and set a timetable for university studies.

I have noticed my diet has not been great since starting shift work. Another approach is I ensure I take food into work and try not to snack after a certain time on a night shift, I try not to drink too much caffeine as this is only a quick burst of energy and likely to affect your mood after.

"Many people reach for "comfort foods" during times of stress. Starchy or sweet dishes taste good and may feel emotionally satisfying — in the short term. That's because they elevate your blood sugar and trigger the same pleasure centres in the brain that addictive drugs do. But later, processing those carbohydrate-heavy foods can cause you to feel an unpleasant crash. On the other hand, healthy eating helps keep your blood sugar stable — which can help maintain your mood throughout the day" (Improve your mood with healthy food - Thrive, 2020)

On reflection during my tutorship, I focused on my mental health the moment I could see the change in my mood.

If I did not acknowledge my mental wellbeing it could have a detrimental impact on my health.

Along with family and friends, I know there are support networks that can support my mental wellbeing such as Mind.Org (What we do, 2020)

I embraced ICT systems I hadn't seen before and asked for support in completing tasks when I was unfamiliar with what to do. I found my confidence growing the more I got involved with the system which increased my Serotonin levels which in turn helps regulate your mood as well as your sleep, appetite, digestion, learning ability, and memory. (Happy Hormones: What They Are and How to Boost Them, 2019)

Studies show that Serotonin impacts every part of your body and is it considered a natural mood stabilizer and helps with stress levels.

(Word Count 658)

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:

For this task, I have been asked to discuss a policing incident whereby I have played a role with a victim and reflect on what has happened.

I am going to illustrate my response to an incident where a dwelling burglary occurred in a deprived area and affected a vulnerable person.

Under S9.1 of the 1968 Theft Act, a burglary can be committed in two ways.

A person is guilty of burglary ...

"A - By entering any building or part of a building as a trespasser and with intent to commit theft, grievous bodily harm or criminal damage. (s9.1a)

B- Having entered the premises as a trespasser by stealing or attempting to steal or inflict or attempting to inflict grievous bodily harm (S9.1b)" (Dobson, 2005)

My response to this incident is going to be how I supported a vulnerable person through this incident. I have decided to use Gibbs (1988) reflective model which consist of 6 stages. I will conclude by analysis through an action plan I will take forward to assist me in incidents that I will encounter in the future.

First stage of the Gibbs Model is "What's Happened".

I attended a priority call to a dwelling burglary. On arrival at the scene, there was an elderly lady who was very shaken and crying. I communicated with the victim and listened to what she had to say and ensured she knew I was listening by using gestures such as nodding and saying, "I understand". I needed to complete a statement, so it was imperative I asked lots of open questions to gain as much detail from her as possible.

"Effective communicating refers to the process of sharing information between two or more entities which leads to the desired outcome. The information shared is conveyed and received efficiently without the intended meaning being distorted or changed. It includes skills like non-verbal communication, attentive listening, ability to understand and to control one's own emotions and managing stress." (Effective Communication, 2015)

Using effective communication skills allowed me to establish timings, anything out of the ordinary that day, what had gone missing etc. I kept my communication clear, so she understood what I was asking and what was going to happen. I listened to her concerns and noted them down to support her the best way I could.

I ensured I considered the vulnerability factors relating to the victim.

An adult is deemed to be vulnerable if a person

"is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation" (Department of Health, 2000)

As this victim fell into the vulnerability category due to her age, I ensured to pay close attention to safeguarding her. I provided her with victim support services through Connect Gwent (Connect Gwent: Umbrella Cymru, 2020) along with safeguarding her by telling her to keep her windows and doors locked and contacting 999 in emergencies.

My reason for safeguarding and referral to agencies was due to her age and at risk of being a repeat victim along with living alone.

The victim lived in a deprived area that had an increase in dwelling burglaries over the last few weeks. I advised her we would increase foot and mobile patrols in the area and provided her with my contact details. This reduced the risk of fear and provided reassurance.

The police have a role in managing the risk of harm and becoming a repeat victim. By Police managing the risk allows the individual to regain a feeling of control.

It is important to recognise and address the needs of victims and witnesses and improve the reassurance gap (Millie and Herrington, 2005). The gap between community perception and what is being achieved. By bridging the gap, underpins the need for reassurance and permits police to deal with emotions that affects a person sense of security.

By using effective listening, I was able to establish the entry point of the offender(s) and what had been taken. Following the Golden hour principles (Bryant and Bryant, 2019) allowed me to gather evidence ensuring preservation and protection, along with gathering information from the victim while information is still fresh. The Golden Hour supports an investigation by preserving a scene so evidence can be protected while it's still fresh and identifying witnesses. It's the first period of any incident.

I contacted CSI (Crime Scene investigators) to advise them what had happened, and they were tasked to attend the property to gather forensics.

Dr Locard (1920) a forensic scientist formulated the theory "Every contact leaves a trace" this allowed forensic teams to trace evidence and enable it to be linked to people.

Locards' 1920 exchange principle stated that that every time you make contact with another person, place, or thing, it results in an exchange of physical materials such as fingerprints,

hair, skin, fibres and more. Locard also stated that you will take part of that scene with you, whether it's dirt, hair or any other type of trace evidence.

Second stage of the Gibbs Model is the "Feeling Stage".

This was my second burglary but this time on my own. On route I was worried about getting it wrong or not being able to support the victim.

On Arriving those worries went. I adapted my approach to the victims needs and felt very sympathetic toward her. I found myself having mixed emotions of empathy and anger. I managed my emotions by sympathising with the victim.

The victim said she felt violated and no longer had privacy. I wanted to help her get her property back and find out who did it, but I could not give her a promise I may not be able to keep. I found this hard, but this is the reality of policing, that I would not be able to solve everything.

Whilst speaking with the victim they had a cup of tea in their hand and their head lowered crying. Whilst visibly distressed it was quite hard to understand what she was saying at times, but I remained professional and kept reassuring her whilst summarising what she was saying so she knew I was listening.

Third stage of the Gibbs Model is the "Evaluation Stage".

It was evidential to see that the effect of this offence had infringed on the victims Human Rights under Article 8 "*Right to respect private and family life*". (*Equality human right 1998*). My reasoning behind this was because the victim no longer felt safe in her home, it no longer felt it could be enjoyed and feel a place of safety for her. I referred the victim to the support services. I told her she could speak with the council and see if she could be moved from the area if this is something, she felt that was needed.

What I found effective was the way I addressed the victim's vulnerability by reassurance and my attention illustrated by safeguarding measures and communication. I utilised community support officers to patrol the area, I provided victim updates with regards to the case, I contacted relatives for a support network for the victim and created a targeting hardening referral.

I preserved the scene and took a detailed statement from the victim. Due to this statement, we were able to start the investigation quickly and I managed to locate one of the stolen items.

What was particularly effective was the questions I asked the victim such as if they had a tracking device on the iPad. This allowed me to track the victim iPad that was showing to a nearby location. Due to regulations under the PACE 1984 Act (Police and Criminal Evidence Act 1984) I could not use any power of entry to enter the property to where the iPad was showing. PACE code of practices regulates police powers and protect public rights therefore, I used my initiative and knocked the door and made some house to house enquiries regarding the burglary. Subsequently, a resident in the property had said they had bought an iPad from a friend, Unknown to them it was the victims iPad and they were handling stolen goods.

Handling Stolen goods falls under Section 22 of Theft Act 1968.

"A person handles stolen goods if (otherwise than in the course of the stealing) knowing or believing them to be stolen goods he dishonestly receives the goods, or dishonestly undertakes or assists in their retention, removal, disposal or realisation by or for the benefit of another person, or if he arranges to do so." (Theft Act 1968)

This led to the arrest of the offender and extra reassurance to the victim. The victim was informed of special measures if needed to attended court. Special measures include removal

of wigs, curtains in the courtroom, live link. These measures can support vulnerable people in court to support prosecution.

"Special Measures is the term used to describe the measures a court can order to assist vulnerable or intimidated witnesses to give their best evidence in court" (Code of practice for victims of crime, 2015).

Forth stage of the Gibbs Model is the "Analysis Stage"

Overall, the investigation regarding the incident went well. I communicated effectively following opening questions.

"A Convenient way to describe an act of communication is to answer the following questions, Who, Says What, In which Channel, To Whom, with what effects" (Lasswel 1948)

Lasswel model has been further developed today and is now referred to as the 5Ws H. These questions helped me communicate with confidence and gather information for the investigation. Fundamental elements of effective communication such as listening and building a rapport with the victim allows the victim to feel they are taken seriously and supported.

By understanding the victim code of practice helps officers support victims of crime.

"This Code of Practice for Victims of Crime forms a key part of the wider Government strategy to transform the criminal justice system by putting victims first, making the system more responsive and easier to navigate. Victims of crime should be treated in a respectful, sensitive, tailored and professional manner without discrimination of any kind" (Code of practice for victims of crime, 2015)

I ensured I supported the victim by following these Codes of Practise.

Final stages of the Gibbs model are the "Conclusion and Action plan stage".

I learnt valuable information on dealing with a vulnerable person and how to support them in a variety of ways. There are several benefits of the victim's code including achieving best evidence, complying with legislation and ensure victims & witness feel comfortable going to court. By identifying, a victim who may be vulnerable allowed me to ensure the most appropriate support could be given

The standard expected of me during my role as a police officer are set out by the policing standard of professional behaviour under the College of Policing.

One of these include Honesty *"You are Truthful and Trustworthy"* (Code Of Ethics, 2014). I will ensure that I am honest with victims and not make promises that I cannot keep.

On conclusion to this task, I responded professionally to the incident ensuring I recognised and supported vulnerable person and victim. I created a Public Protection Notice (PPN) as I recognised a vulnerable adult. This PPN allows for multi-agency work such as the local council and victim support services.

I ensured information was recorded accurately and statements and exhibits stored appropriately on policing systems to help with the investigation.

I followed the THRIVE approach for the incident which allows assessing the risk against the victim.

THRIVE is a mnemonic for Threat, Harm, Risk, Investigation, Vulnerability and Engagement keeping in line with the Policing Code of Ethics

Going forward I will continue to use my listening and communication skills to develop on investigation skills. I will ensure I keep in line with Victim Code of Ethics and continue to bridge the gap between the public and police.

(Word Count 1641)

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:

For this task, I have been asked to discuss a suspect interview that I have been involved with and reflect on what has happened.

I am going to illustrate my response to this task by discussing the reason behind the suspect's interview and outline considerations I had when planning the interview.

I have decided to use the Gibbs (1988) reflective model which consist of 6 stages. I will conclude by analysis through an action plan I will take forward to assist me in interviews that I will encounter in the future.

An investigative interview under the Policing Criminal Evidence Act 1984 (PACE) Code C, Para 11.1 A, states

"An interview is the questioning of a person regarding their involvement or suspected involvement in a criminal offence or offences which, under paragraph 10.1, must be carried out under caution" (GREAT BRITAIN: HOME OFFICE., 2019)

The PACE Act was set up to ensure that individuals are not unlawfully detained by legal authorities. PACE provides a comprehensive set of laws that oversee the detention of the individual.

Investigating is a core duty of police officers. It is fundamental to interview suspects, witnesses and victims to help the outcome of an investigation. The accounts of people involved in crime play a crucial part in the overall investigation.

1st stage of the Gibbs 1988 Model is the description stage.

I attended an incident where a young male aged 16 had made threats to smash a neighbour's window.

On arrival at the address, there was nobody in the street. I knocked on the person's door who reported the incident and asked them questions on what had been ongoing on. The resident said that a young male had threatened to smash their windows in because she told them off a few days ago for shouting in the early hours of the morning outside her house. The resident said that the individual has caused them to feel afraid and he won't stop making threats.

Based on the information I obtained I decided to arrest under Section 24.2 PACE 1984 for "Threats To Cause Criminal Damage".

Section 2 of the 1971 Criminal Damage Act states

"It is an offence for a person who without lawful excuse makes another a threat intending that the other would fear it would be carried out. A) to destroy or damage any property belonging to that other or a third person or B) to destroy or damage his/her property in a way which he/she knows is likely to endanger the life of that other or a third person" (Bryant and Bryant, 2019)

Using the THRIVE and NDM approach I weighed up my options and risks.

I felt my reasoning for the arrest was justified due to the nature of what had been going on along with CCTV provided by the victim showing the offender making these threats. I could not be certain that if I left the area those threats would not be carried out. An option I could have taken would have been a voluntary interview due to the offender's age but looking into background checks on the police national database of the individual I did not feel this was the best course of action as they still posed a risk to the victim.

I used my discretion in not handcuffing the offender due to his age and I received support from another officer in conveying him to the police station for an interview.

After the male was escorted to custody, I started planning the interview. My first consideration was the offender's age. PACE Act sets out the rules of safeguarding individuals and avoids any miscarriage of justice as a result of a vulnerable person being interviewed. As the offender was only 16, he was vulnerable due to his age and required an appropriate adult in the interview.

Under section 38 under the Crime and Disorder Act, 1998 youth offenders have the right to have an appropriate adult in an interview to safeguard children and young persons.

"The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles and vulnerable person to whom the provisions of this and any other Code of Practice apply. For this reason, the appropriate adult is expected, amongst other things, to support, advise and assist them when, in accordance with this Code or any other Code of Practice, they are given or asked to provide information or participate in any procedure; observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not" (GREAT BRITAIN: HOME OFFICE., 2019)

PACE Code C sets out several obligations regarding when an appropriate adult is needed such as individuals who appear to be under the age of 18, suffering from mental health or disorder and a person who is likely to find interview problematic due to impairments such as being deaf or unable to speak or read.

My other considerations included the wellbeing of the individual along with the European Convention Human Rights. (ECHR)

"Investigators must act fairly when questioning victims, witnesses or suspects. They must ensure that they comply with all the provisions and duties under the Equality Act 2010 and the Human Rights Act 1998". (Investigative Interviewing, Principle 2.College of Policing 2013)

The purpose of this interview was to ascertain the account of the alleged offence that they had been arrested for. In 1988 there was a miscarriage of justice in Cardiff over the murder of Lynette White where 5 men were wrongfully convicted. The interview failed through intimidation and hostility. The application of PACE and the ECHR help considerations whether the rights of individuals are followed.

Next stage was to plan the interview following the "PEACE" methodology: Planning and Preparation; Engage and Explain; Account, Clarification and Challenge; Closure; and finally, Evaluation (PEACE Framework, 2013)

Before the interview, I had obtained CCTV to use as evidence along with victim statements and custody record which shows how the individual was cared for. These were disclosed through police documents to his solicitor before the interview.

I used CCTV and victims' statements to set out topics to cover. I aimed to set out an objective of what I want to achieve and consider any possible defences.

During the interview, I engaged and explained the process of what was going to happen along with the suspect's legal rights.

Through good communication and opening questions used I was able to establish their account of what had happened and clarify any missing information.

I provided details of what the victim statement contained to establish any defences and challenge anything that did not add up. I followed the Cognitive interview process. (Fisher & Geiselman, 1992) The Cognitive interview becomes a memory enhancer using several retrieval methods to support the interview. By using questioning tactics that are clear and non-leading helps take account of how people remember and recall information about events. I used active listening skills to ensure the offender did not change the information he already provided me.

At the end of the interview, I allowed the suspect to give further information that they would like to add or disclose.

The last part of the PEACE model is to evaluate how the interview went. I needed to be sure that all aspects of the CPIA (Criminal Procedure Investigation Act 1966) were fulfilled and ensure that I did not infringe on the person Human Rights during the interview. Did I cover all the points to prove to obtain a full account, is there any further investigation that needs to take place following the interview?

2nd stage of the Gibbs Model is the feeling stage.

As this was my first interview, I was apprehensive. I didn't know what to expect or how this interview would go. Starting the interview, I was expecting "No Comment" however when I asked the offender "Tell me what happened" he started to give his account. This did throw me a little as I needed to start writing and gather other topics I could probe on. I did not let this show and allowed the interview to run smoothly by keeping my composure and asking lots of open questions. The suspect was quite emotional by crying at times as he didn't feel it was fair that he was arrested. I managed his emotions by reassurance and told him it was ok to take a break if needed.

3rd stage of Gibbs Model is the evaluation stage

I believe my arrest was proportionate and effective for a prompt and effective investigation into the offence allegedly committed. I was aware of the offenders need for an Appropriate adult and their entitlement to a legal representative.

What went well was the style of questions asked. I adapted the way I communicated to ensure the suspect understood what I was saying. What could have gone better was the turnaround time in interviewing the individual when he was arrested. Soon as he was arrested an interview needed to be arranged as soon as possible due to his age.

I followed the CPIA code of practice when disclosing information to the male solicitor.

"any police officer involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code including, recording information and retaining records of information and material (Investigation, 2013)

4th stage of the Gibbs Model is the analysis stage

On making sense of why the offender committed the alleged crime was simple. There were social factors and environmental factors within this incident. Social factors included upholding reputation with his mates and the community. Furthermore, the environmental factors were that the area was deprived, their school was closed and lack of discipline from parents with a financial issue.

"A person position in the social structure of society can be a significant contributing factor in criminal activities" (Justice and Psychology, 2015)

5th Stage of the Gibbs model is the conclusion stage

From discovering this incident, I believe further support is needed in the community such as local youth clubs, increased patrols. Speaking with agencies such as the council can help support deprived areas. With regards to the offender, I could put in referrals to social services if I felt family support was needed. In this instance, the family were already involved with social services.

It's important to have questions planned and I have learnt that by using opening questions and keeping the interview flowing from answers given provides an effective interview.

On reflecting my responsibilities within the interview, I believe I acted fairly and proportionate.

I kept in line with the Human Rights Act 1988 ensuring Article 5 – Right to liberty and security was followed. This article allows the person arrested to be informed they were arrested in a language they understand, Article 14 Prohibition on discrimination ensures that I treated the offender fairly an exercise professionalism

In evaluating my performance, I dealt with the interview professionally and acted fairly. I followed the Gwent Police Aide Memoir to ensure the offender knew of their legal rights and why he was being interviewed. By asking an array of questions allowed effective interviewing to which the offender replied to my questions.

6th stage of Gibbs Model is the Action stage.

Regarding the interview process, my skill will develop more on conducting more interviews. I have further training planned for interviewing in the next few months that will help me achieve a higher level of interviewing. I felt I approached open-minded and confidently. I plan to develop my communication skills further in everyday policing incidents and follow PACE.

(Wordcount 1622)

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:

For this task, I have been asked to discuss a policing incident whereby I have played a role with an offender and reflect on what happened.

I am going to illustrate my response to an incident whereby a street party occurred in a deprived area which took place under COVID 19 lockdown and involved Anti-Social Behaviour (ASB).

Anti-Social Behaviour Crime and Policing Act 2014 is an act of parliament that has law enforcement powers in addressing ASB.

ASB can occur within a house or a public place. With regards to the incident I am talking about, this took place in a public place to which the public have access to.

ASB involves many incidents such as littering, drinking in public, lifestyle clashes, neighbour disputes that leaves you feeling alarmed, harassed or distressed. (Gwent Police, 2020)

The definition of ASB states

"Conduct that has caused, or is likely to cause, harassment, alarm or distress to any person, (b)conduct capable of causing nuisance or annoyance to a person in relation to that person's occupation of residential premises, or (c)conduct capable of causing housing-related nuisance or annoyance to any person." (Anti-social Behaviour, Crime and Policing Act 2014)

My response to this incident is going to be how I supported the community who contacted the police after being affected by ASB. I have decided to use Gibbs (1988) reflective model which consist of 6 stages. I will conclude by analysis through an action plan I will take forward to assist me in incidents that I will encounter in the future.

I will analyse and evaluate by looking into Problem Orientated Policing which is a concept developed by Herman Goldstein (1990).

"In its broadest context, problem -oriented policing is a comprehensive plan for improving policing in which the high priority attached to addressing substantive problems shapes the policing agency, influencing all changes in personnel, organisation and procedures. Thus, problem-oriented policing not only pushes policing beyond current improvement effort, it calls for a major change in the direction of those efforts" (Herman Goldstein,1990)

Goldstein said that the police should analyse underlying causes for the need of police presence which in turn supports Evidence Based Policing and Problem-Solving models.

1st stage of the Gibbs (1988) Model is the description stage.

I was called to attend reports from the local community about a street party taking place whilst the country was still in lockdown due to the world pandemic COVID 19.

The area I attended is a deprived area and is known to have a high crime rate.

On arrival of officers, many youths were shouting and drinking alcohol down an unlit street with loud music playing.

Several calls came into the control room, so this was affecting many people living in the area.

The impact of ASB can have a significant effect on a person's mental health, especially if this is an ongoing issue in the area. A male who lived in a nearby street was walking his dog when he approached me and asked me what we were going to do about this incident. He made comments about how this happens on regular basis with youths drinking alcohol in this specific street and how it has been affecting him and others during the nights.

It was evidential that ASB in the area had been ongoing for some time and had been affecting the quality of life of residents nearby.

I informed the male that we would be dispersing the crowd. This was effective police action for that moment but due to ongoing issues more needed to be done.

Effective police action in this situation consist of informing the neighbourhood policing team who in turn can provide reassurance to local communities, reduce the amount of crime and ASB within the area to achieve safer communities.

At the scene I decided to utilise other support units such as the Dog Unit and Area Support Officers. I also mentioned about a Section 35 Anti-Social Behaviour 2014 notice.

After a couple of hours, myself and other officers at the scene managed to disperse the party by use of a Section 35 dispersal order authorised by Bronze Commander.

"A dispersal order allows a police officer in uniform or a designated PCSO to direct any person committing or likely to commit ASB, crime, or disorder to leave an area up to 48 hours" (Bryant and Bryant, 2019)

As this was in place for 48 hours it was only a prevention measure and hopefully reduce the likelihood of ASB going forward. Breaching is a summary offence and could lead to an arrest of an offender(s) or a fine.

We must tackle ASB in the right way and liaise with partner agencies to support communities and officers in tackling ASB.

Many interventions can be successful in stopping ASB such as Verbal warnings, Civil injunctions, Community Protection Notice and many more.

At this stage it was hard to determine what the best course of action would be without investigating the anti-social behaviour that is being caused.

Evidence-based policing (EBP) improves the approach the way police tackle crime. EBP allows changes to existing practices or providing new opportunities which overtime measure the effectiveness these changes make.

The Theory of EBP was advanced by Professor Lawrence Sherman 1988.

"Police practices should be based on scientific evidence about what works best" (Sherman, 1998)

I supported the 5 steps of EBP (What Works, 2020) by speaking to victims of ASB.

These 5 steps (Ask, Test, Learn, Adapt, Share) help determine the best course of action and provide an understanding on what we were trying to achieve. EBP aids decision making by police and partnership working by sharing best practice.

The neighbourhood policing team were informed of the ASB in the area and were provided with details regarding what a member of community had raised with me following EBP.

2nd stage of the Gibbs Model is the feeling stage.

At the incident it was overwhelming with members of the public drinking and not being responsive to police presence. Before I arrived, I did have a bias opinion on the type of people who commit ASB which was young boys, causing a nuisance who wind up the neighbours from time to time. On arrival I could see that this bias feeling was incorrect. There was a mixed age range along with males and females.

Bias feelings can affect the way we make our decisions when dealing with situations, so it is vital I did not let these get in the way and look at the bigger picture of what was happening. I felt the reason why the ASB took place was due to COVID 19. Several people had been in lockdown since March 2020 and were getting restless about not being able to socialise. During the incident, people involved in the ASB had no respect for their community or officers at the scene.

Emotions were running high with people being fuelled with alcohol which led me to arrest a female under Section 24 PACE 1984 who failed to comply with the dispersal order.

"A constable may arrest without a warrant—(a) anyone who is about to commit an offence; (b) anyone who is in the act of committing an offence; (c) anyone whom he has reasonable grounds for suspecting to be about to commit an offence; (d) anyone whom he has reasonable grounds for suspecting to be committing an offence" (Police and Criminal Evidence Act 1984)

After my arrest the offender showed anger by shouting and screaming. The offender was known to the police and I believe her behaviour toward police is due to her social background. There are many posts online about the negative side of the policing all over the world and how people feel about police. Social Influence Theory (Kelman, 1958) states that

individual's attitudes, beliefs, and actions or behaviours are influenced by others through three processes: compliance, identification, and internalisation. Kelman suggested that people change the way they act in response to what they perceive others might do or think.

3rd stage of Gibbs Model is the Evaluation Stage.

I felt my decision to arrest was justified however it may have had an impact on the wider police community such as the neighbourhood team who wish to engage in the area going forward. The offenders are likely not to be responsive toward engagement due to my decision to arrest "the leader of the gang" and continue to commit crime.

At the scene apart from the individual I arrested, some members of the community taking part in the ASB were engaging well with officers. By engaging in a positive light and speaking with members of the public who wished to engage back resulted in others taking an interest in what the police do. By advising them, what they need to do to join the police acted as a positive reinforcement to move them on and hopefully stop offending. I found my experience from just coming out of training school helped in making conversations.

The Nudge theory (Thaler 2008) is a positive reinforcement which has an indirect way of influencing others behaviour and decisions they make. By positive reinforcement about joining the police and what they should start doing, with the use of engagement and communication led to a few offenders going home.

After the situation I felt I dealt with the situation professionally keeping in line with the police Code Of Ethics. (Code of Ethics | College of Policing, 2020)

The community affected had reassurance that police patrols would take place to avoid the return of offenders.

One of the victims affected by the ASB had said the behaviour in the community leaves residents feeling unsafe, and angry.

I believe the situation was handled effectively. Effective decisions were made to stop the ASB at that moment. The THRIVE risk assessment (THRIVE, 2020) was utilised to keep the situation under control.

THRIVE consists of 6 elements to assist in identifying the Threat perceived to the community, Harm which could include injury, psychological and damage, Risk of this happening again if we didn't get a dispersal order in place, Initial investigation as to why they were gathering in the street and engaging with residents who were concerned about the ASB. Vulnerability involved or who is a victim to this ASB and finally Engagement with the community and offenders in building positive relationships.

I followed the OSARA Model of policing which helps support the Neighbourhood policing team and other units. (Bryant and Bryant, 2019).

OSARA Provides a framework in tackling problems. (Objective, Scanning, Analysis, Response, Assessment)

The objective was what I intended to achieve, this was to disperse the ASB from the area and get details from residences who had been affected by the ASB.

On scanning the area, a member of the community approached me and started to engage on how long this had been going on and how this had been affecting the community.

Speaking with a resident of the area allowed me to analyse the problem and the extent of the ASB.

I responded by speaking with Police Community Support Officers (PSCO) who would take on foot patrols in the area. I sent an email to our Crime & Disorder Reduction Officer (CADRO) who advised they would put in the bulletin the ASB on-going in the area to make officers aware.

I spoke with one victim who had been subject to the ASB and built a positive relationship suggesting things that can be done to tackle ASB to which they were receptive. I provided advice to the victim on what to do if it happens again. Advice consisted of safeguarding measures - don't engage with offenders, contact 999 or 101, keep records for every time ASB takes place. I mentioned about a community meeting with the PCSO to which could be arranged for members of the community to air their concerns. I also mentioned about speaking with the local authority in providing better amenities for youths in the area.

4th stage of the Gibbs model concludes by analysis

Overall what went well was the communication between me, a victim and a few offenders. I felt I was open and honest with the offenders about how the incident they were involved in could affect their future.

A theory that can explain the course of ASB is known as Broken Windows Theory (Wilson & Kelling 1982). The area we were in had many ASB issues and was in a deprived area where the crime rate was high. The Broken Windows Theory uses the unconscious mind of people in committing crime, ASB.

"The broken windows theory states that visible signs of disorder and misbehaviour in an environment encourage further disorder and misbehaviour, leading to serious crimes. The principle was developed to explain the decay of neighbourhoods, but it is often applied to work and educational environments". (Broken Windows Theory, 2020)

By understanding the Broken Windows Theory allows us to underpin a problem-solving method such as Problem Analysis Triangle (PAT). For a crime to occur an offender and a suitable target must come together in specific location without a deterrent. PAT allows us to understand why crimes and ASB are getting reported for example why is the location appealing to the offender, is there a reason why certain people are being targeted and lastly who are the offenders and how many are there.

My experience of policing a deprived area has influenced my perception of the wider community, some people do want to engage however some factors influence other behaviours such as gangs, drugs, peer pressure. Culture plays an important part in how we act and behave. These factors I feel I will consider going forward to ensure I recognise these behaviours to allow me to support others in a better way and change any unconscious bias views I may have.

5th stage of the Gibbs Model is the Conclusion stage

Benefits of Problem Orientated Policing (POP) allows for better service to the public, managing police demands and finds solutions to the root cause. I knew here that the place where the ASB was taking place was down a street with no street lighting. This needed to be brought to the attention of the local authority. I needed to consider why people were hanging around that specific street, is there something that brings them there or is it a lack of places to go. The use of targeting police resource such as mobile and foot patrols in the area at specific times act as a deterrent along with enlisting the help of the local authority with regards to amenities for their local community can support victims.

This situation could have been more positive for everyone involved by being aware of what happens in the community and having POP plans in place to tackle these.

What I have learnt from this situation is people will engage with you when you least expect it and not to assume that everyone who takes part in ASB is out to cause trouble. Specifically, to this instance, I assumed that nobody would engage, and nobody had any aspirations however this presumption soon changed my outlook when I started engaging with youths and they become more responsive to requests.

The skills I demonstrated here included active listening and communication skills.

I demonstrated conflict management skills in deescalating the situation through use of communication and giving the offenders options to move on or have consequences for their actions.

"Research shows that police encounters where decision making is explained, and individuals are treated with fairness, dignity and respect are likely to increase public compliance, cooperation and satisfaction and help to reduce crime" (Conflict Management, 2020)

It's important to recognise what needs to be done to resolve the situation. I put intelligence on the policing computer system as I believed people were hanging around in the street due a specific address in the street linked to drugs.

I have a better understanding on how ASB affects people such as the anger toward the offenders and poor health that can come with being on the receiving end.

I objectively made a choice to arrest an individual who refused to listen to officers' requests on multiple occasions and was becoming unpredictable due to the amount of alcohol they had consumed. Overall, I believe I acted in the public interest and was open of what would happen if they did not co-operate with requests.

If I used discretion in ignoring this behaviour and not following up with other policing teams, it could lead to loss of trust within the community and have a negative impact overall.

6th stage of the Gibbs Model reflects my Action Plan

I am now able to use my knowledge and experience from this instance in future policing situations by using problem solving models such as OSARA

If this situation arises again, I would like to communicate with the local authority to find ways in which police can work together to support people affected.

I aim to develop my problem-solving skills by using other supporting theories such as Routine Activity Theory in line with PAT to put in crime prevention techniques.

Going forward I will not make assumptions of people causing anti-social behaviour, and I will keep an open mind.

(Word Count 2555)

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

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I confirm that all work is my original work and has not been copied. Plagiarism is taken
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Signed:  _____ (Learner

Date: _14/10/2020 _

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

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

Signed:  _____ (Learner)

Date: _ 14/10/2020 _

Signed:  _____ (Tutor Constable)

Date: _ 14/10/2020 _

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