

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	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: Having worked shifts before I found it relatively easy to slip back into this working pattern however, working these shifts as a constable has provided a different and steep learning curve to my new role. Whilst being trained in the initial six months, the senior officers always told us how different it was on the front line.

There is no simulation in the real world or “safe environment”, and real human emotion be it sad, violent, happy, angry etc. is the main factor that makes the job so challenging yet rewarding. I have drawn on my experience in life with work and having travelled the world, communicating with different cultures and solving diagnostic problems as a mechanic. I believe these skills I have attained has been transferable and allowed me to cope with life as Constable and adapt to life on the front line. I have also soaked up as much knowledge as possible from my tutors and fellow colleagues, they have been through what I am experiencing and have given me advice such as making sure to switch off from work and get a good night sleep so I can come back the next day refreshed, this advice has been invaluable. Jeff Thompson Ph.D. advises that sleep builds resilience to stress,

“Getting sufficient sleep is closely linked with positive mental health and resilience. Think about it, having a proper night’s sleep allows you to re-energize in order to take on the expected and unexpected stressors the next day will bring.” (Jeff Thompson Ph.D., 2020)

I believe addressing any issues or fears I may have after dealing with traumatic incidents with my peers has helped me cope and provided the strength to deal with similar tasks in the future. The most difficult days I’ve experienced have been my source of highest learning.

Prof. Leslie Riopel highlights the importance of experiencing tough challenges in life,

“Developing skills of resilience can help you face challenges and difficulties in life, which can help you feel better and cope better. In essence, resilience helps you handle stress more positively.” (Prof. Leslie Riopel, MSc., 2021).

Schon's reflective model of 1983/1991 states two titles of reflection for consideration, the first of these is reflection in action. The work in the physical form not the theoretical is by nature very stressful, the fact that decision making lies with me and the gravity that my decision making can have on an individual is daunting. Schon's first stage of 'Reflection in Action' states how to consider the situation. This leads me to how I felt joining an organisation that has been around for a long time and with experienced officers that have a close bond because of difficult times and jobs they have dealt with together. I had a vision in my mind what the police would be like in the real world and I was eager to prove my worth through an enthusiastic approach.

Often the information is limited and conclusions are assumed before getting all the facts. This did cause me some stress in the first few weeks on the street, but I have gradually learned to stay calm, collected, implement my National Decision Model and 'Decide How to Act' as Schon remarks for the next step. The most helpful thing I discovered was the camaraderie I experienced which has helped me realise more than ever, that the police as an organisation are one team; one colleagues problems could be assessed and discussed to assist with a decision. This would be done in quick succession with the 'Act Immediately' stage as at first my tutor would give cues as to what to do but as time went on, leave me to make decisive action and have the courage of my convictions. I have learned that speed is of the essence but after a considered thought process using the National Decision Model has been made.

Using Schon's 'Reflection on Action' I have assessed now coming to the end of my tutorship that the organisation thrives on a cohesive team that is professional and confident in their skills. The best way to do this is to listen to my peer's advice but to be my own individual whilst I am dispensing my knowledge or actions in public life. If I am able to do my job correctly and more efficiently from learning from my peers and superiors it will have an economic benefit for the organisation as the correct protocol will be implemented. Marie Norman and Terry Hyland discuss the benefits of this learning,

"The twin pillars supporting contemporary lifelong learning policy and practice are the development of vocational skills for economic competitiveness and the fostering of social inclusion and cohesion." (Marie Norman, Terry Hyland, 2003).

If I follow this rule, I believe it will have a more positive impact on the public I'm trying to serve. This in turn will have a more accepting view and raise the police profile for the better.

Word Count: 825

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: I attended an incident where a call came through of a shoplifter in a local supermarket of the area I was patrolling with my tutor. The necessary updates were relayed by control of the description of the male shoplifter, and if he was already known as security staff had detained him.

It transpired on the airwaves that the male was an accomplice with another shoplifter, and they were both known on the police national computer as prolific shoplifters, users of class A drugs, violence and warning markers for concealment of weapons and drugs. Upon my arrival I entered through the main doors of the supermarket to find two colleagues had already apprehended one male and detained him on the shop floor and another colleague had detained the other more passive male with handcuffs. There was a carrier bag to the left of the male that was foil lined containing items, that was put to one side by my colleague to ascertain who was the owner of this bag. Security staff were asked, and this was identified as the detained subject's bag of which staff corroborated and had body worn footage of it in his possession.

I assisted the two officers with the offender on the floor and handcuffed him to detain him for a search whilst my colleague ascertained the details of the incident. Because the male I had handcuffed had not been arrested yet I explained he would be searched under Section 1 of the police and criminal evidence act for any items relating to the alleged theft. The male was very upset and extremely difficult to understand, it was hard to get a gauge if he was intoxicated through alcohol, drugs or a combination of both. The offender said he understood what was happening and consented to me removing his jacket in a public place, so I carried out a search on his person and removing his jacket complying with PACE code A regulations also to further search as drug users can sometimes conceal items in hidden linings of clothing.

I can only ask the offender to remove his jacket on a voluntary basis and if he doesn't comply it will have to be done in the station, it is vital that as police officers we adhere to the public's human rights and needs. There is no need for the offender to feel embarrassed in any way in the public domain or any domain for that matter and multiple Police codes of ethics identify this such as, "Authority respect and courtesy, honesty and integrity, and conduct", (College of Policing, 2021)

I then asked the offender if I was able to remove his jacket to be able to search his person more effectively and explained that under my PACE powers section 1 stop and search and code A of PACE which states, no more than a jacket, outer coat and gloves can be removed for the purpose of a search, that he was obliged to. The male agreed and a search was carried out. The college of policing explains this power of 'JOG', "Jacket, outer coat and gloves in their code A guidance stating,

"There is no power for an officer to require the person being searched to remove any clothing in public apart from their jacket, outer coat and gloves (JOG), although the officer may ask the person to do so voluntarily (Code A, guidance note 7)." (College of policing, 2021)

No items were found on the male's person in connection with a theft but the carrier bag he was clutching contained various amounts of meat and the bag was foil lined, the foil lining is a trick used by shoplifters to tamper with the magnets in the security scanners to be able to pass through without detection. This clearly indicates the subject's 'Mens Rea', or his guilty mind in the action of theft, to have this foil lined bag meant he had full intention to "Dishonestly, appropriate property belonging to another, with the intention of permanently depriving the other of it", Section 1 theft act 1968, (Legislation.Gov, 2021) Time of arrest was noted for custody process purposes.

With this intelligence identified I then arrested the male for theft and attempt assault on one of the security staff as it had transpired, he attempted to bite him as he was detained. The footage of which was captured on body worn video. The other male subject detained by my colleague was also arrested for going equipped after a large screwdriver was found in his jacket pocket after a section 1 search.

The male subject I had arrested was put into the rear of the vehicle with myself and we conveyed him to custody, the subject was heavily intoxicated, and alcohol could

be smelled on his breath. In the vehicle and was asked by me if he had taken any drugs but he denied being under the influence of any. The male was clearly a drug user as not only did the Police National Computer identify this, but the male had multiple scarring and physical attributes of a heavy drug user. The male was from a very deprived area of the community where drugs, lack of jobs and poor living conditions are prevalent. Drug users will often turn to crime to feed their habits leading to a cycle that can be very difficult to break and a revolving system of incarceration, violence, health issues and further depravity. This is highlighted by the Advisory Council for Misuse of Drugs,

“Deprivation is associated with the problematic use of particular drugs such as heroin and crack cocaine. Although problematic use of these drugs is not exclusively related to deprivation it is much more common among poor people.”, (Drug Wise, The Advisory Council for Misuse of Drugs, 2021).

We arrived at custody and the time was again noted for the custody process as part of the Sergeant's questions. The subject was brought into custody and asked questions in relation to his personal details, the custody Sergeant then asked me details including the time of arrest, time of custody arrival, circumstances of the arrest and necessities for arrest under CODE G of PACE 2012, “The power of arrest is only exercisable if the constable has reasonable grounds for believing that it is necessary to arrest the person.” (Gov.UK, Necessity, Code G PACE 2012).

The subject was asked by the custody Sergeant if he understood what he had been detained and arrested for to which he replied that he hadn't done anything wrong. The custody Sergeant advised that the male was still under caution and then asked questions in relation to his welfare and explained that because of his markers for concealment he would be required to partake in a strip search. Myself and my colleague who is also male took him into the search room to conduct the strip search, which must be performed by same gender. These strip search guidelines must be followed in conjunction with code C of PACE, and the Human Rights Act Article 3, “Freedom from torture, inhumane or degrading treatment”, (Human Rights Act 1998).

“Certain provisions of this and other PACE Codes explicitly state that searches and other procedures may only be carried out by, or in the presence of, persons of the same sex as the person subject to the search or other procedure or require action to be taken or information to be given which depends on whether the detainee is treated as being male or female.” (Gov.Uk, Police and Criminal Evidence Act, Code C, 2019).

After this search was carried out the subject was then clothed in appropriate attire supplied by prison staff and taken to his cell by myself, an interview could not be conducted for a number of hours to allow the subject to be in a stable frame of mind to be interviewed and sober up.

The treatment given to offenders and victims is on an equal playing field, no matter what the history of an offender or victim or what they are perceived to be involved in or responsible for, humane treatment, dignity, due process following strict

guidelines set by policy and government and above all integrity from police officers must remain at the forefront of policing minds.

Word Count: 1375

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: The interview I will be discussing revolves around two criminal matters, one being traffic related offences and the other offence involving Possession of a quantity of Class B drugs. The process and the manner of this crime and subsequent interview were dealt with by me from start to finish, as I was involved with the initial detaining and enquiries.

The incident surrounded a chance encounter whereby myself and my tutor were on a call to assist an officer nearby that had raised the alarm via his panic button.

On route an unmarked traffic vehicle was ahead with a police officer stood over a male lying on the ground and an off-road motorbike lying on the pavement close to him. The traffic officer had captured the male colliding with a wall on his in-vehicle video recorder whilst driving down the road. Two units were directly behind us and they continued on their way to the officer in distress whilst my tutor and I pulled over to assist the officer and attend to any injuries the rider may have sustained.

Upon treating the male there was an obvious smell of cannabis emanating from a black rucksack he had on his back. The male who was semi-conscious and had sustained an injury just above his eye began to rouse and became very agitated, he began to panic and tried to make off from myself and my colleagues. A struggle ensued by which the male was forcibly restrained by four officers to stop him from

leaving the scene and to be able to treat his injuries as it was obvious a head injury needed to be assessed.

The male's rucksack was seized and clear tone footage from the police vehicle obtained of the male colliding, and this is a critical segment of what would become a part of my interview plan using the PEACE model, in the 'planning and preparation' stage. Tangible evidence from the source is paramount for gaining a strong outcome of prosecution against an individual, I was fortunate in this case that body worn footage from myself and other colleagues was readily available also.

This evidence will serve invaluable in an interview, use of it and timing of it's use can have a great impact on the outcome of a case. Equally preserving evidence correctly and making sure its integrity isn't compromised is important from a suspect's point of view as it may prove their innocence in a case. Professional practice and integrity must be cemented in a criminal prosecution from the start to allow for an open and fair case and to ensure a person is not wrongly convicted and or can argue their case. This is explained by Ortega Law,

"In the pursuit of a criminal case, evidence is the foundation upon which both sides build their respective arguments. During the investigation into a crime, great care must be taken to collect, preserve, and record evidence that could be critical in establishing the facts surrounding a criminal case." (Ortega Law, 2019)

The day after the incident I had received information that the male had sustained significant injuries but was released from hospital two days later, I visited his house to arrange a voluntary attendance interview, the male had just turned eighteen so wasn't eligible to have an appropriate adult present with him and he didn't have any learning difficulties that would require an appropriate adult or special requirements. The male agreed and said he would be providing his own solicitor for the date and location agreed.

Planning and Preparation for the morning of the interview required an MG6A form of disclosure to be completed for the benefit of the offender's solicitor to give him/her an outline of the incident the offender is being interviewed for, the question's relevant to the time and date of the offence and anything that is deemed relevant to the investigation of the case.

On arrival to the interview the male had to be booked in and spoken to by the custody Sergeant and explained his rights and the provisions under which he is being questioned in relation to Code C of PACE, "The practice for the detention, treatment and questioning of suspects by police officers", (PACE Code C, 1984, revised 2014) and this covers that the offender knows why he has been asked for questioning. Failure to adhere to this could lead to the implementation of Section 24 (4) PACE code G for the necessity of detention to fulfil needs of an interview. If he is fit and well and knows of his ongoing rights e.g. to have a solicitor, that he is still under caution etc. The relevant details of the offender were entered into the interview audio/visual recorder and this is made clear to the male and the solicitor at the start of the interviewing process, this is the Engage and Explain section of the PEACE process where I refer to my Interview Aide Memoire to outline the routine

(identifying who the lead interviewer and note taker are and their roles), legality, route map, that they understand the caution and reason for the interview.

I had written out an interview plan how to engage with the offender and a systematic way in which to ask the questions that needed answering, based on a 'first account' from the offender to which my note taker (my tutor) and I will confer and pick points on which topic to question, the circumstances of what he was doing at the scene, what he knew about the offences he is alleged to have committed, describing what he was doing, reason for doing so etc.

These answers would hopefully be drawn out using TED (Tell, Explain, Describe) questions, these are not yes and no closed questions, you are asking them to think more which will hopefully encourage them to engage with the interview. More often than not the suspect will then struggle to maintain a story of false information they are disclosing as they wouldn't have prepared for it. Charles Remsberg explains Dr Edward Geiselman's theory on open questions and their effectiveness drawing out the truth,

"Truthful subjects generally like answering open-ended questions and will work hard to mine their memories for as full an account as possible. Not so much those subjects who need to be deceptive. Overwhelmingly, they prefer closed-ended questions that let them get by with abbreviated statements.", (Charles Remsberg, 2014).

The interview was straight forward in the fact that the offender was willing to engage with the interview and accepted all the evidence put towards him it would usually be at this stage after an account that the challenge phase would be applicable, in this case I needed only to clarify in the offenders own words that he had an understanding of what he had done and the implications of his actions so that I could clarify my 'points to prove' of the offences giving me a solid 'challenge' to be able to report for the offences put before the male, a traffic offence report was issued for driving offences and after consulting with the custody sergeant an 18 to 25 scheme for a drug related offences awareness programme was submitted. The young male had no previous for any offences, so no greater action was taken for this matter.

The end of the interview was concluded with me asking if the offender had any questions or anything he would like to add. The audio/visual recorder was then turned off.

The ERA cycle (Jasper, 2013), gave me a chance to consider it's three stages, Experience, Reflection and Action, to help navigate my thought process in my next interview situation. My 'experience' was a constructive one and an improvement on my last few interviews, the outcome was positive and allowed for a solid conclusion of the matter. In 'reflection' the interview was easier than previous as I had a hand in the investigation from start to finish and had time to prepare a good example of an MG6A and question plan, this will not always be the case. To take 'Action' I will use this example of an interview plan as a template for the future and revise my aide memoire so that my interview style is more fluid.

Word Count: 1373

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: The incident I will be describing is of an anti-social event but one that also spans a multitude of other facets in society today such as poverty, alcoholism, and most prominently mental health. Mental health has been the prevalent factor in most cases I have dealt with since starting and leaving the personal development unit, to joining my respective station.

A call to control had been made by a female member of the public worried about her sister's whereabouts, claiming that she had left the address they both lived an hour ago and carrying a knife, the person of concern was said to be wearing only her

pyjamas. An area search was carried out by me and other colleagues after visiting the address to ascertain any finer details of why or what had happened resulting in the disappearance of this woman. The sister at the address was very irate and worried and seemed by her appearance to be under the influence of drugs at the time due to her behaviour and facial expressions. This made it difficult to communicate as she was constantly interrupting. However, a call came through from control to say another unit had located the female.

On joining the other unit, the female aged in her early forties, seemed very calm sat in the back of the police vehicle, a female officer had already searched and questioned her about where she had been and found no trace of a knife, and there were no other witnesses to whether or not she had been carrying one. The female had explained that she had drank some wine but not copious amounts and had a mental health assessment at 12:00 hours the next day which, she had been trying to organise for a long time and just needed some air and to get away from her sister.

Whether or not her sister reporting this fact was telling the truth or not is subjective, but her obvious substance consumption wrongly or rightly slightly discredited her claim somewhat, also when at the address she struggled to describe the knife in detail.

I called the AMHP (Approved Mental Health Practitioner) to gauge any powers of detainment we might have under the mental health act to which after answering multiple questions of her present state we were unable to enforce. On this occasion the female was offered a lift home to which she refused and allowed to go on her way under my advice that she go home and get some rest for her assessment the next day.

Just like many incidents before this one, the main catalyst is alcohol and drugs. Whether they are used recreationally or habitually, an underlying mental health ailment seems to be magnified ten-fold when these substances are consumed. This is all too obvious in the night-time economy where cheap alcohol and the public congregating results in flared tempers, violence and a mixture of emotions, all of which I have experienced policing the night-time economy. The effects of substance abuse are explained by Megan Huziej of the CPD college,

“Chronic use of some drugs (including alcohol) can lead to both short- and long-term changes in the brain, which can lead to mental health issues including paranoia, depression, anxiety, aggression, hallucinations, and other problems.” (Megan Huziej, 2021).

About three hours later at approximately 22:00 hours a call came through describing the same female smashing bottles and shouting in the street and appearing very drunk. We located her and it was this same female who was visibly drunk and had sustained an injury to her right forearm. She had not gone home but had consumed what appeared by the broken shards on the floor to be two bottles of wine. She would not disclose how she came to have an injury to her arm, but it looked to be as a result of the smashed glass.

It was difficult to ascertain whether or not this was self-harm or not, but she had a history of cutting herself in the past. This is a clear indicator of mental health issues and experts have shown drugs and alcohol can exacerbate feelings of self-harm, this is highlighted by 'The Recovery Village' who are a rehab centre for substance abuse victims,

“Alcohol and self-harm are linked. As alcohol abuse increases, so does the risk of self-harm. Alcohol use may also cause a number of dangerous behaviours, including, Aggression, Mood instability, Poor judgment”, (The Recovery Village, 2021)

The female was clearly in distress and her words were not easy to comprehend at this point, she was sat again in the rear of the police vehicle and was not making much sense. Noting that she probably would not be in a fit state to take to custody I once again called the AMHP to get another assessment on her mental state at if I had any grounds to carry out any action or detainment within my powers. It was agreed by the AMHP that the female would need attention at a mental health facility.

Her wound on her arm although superficial was treated and I explained to her that because of the situation she was in and because it was impossible to determine that if she was taken home that she wouldn't harm herself. I then told her she was being detained under Section 136 of the Mental Health Act and we would transport her to a mental health facility to get an assessment from a doctor.

Using the John Driscoll 2007 model of reflection I will describe in his three steps the what, so what, and now what phases.

What? This question relates to the act that was carried out that night and the physical experience with dealing with the process of implementing a Section 136 Mental Health Act on a person. I was guided by a more experienced member of my team throughout the process and she was constructive in my handling of the situation, I always find my peers to have a great influence on my working life but believe a person should go with either their own instincts or gain another professional opinion if they are unsure of a situation. This is what I did by speaking to the AMHP which gave me a clear choice in how to handle the situation, these benefits of joint decision making are highlighted by The People Health Trust evaluation and learning manager Daniel Pearmain,

“We have seen that for joint decision-making to become a meaningful process that leads to improved community wellbeing, people need to feel supported, have opportunities to grow in confidence, and are encouraged to develop their knowledge and skills.”, (Daniel Pearmain, 2018).

So What? This experience has bolstered my belief that the more efficiently and cohesive we work as a team the greater the service we provide for members of the public. I am still sometimes weary of my powers as a police officer and introducing them in a situation, I will admit that sometimes a fear of encroaching on a person's human rights can make me be hesitant to take away a person's “liberty and security”, (Human rights act, Article 5 1998).

I believe as I am still new to these situations and seeing members of the public in a very vulnerable state can be shocking, that over time like my colleagues of greater experience I will be able to zone in if you like better to my processes and think with less emotion but still empathise with the subject.

Because members of the public have called saying that a woman is smashing bottles in their street you also have a duty of care and service to them. Members of the public don't know the full situation of this female's personal issue's so will be less willing to empathise with her behaviour.

I find it sometimes conflicting but realistically the community as a whole don't need to suffer anti-social behaviour. Yes, this female could have been arrested for breach of the peace, drunk and disorderly etc. But she has been detained in such a manner so that she receives the help and guidance she deserves, and the wider public are satisfied that the police are doing a good job. It is a balancing act but one where there are multiple victims and just because someone is being anti-social it does not mean they are not a victim of mental health or a previous incident that may have taken them down this route in life.

Ultimately if people that are struggling gain help from my service it may help them in the right direction further down the line and create a positive result for the surrounding communities. A London Councils Members briefing discusses this link of anti-social behaviour and mental health,

“Tackling anti-social behaviour (ASB) is a priority for many community safety partnerships in London. ASB is also one of the three priority areas of focus for the London Crime Reduction Board this year. Boroughs have consistently raised the point that a sizable proportion of their ASB cases have a mental health dimension.”, (A London Councils Member briefing, 2014).

Now What? In my conclusion of this incident I have learnt that my behaviour towards these incident's will become more refined the more I deal with them. I believe I will be better prepared to use the experience described earlier to assess a situation to prevent a negative outcome. Even though I did not have any powers to detain the female first time around I will try to explore further avenues such as try to get a family member to come out and talk with them, or ask another member of staff or supervising officer for any further advice other than the AMHP to prevent an escalation of a situation as was experienced in this incident.

Ultimately the link between the Police, partner agencies such as NHS, social services or mental health practitioners needs to work together as one and information shared to the best of our ability. If I can approach a high-risk mental health patient at an incident, interact with them on a one to one level and provide them, (a person at their most vulnerable state) with a high level of service, that will help promote their trust in the police and partner agencies leading to a greater chance of prevention of anti-social behaviour, getting the patient on the right path to recovery and keeping peace in our communities.

Word Count: 1738

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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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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: Robert Costley (Learner)

Date: 17/10/2021

TASK 5

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: Robert Costley 2024038 (Learner)

Date: 17/10/2021

Signed: I was signed off at 10 weeks and started my regular shift at my station before finishing paper. I have been told our tutors are not to interfere with any of our university work.

Have been told tutor does not sign this, Tutor No. Crandon 1542 (Not signed by tutor)
(Tutor Constable)

Date: 17/10/2021

(Please print this page, sign it, and scan it and add it back into the document)