



Instructor's
Guide



DEPARTMENT OF
CORRECTIONS
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“Working together to keep each other safe”

Tactical Options
Instructor's Guide

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Part A

For all Frontline Corrections Staff

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1 Introduction: How to use this training guide

This Instructor's Guide is a resource tool for instructors. It provides instructors with a point of reference to assist them while training Corrections staff.

The images depicted in this instructors guide are taken from the perspective of a training room environment. They are not designed to replicate a real use of force incident. They are designed to remind the instructor of the key points of each technique; what an instructor would see when facilitating to a group of staff members.

This guide assumes the user has been trained, assessed and signed off as an instructor within the Tactical Instructors framework of the New Zealand Department of Corrections.

This Instructor's Guide consists of two parts;

- **Part A** - applicable to all Corrections staff.

This section assists the Instructor in:

- planning and preparing for the training session
- preparing and conducting "warm up" exercises
- applying practical teaching techniques
- guidelines and training instructions to train staff in the safety aspects of Tactical Options. This includes Tactical Options, Tactical Communications and Tactical Exit.

- **Part B** – Applicable to only Corrections Officer. This section includes medical warning signs during restraint, tactical options in a prison environment, both unplanned and planned such as OC spray , Control and Restraint Techniques

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2 Personal Safety

Context: Staff safety is a top priority. The Department wants staff to stay safe both in and out of work. It has procedures and approaches in place designed to keep staff safe while they manage prisoners/offenders.

Treating everyone, including prisoners/offenders, with dignity and respect will go a long way to ensuring staff and their workmates stay safe. Most Corrections staff go about life outside of work without fear or concern and will most likely never have any problems.

However, the fact remains that some prisoners/offenders may be threatening or dangerous, especially if staff have taken action against them, for example recalling them to prison or laying a charge against them. Prisoners/Offenders may resent that. They, or their associates, may threaten staff, or may try to get staff's personal information, such as their home address, for criminal purposes.

Staff should keep in mind that it is not OK for anyone to threaten them. If staff are threatened, they should report it to their manager immediately – even if they don't believe the person will carry out the threat.

2.1 Legislation and Department of Corrections Policy relating to use of force

The Use of Force by one person on another without consent is unlawful unless it is justified. Therefore, in order to make an objective decision regarding the appropriate application of force, a sound understanding of the legislation on the Use of Force is essential.

The basis for the authority and responsibility of safety and security management on a prison site are set by legislation and policy which can be found in the following documents:

United Nations Standard Minimum Rules for the treatment of Prisoners

- Instruments of restraint

Crimes Act 1961, Sections 2, 48 and 62

- Interpretation, Assault
- Self-defence, defence of an other
- Excessive force

Crimes of Torture Act 1989, Sections 2, 3

- Definition of acts of torture
- Acts of torture

Correction Act 2004, Sections 83-88

- Coercive Powers, Use of Force and restraints and related matters

Corrections Regulations 2005, Regulations 118-129

- Use of Force, Non-Lethal Weapons, and Mechanical Restraints

Department of Corrections, Corrections Services, Prison Operations Manual (POM)

- IR.02 Incident Response.

Department of Corrections, Corrections Services POM

- IR.02.03 Use of Force.

Context

All staff working for Corrections (including Community Corrections) are covered under the:

Crimes act 1961 section 48 Self-defence and defence of another

“Everyone is justified in using force, in the defence of him or herself or another, such force as, in the circumstances as he or she believes them to be, it is reasonable to use.”

All staff considering force must abide by the principles of what is reasonable, necessary and proportionate therefore legal.

Different roles in Corrections work within specific legislation for example:

Corrections Act 2004 section 83 use of force

(1) **No officer or staff member** may use physical force in dealing with any prisoner unless the officer or staff member has reasonable grounds for believing that the use of physical force is reasonably necessary —

(a) in self-defence, in the defence of another person, or to protect the prisoner from injury; or

(b) in the case of an escape or attempted escape (including the recapture of any person who is fleeing after escape); or

(c) **in the case of an officer**,—

(i) to prevent the prisoner from damaging any property; or

(ii) in the case of active or passive resistance to a lawful order.

Paragraph (1) (a) and (b) applies to an officer or staff member

Paragraph (1) (c) applies to an officer only

Corrections Act 2004 Section 3

Interpretation of an officer—

(a) means—

(i) the manager of a prison:

(ii) any person appointed or engaged under [section 11](#) to provide custodial services in respect of a prison:

(iii) any person appointed under [section 17\(1\)](#):

(iv) any person appointed or engaged under [section 17\(2\)](#) to carry out the obligations of a security contractor under a contract to undertake escort duties or courtroom custodial duties, or both, but only while that person is carrying out functions set out in [section 18\(1\)](#) or the powers and functions referred to in [section 18\(2\)](#):

(v) any employee of the department who the chief executive designates to carry out the powers and functions of an officer in respect of 1 or more prisons:

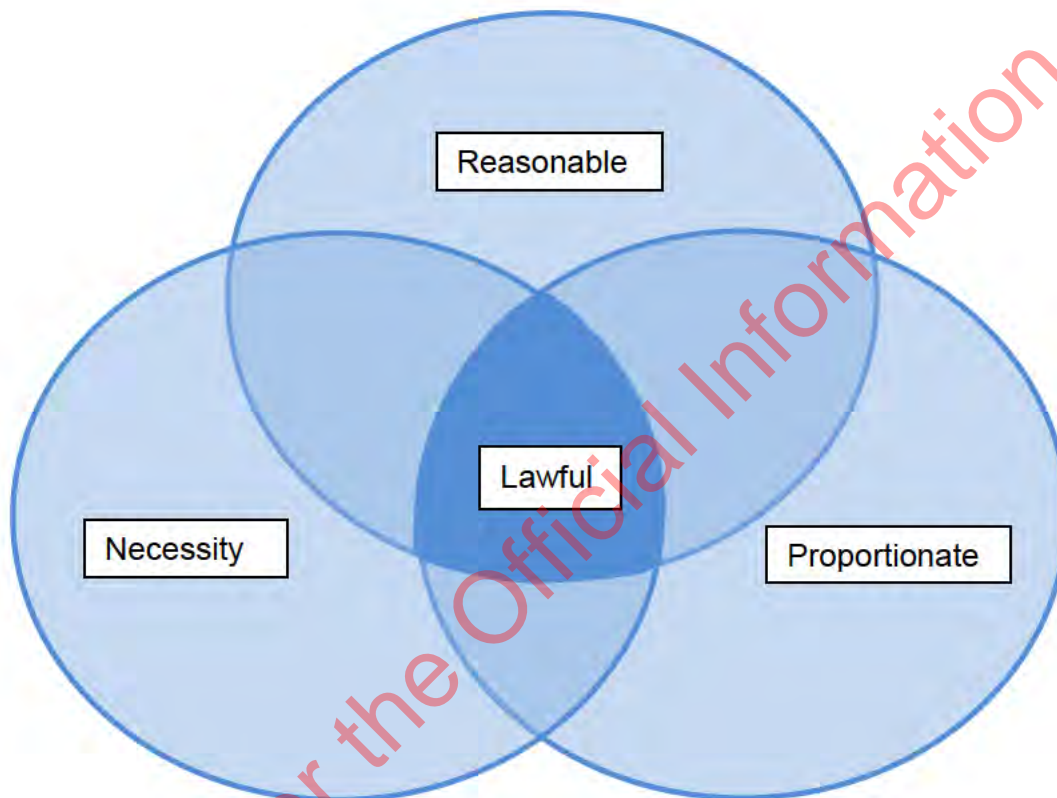
(vi) in respect of any provision, any employee of the department whom the chief executive designates to carry out the powers and functions of an officer under that provision in respect of 1 or more prisons; but

(b) does not include any employee or independent contractor appointed or engaged to provide non-custodial services in respect of any prison or any prisoner

Summary

When viewing the relevant aspects of Law regarding the Use of Force several common principles are apparent, force is only lawful when it is:

- Reasonable in the circumstances
- Necessity
- Proportionate to the seriousness of the circumstances



Necessity + Reasonable + Proportionate = Lawful

2.2 Necessity

What is necessity for the action taken? Staff must consider any tactical options, which may not require the use of force. The first distinction to make is between force used in 'self-defence' (can more easily be demonstrated to be 'necessary') and force used because someone has refused to obey a lawful order. It is not enough that a prisoner be given any 'lawful order' to do something and has refused to do so. You must take into account what type of 'harm' you are trying to prevent in order to determine whether force is 'necessary':

- Risk to life
- Risk of injury
- Risk to property
- Risk to order and security
- Risk to reputation
- Risk to public safety

It is also necessary to look at the consequences of the prisoner **not** carrying out the lawful order. Interpreting where force is necessary in order to 'maintain the good order of the prison' may be complicated - the member of staff must take into account the consequences of the prisoner not complying with their instruction.

Example 1 - giving a lawful order to a prisoner to 'stop' when seen running to the perimeter fence. If the prisoner did not comply with your instruction it would be reasonable and necessary to use force in these circumstances in order to stop the prisoner escaping.

Example 2 – giving a lawful order to a prisoner to stop swearing at a teacher. The instruction is a 'lawful order', but it would not be reasonable or necessary to follow the order with the Use of Force if the prisoner did not comply immediately.

Caution

No more force than is necessary shall be used. Any greater force is unlawful

2.3 Reasonable In the Circumstances

The interpretation of '**reasonable**' is a key issue concerning the Use of Force. In law 'reasonable' is a technical term and is an objective (rather than subjective) measure, based on the standard of a person who possesses the faculty of reason and engages in conduct with appropriate community standards. The issue of reasonableness is a matter of fact to be decided

objectively (i.e. what would a normal reasonable person, looking at this decision and in the context, consider it a reasonable one?) in each individual case.

Factors to be taken into account when deciding what is '**reasonable**' will be things such as the size, age, sex of both the prisoner and the member of staff concerned in the Use of Force and whether any weapons were present.

2.4 Proportionate In the Circumstances

Staff should demonstrate a reasonable relationship of proportionality between the means employed and the aim pursued. Action taken is unlikely to be regarded as **proportionate** where less injurious, but equally effective alternatives exists.

The nature of incidents is diverse, so there will always be occasions when individual staff members resort to techniques that are not described in this manual. In such circumstances, the actions of the member of staff will not necessarily be wrong or unlawful, provided that they have acted reasonably and within the law. In all circumstances where force has been employed the individual concerned must account for their own decisions and actions.

2.5 Tactical Training for all Frontline staff

Corrections staff working in the community including:

- Psychologists
- Programme Facilitators
- Probation Officers
- Administration Officers
- Community Work Supervisors.

The initial training that is tailored to the Community Corrections environment is:

Managing our Safety in the Community (MOSIC) covering:

- Tactical Options
- De-escalation
- Situational awareness and situational risk assessment
- Behavioural awareness
- Physical disengaging tactics
- Reporting incidents.

Corrections staff who work in a prison including:

- Corrections Officers
- Offender employment instructors
- Health care staff.

2.6 Corrections Officers

Corrections Officers as part of Corrections Officer Development Pathway (CODP)

Managing our Safety in a Prison (MOSIP) covering:

- Tactical Options
- De-escalation
- Situational awareness and situational risk assessment
- Behavioural awareness
- Physical disengaging tactics
- Control and Restraint
- Mechanical Restraints
- OC Spray
- Reporting incidents.

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3 Guidelines for Tactical Instructors

3.1 Guidelines for training venue

- The venue must be fit for purpose, in good repair, particularly the working space and the internal fittings such as electrical fixtures, and out of sight of unauthorised people e.g. public, prisoners, contractors.
- If glazing is present in vulnerable areas or positions it must be protected, toughened or of sufficient thickness that it will not break if hit by a falling person or object.
- All venues must have good levels of artificial lighting. Natural lighting is desirable but not essential.
- The training area must be level and not damaged and must not present any tripping, slipping or falling hazard.
- Floor to ceiling heights must be a minimum of 2.4m.
- The venue must have adequate ventilation to prevent it becoming too hot during summer training and adequate heating for winter use. A comfortable working temperature is between 20 – 24 degrees C.
- Condensation levels must be controlled to support safe working practice.
- All fire exits and routes must be clear of obstructions, easily operated and clearly signed.
- The correct ratio of instructors to students is adhered to. (Safe Systems of Work.)
- There must be sufficient toilet facilities that are clean and in good condition.
- A supply of cold running water must be available on site and close to the training area.
- A first aid kit must be accessible.

3.2 Safety mats

- Recommended ratio – pupil to mat area is 1:2 m² minimum (British judo associations recommendations).
- Safety mats must be provided for all tactical training activities.
- Where safety mats are not available and the training involves takedown techniques, the techniques will be conducted in a controlled slow manner.
- Instructors should be aware that safety mats can create an extra hazard with the potential for people to trip on the edges or the soft underfoot surface.
- Instructors will check all mats before use to ensure they are:
 - clean (in accordance with hygiene and sanitation guidance)
 - serviceable and suitable for the activity
 - in good repair.

3.3 Safe Systems of work for UOF Training

1. Only approved techniques referred to in the in the UoF Manual of Guidance and described in the Tactical Training Instructor's Guide will be taught, demonstrated and practiced.
2. Only certified and current Tactical Instructors will deliver this training.
3. No UoF training will take place without the correct number of instructors present, i.e. there must be a minimum of two instructors and where possible, an instructor/pupil ratio of 1 to 8 for CODP; and 1 to 12 in refresher training.
4. Before any training session takes place, the Instructor will check the following:
 - That the training area is safe, e.g. there are no tears or rips on the crash mats and it is of adequate size for the numbers being trained.
 - The equipment to be used is safe and adequate.
 - The location of the nearest First Aid trained staff member, if there is not one present in the training room. (However all staff should be current in First Aid and instructors must be current in First Aid.)
 - The location of the First Aid Kit, First Aid Room and be aware of local fire rules and muster points.
 - Staff who participate should be fit to do so. All staff must complete the pre injury declaration form prior to the commencement of any physical training.
 - If any participant is identified as not being able to participate in all aspects of the training, they should be asked for a medical certificate, clearing them to undertake full duties. If not, they should be referred back to their managers.

- All staff will remove jewellery, watches, obtrusive rings, chains and belts, etc.
 - Staff will wear normal daily uniform (cargo pants and polo shirt and boots or shoes) and, custodial staff will bring their SRBA and duty belts.
 - Once the course has started and the H&S briefings have been covered any late arrival will be referred back to their manager.
5. All staff will take part in the “warm up”. The “warm ups”, although not requiring a high level of fitness, will be sufficient to prepare all muscle groups for the activity they are about to practise.
 6. All techniques will be taught and practised in progressive stages taking account of all capabilities of the class.
 7. Instructors must ensure that training aides are both fit for purpose and that only approved training aides are used.
 8. Instructors will determine activities that require students to wear SRBA and duty belts. SRBA and duty belts will not be worn for entire training session and never by students playing the role of a prisoner.
 9. Instructors will ensure that students are not using excessive force when practising techniques and if they hear the word [“OXO”] or the sound of a whistle everyone must stop and release any locks or holds immediately. Any member of staff attending the tactical training can shout the word OXO if they see any potential injuries that may about to occur. All instructors must have a whistle.
 10. Instructors must ensure that during fluid and dynamic training sessions, the students receive and understand a “full role brief” and adhere to it.
 11. Instructors must remind trainees of the rules governing the UoF.
 12. Prior to and at the end of each session, all staff will be asked if they have any injuries. Any reported injury, however small, will be correctly recorded and documented. Medical attention must also be offered.

3.4 Planning the training session

This section provides guidance to Tactical Instructors on planning and delivering of training sessions.

Local site coordinators must agree with the Prison Director the general content of training sessions for particular groups of staff at the start of each training year. This must cover mandatory training topics for certain groups of staff.

Further guidance on appropriate teaching material for all types of staff can be obtained from the Tactical Operations Group.

Tactical Instructors teach skills which are vitally important to trainees, to the Prison sites and to the Department of Corrections at large.

Instructors will be training staff of varying ages, physical competence, operational experience and aptitude to learn. Some staff may be over-confident, others apprehensive.

The Instructor's task is to:

- assess
- reassure
- teach
- provide feedback.

The Department's aim is to produce at the end of the course, a group confident to cope with violent, challenging and potentially threatening situations which may arise in the course and performance of their normal duties.

3.5 Factors to consider

Consider the audience

Who will be attending the planned training session?

- Corrections Officers
- Community Corrections staff
- Healthcare staff
- Other frontline staff.

How long do they have for the training session and where will it be held?

- ½ day session
- 1 full day session
- as long as required.

Mandatory training topics

The following mandatory elements are covered for each initial and refresher training session

- Legislation (and therefore the legal authority) pertaining to the UoF
- Tactical Options & TEN-R
- Tactical Communication

- Tactical Exit
- UoF incident report writing
- Theory about when force can be used
- Safe systems of work

3.6 Tactical Instructor Uniform

All Corrections staff are to model the standards and behaviour that are within the Code of Conduct by dressing in Department of Corrections uniforms, work-wear or to a comparable standard.

Instructor's uniform consists of:

- Embroidered Tactical Instructors polo shirt
 - White for Tactical Instructors
 - Maroon for National Tactical Instructors
- Cargo pants, (Caution: regarding wearing a belt for health and safety reasons)
- Boots or shoes
- Standard uniform jacket

3.7 Preparation for the Training

Instructors should be in the training area well before the arrival of the first member of the course. Their turnout should be exemplary. An instructor constantly represents the standards which he or she expects, and will almost certainly receive - for good or ill - from trainees. Regardless of an instructor's own disposition on the day, or the number of occasions on which he or she has taught the same techniques, an instructor must always present enthusiasm to pass on skills in which they have confidence in.

It is important for instructors to bear constantly in mind that all members of a course are colleagues and not recruits to be "knocked into shape". Apart from the unavoidable operational command structures, no distinction of rank or gender is made in tactical training. It is, and must always be seen as, a shared and unifying enterprise.

It is essential that Tactical Instructors, and the staff they instruct, consider that the techniques being taught are only one part of a range of possible responses to threatened or actual violent behaviour. As such these techniques are to be used only when other methods, not involving the UoF, have been tried and failed, or are judged unlikely to succeed. Action needs to be taken to prevent injury to staff, prisoners, other persons or serious damage to property. (Refer to the Tactical Options model).

Instructors must always be conscious of the fact that, by what they say and do, they influence the attitudes and actions of the staff being trained. Instructors must at all times be mature and balanced in the attitudes and actions which they present. The presentation of a "macho" approach is likely to be carried across into the manner in which trainees perform their duties - to the serious detriment of their performance, their inter-personal relationships with prisoners and ultimately to the reputation of the Department of Corrections.

As members of the Department of Corrections, it is vital that the Code of Conduct is applied during all training sessions, and that this policy is upheld and implemented during all training and UoF incidents.

An instructor should address and challenge any behaviour that is inconsistent with the Code of Conduct and manage it objectively.

Examples of conduct that would fall below expectation would be:

- Abusive or demeaning behaviour
- Inappropriate language or behaviour
- Careless or unsafe behaviour

3.8 Warming Up

Prior to any practical/physical session the Instructor must warm up the students for the session. This promotes good practice and ensures the Instructor is adhering to the safe systems of work.

The warm up should be effective and specific, taking no longer than necessary and taking into consideration the students age and physical condition.

3.9 Types of Warm Ups

A **general** warm up involves rhythmic body movements unrelated to the proposed activity.

A **specific** warm up relates to the area of the body, to which attention is needed, normally wrists in the case of Control & Restraint training.

The Components of a Warm Up

- Duration of the warm up should be between 5 – 10 minutes.
- De-conditioned, sedentary & unfit staff will require a longer and more gradual approach and will fatigue quicker on a training session.
- Stretching should not be performed prior to the pulse-raiser.

3.10 Pulse-Raising Exercises

The purpose of the pulse-raiser is to warm the body and gradually elevate the heart rate. Graduation of the exercise intensity is important as it provides the heart with time to increase stroke volume and cardiac output.

Just as important is the time needed to establish vasodilatation, (dilation of the blood vessels within the muscles). The capillary beds within the muscles dilate; this enables more blood, heat, nutrients and oxygen to be circulated through the muscles.

Sudden exertion without a gradual build up can lead to an abnormal heart rate and inadequate blood flow to the heart. This could be potentially dangerous to an unfit person. To avoid suddenly stressing the cardiovascular system, the pulse-raiser should be of low to moderate intensity.

3.11 Body Weight Exercises

The purpose of body weight exercises is to enable the warm blood to flush into the muscle groups within the body. Instructors can ensure that the majority of the primary and secondary muscle groups have been prepared for any further physical activity.

3.12 Mobility Exercises

Before an exercise session, it is advisable to mobilise and prepare the specific joints to be used in that activity. These activities refer to slow and gentle rhythmic joints movements. For example, shrug your shoulders and gently roll them back and repeat in the opposite direction. This would be an example of a mobility exercise for the shoulder girdle.

To prepare the body for an activity, it makes sense that all the major joints are mobilised.

Ensure that the wrists are fully mobilised prior to Use of Force (UoF) training.

For example, preparation for a Control and Restraint (C&R) session may include the following mobility exercises.

<u>Joint</u>	<u>Mobility Exercise</u>
Ankles	Ankle circles
Knees	Knee bends & rolls
Hips	Hip circles
Thoracic spine	Trunk twists
Shoulder girdle	Shoulder rolls & circles
Elbows	Elbow bends

3.13 Stretching Exercises

The purpose of a preparatory stretch is to ready the large muscle groups which are to be used throughout a training session. The stretches should be held for up to ten seconds. Remember the objective of a preparatory stretch is to ready the muscles and not to develop flexibility.

Although there is no significant scientific evidence to state that you need to stretch in a warm up, it is both logical and appropriate to do so to fully prepare the body for the training session. A cold muscle has a reduced blood flow and as such is relatively inelastic; which increases the potential for muscle strain.

3.14 Practical Teaching Techniques

The practical section of the course must not be conducted with fewer than two certified Instructors present.

Note:

Instructors must check whether any member of the course is wearing potentially dangerous items (watches, earrings bracelets, necklaces, obtrusive rings) or inappropriate footwear and ensure they remove and or remedy the item before training commences.

Five minutes of practice is worth an hour of verbalising

As a general guide for teaching C&R Skills, instructors should:

- demonstrate the full technique
- break the technique down into progressions
- demonstrate the whole technique once more
- circulate amongst course members, encouraging and coaching.

Instructors must always bear in mind that the purpose of training is to prepare staff to face the real-life situation and not to try to re-create it exactly. It is the direct responsibility of instructors to ensure that the degree of realism simulated in training is no more than is necessary to achieve the training objective.

Sometimes simulated struggling by a person role-playing the part of the prisoner is necessary but this should be so only when trainees have practised techniques in a “dry run”. Such struggling may run the risk both of undermining the trainee’s confidence in their ability to use a technique and of unnecessary injury to trainee or “prisoner”. Training simulations should also reflect operational circumstances.

Instructors need to take every possible precaution to minimise injury and to ensure that there can never be any question of negligence on the part of either the Instructor or the Department.

When Use of Force incidents are simulated, an instructor must act as safety officer or appoint another Instructor to do so. The safety officer’s main task is to supervise the simulation closely and to halt the training immediately if a safety problem arises. An agreed code word (“OXO”) or a whistle should be used to stop the simulation.

3.15 Staff playing the role of the prisoner/offender during Use of Force training

- Use of Force training is a "walk through, talk through" exercise with no resistance involved. There is no resistance at any time by anytime during refresher training.
- The person playing the part of the prisoner has total control over the amount of force being used and this is supervised very closely by instructors.
- When instructors need to test the competency of new students they do so by playing the role of the prisoner themselves, and they provide the measure of resistance necessary. This only occurs during the latter part of CODP initial training and this is the only time resistance is offered and is never from the student.
- Students who play the role of the prisoner during the final CODP take outs are strictly volunteers.
- There are no final take outs at refreshers.

Instructors must also satisfy themselves on a number of important points, which are presented below:

- Draw attention to the main faults occurring but take care not to identify individuals - faults are always shared.
- Follow this by more practice.
- Discuss any technical or operational difficulties, drawing on the experience of course members.
- Make sure that everyone can clearly see the demonstration.
- Speak slowly and distinctly.
- Encourage and allow time for questions.
- Maintain careful observation, both of the group and of individuals.
- Stop the activity immediately if there is any likelihood of injury.
- Be on the lookout for signs of boredom or fatigue.
- Be prepared to modify any session according to the needs of the course.
- Never be reluctant to return to basics, however advanced the course members may be - or imagine themselves to be.

No training that is effective, challenging, and involves both hard physical contact and exposure to attack, can expect to be entirely free from the risk of injury. The Instructor's task is making sure the risk is kept to a minimum and mitigate where possible.

Instructors must check with individuals on the course:

- Is too much being expected too early in the course?
- Are there trainees who, because of limited physical competence or lack of skill, appear particularly prone to injury?
- Conversely, are there any who seem likely to over-react in certain situations?
- Does any trainee show signs of undue fatigue?
- Has any trainee a previous injury or some other condition inhibiting hard physical activity?

3.16 Discipline

In general, Tactical training imposes its own discipline. Nonetheless, instructors need to be observant and continually to ask themselves during the session:

- Are the events firmly under control?
- Is any member of the group likely to prejudice this control through lack of effort, failure to listen to instructions, irresponsible behaviour, or lack of interest?
- Are all course members aware of their duty of care towards other staff and prisoners?

3.17 De-briefing

At the end of each session each Instructor should ask themselves and any other instructors present (who should never be afraid to be critical)

- Did the session achieve its objective?
- Are there any ways in which it could have been more effective?
- Does any progression in instruction need review?
- Were there any salient points, in training or operational terms, which need to be borne in mind of instructors?

Feedback is an essential part of any course. The views of trainees should also be sought and taken into account.

3.18 Female Prisoners

Instructors at sites with female prisoners must ensure that advice is given to staff regarding the best practice when dealing with female prisoners. The following area must be covered during UoF training sessions:

- Pregnant prisoners (particularly re-location).

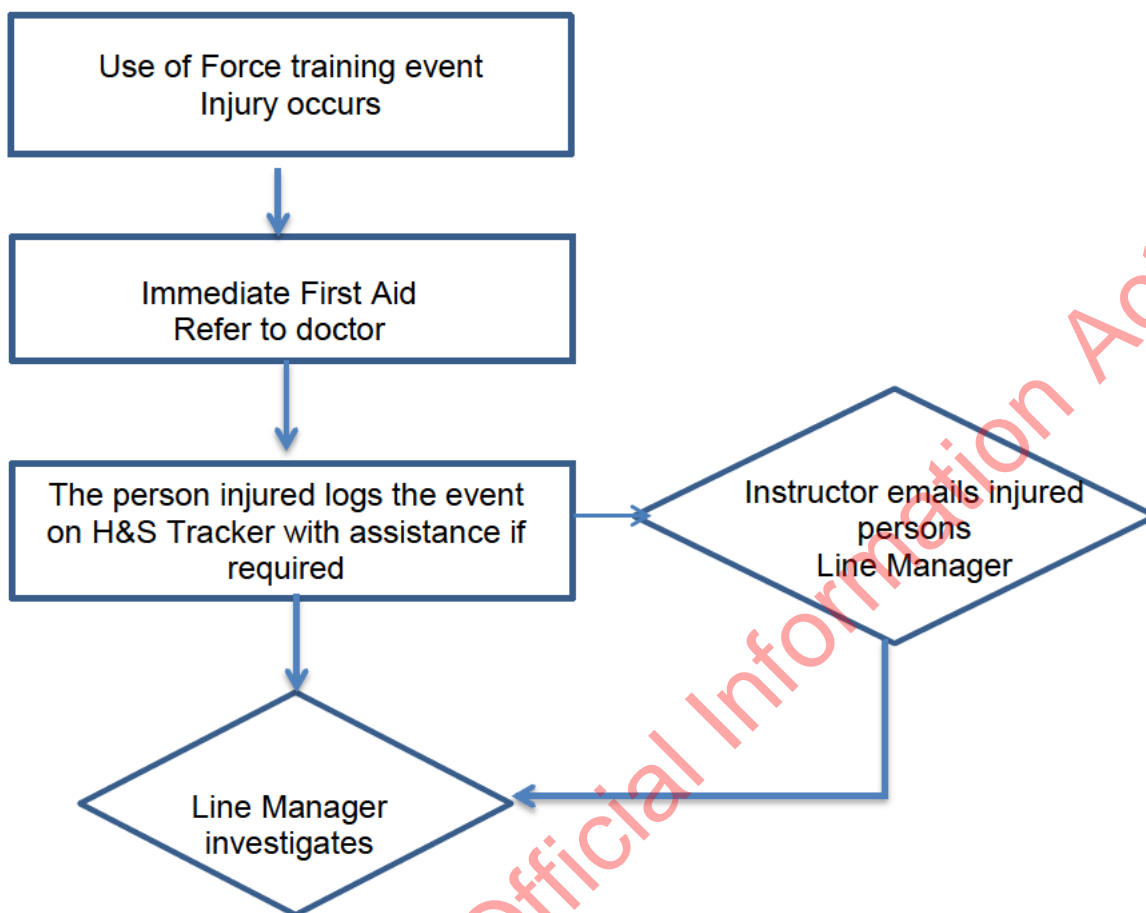
3.19 Monitoring of Injuries

At the end of every session involving Use of Force training, instructors must ask course members whether any injuries have been sustained. Injuries must be recorded in accordance with the Department of Corrections current Health and Safety policy.

Medical attention must be offered. The frequency and type of injuries occurring should be monitored in all training centres. This monitoring enables instructors to identify practices which may lead to injuries and to consider ways of reducing them. Any previous accident or injury must be thoroughly investigated and fully recorded.

Senior adviser ACR will monitor tactical injury trends with the tactical training packages and will communicate these trends to National tactical instructors.

3.20 Model for dealing with injuries during a training session



Note: When injuries occur at the National Learning Centre (NLC), the NLC Manager must also be informed as the responsible person to ensure follow up and investigation regarding the circumstances around and people involved in the incident.

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4 Tactical Options

Guiding Principles

Staff is to be guided by the following key principles:

- Staff will act within the law at all times.
- Ensuring the safety of staff and prisoners is of paramount importance.
- De-escalation techniques will be applied according to the situation.
- Operational risk is assessed.

Purpose of the Tactical Options model

The Tactical Options model provides a process for the assessment and continuous reassessment of an incident by recognising a range of behaviours within a given context. Staff can then plan by selecting from a range of tactical options the most appropriate to the circumstance, thus acting in a manner that will maximise safety of all parties involved in an incident.

The model provides a framework to understand and articulate why the decision to choose a particular option was reasonable and lawful, especially in cases where force is used.

Policy Statement

All incidents will be managed at the lowest level using de-escalation techniques wherever possible. The use of physical force will only be considered as an option after all other reasonable alternatives have been attempted or are considered inappropriate and where legislation supports it.

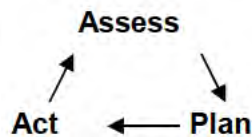
Where force is required, it must be reasonable and proportionate to the circumstance known at the time.

4.1 Tactical Options Model

Components of the Model

The Tactical Options Model has three distinct sections that work in unison and interconnect to support reasonable and lawful decision making based on the circumstances of the incident.

The central concept of the process;

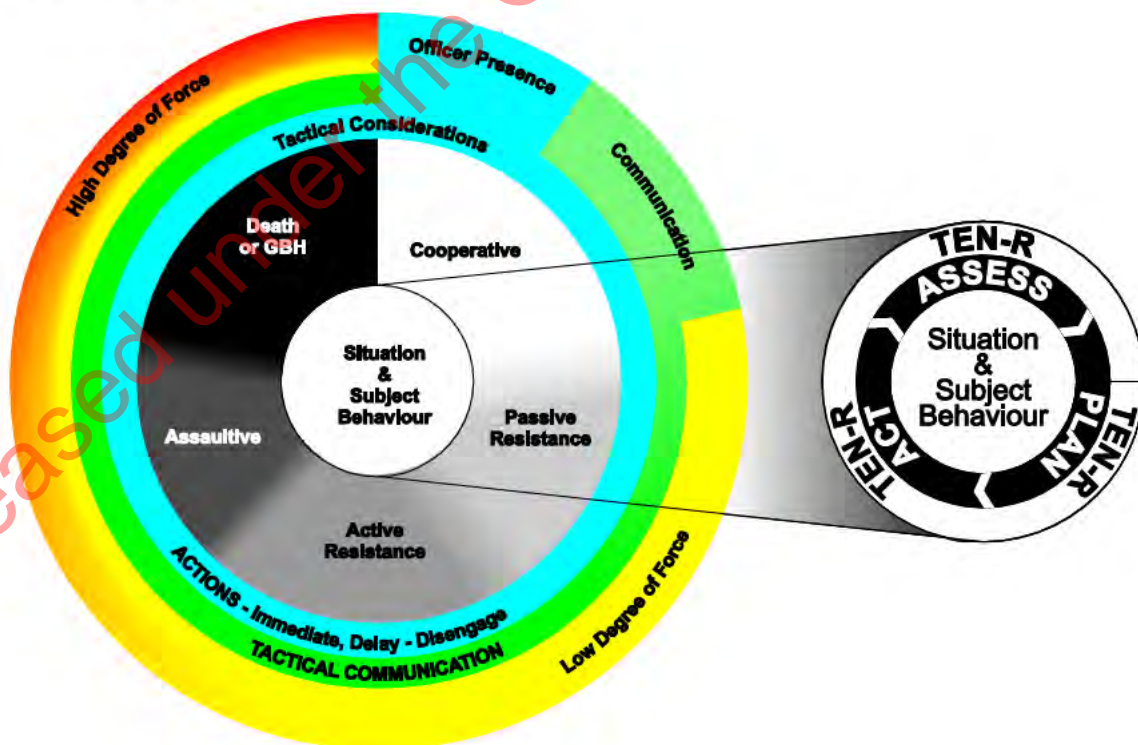


This is a continuous process as the situation develops.

The process of Assess – Plan – Act is supported by an operational risk assessment called

TEN – R:
 T – Threat
 E – Exposure
 N – Necessity
 ↓
 R – Response

Tactical Options Model



4.2 Situation & Subject Behaviour

The white centre includes the Situation and Subject Behaviour; these are the presenting facts. Based on this, the staff member makes an overall assessment, which will fall into one of the five categories in the white–grey–black ring. This is linked to the legal requirement that use of force must be reasonably necessary.

The five categories in the white- grey-black ring are

Cooperative	The subject complies with instructions
Passive Resistance	The subject refuses, with little or no physical action, to cooperate with the officer's instructions. This can be in the form of a verbal refusal or consciously contrived physical inactivity
Active Resistance	This is identified as increased scope and intensity of resistance beyond simple verbal defiance. It includes non-assaultive physical actions, such as pulling away, pushing away, or running away in an attempt to prevent control by an officer
Assaultive	This is identified as actively hostile behaviour, accompanied by physical actions or intent, expressed either verbally and / or through body language to cause physical harm. Examples include kicking, punching or aggressive body language signalling an intention to assault
Death or Grievous Bodily Harm	The subject exhibits actions that the officer believes are intended to or are likely to cause grievous bodily harm or death to a person

The expanded centre diagram contains the words “Assess”, “Plan”, “Act” and indicates that the situation and subject behaviour should be continually reassessed in light of developments.

Assessment of Situation

This refers to all the information gathered and available to the member of staff to assist in forming their assessment.

Assessment of the Situation is the process of continual assessment that is central to the Tactical Options Model and requires the staff member to adopt a cyclical approach of “Assess, Plan, and Act”. As the situation changes, new information becomes available and the cycle of assessment is repeated to allow staff either to confirm the course of action or to alter it to better reflect the changing circumstances.

Assessment is based on a combination of information obtained about the situation and the prisoners' behaviour. This overall assessment is termed perceived cumulative assessment.

Perceived Cumulative Assessment (PCA)

PCA refers to the range of environmental factors and situations that make up the individual perception of the incident. It recognises that personal characteristics and experiences will inform the staff member's assessment.

This assessment can consist of the following elements relative to time and practicality:

- visual observation of behaviour by the member of staff
- armed prisoner(s)/offenders
- number of prisoners/offenders involved
- number of staff present
- availability of backup
- knowledge of the prisoners/offenders
 - capability
 - current mental and or emotional state
- background information and/or context
- location of incident.

It is acknowledged that other factors, such as officer experience, personality and relationship will contribute to the staff member's subjective judgement and it is the interpretation of these factors that will result in different responses by different staff to the same situation.

These factors include:

- previous history of events concerning interaction with the prisoner/offender
- experience and expertise of the staff member
- exposure of the staff to similar circumstances
- gender of both the prisoners/offenders and staff
- confidence of the staff/officer to manage the situation
- critical incident stress symptoms of both the prisoners/offenders and staff
- rapid breathing, sweating, flexing of hands and muscles
- cultural background.

Support and coaching, combined with trained skills and applied judgement between individuals, are likely to improve consistency in the assessment of situations. In turn, this will influence the decision as to what tactic is the most appropriate to use from the range of available options.

Potential Signs

The following behaviours may become apparent during assessment; changes in behaviours may indicate a deteriorating situation:

- ignoring
- repetitious questioning
- aggressive verbalisation
- emotional venting
- refusing to comply with requests
- ceasing movement
- invading personal space
- adopting an aggressive stance
- hiding.

The expanded centre diagram also contains an outer circle identifying an operational risk assessment tool called TEN – R. which assists in developing the PCA

4.3 TEN – R Operational Risk Assessment Tool

TEN – R supports the Assess – Plan – Act process by identifying key factors that must be considered when determining an appropriate response to the situation.

Threat (the T in TEN-R) is about how serious the situation is and the current danger the subject presents to others and to themselves.

Staff must assess the threat posed by the subject/situation based on what they see and hear, and what is known about the subject /situation. This involves conducting a risk assessment based on:

- intent
- capability
- opportunity
- physical environment.

Exposure (E in TEN-R) is about the potential for harm (physical or otherwise) to staff and other people, or the security of a facility or equipment. In all instances assessment and planning can mitigate the degree of exposure.

Staff need to understand exposure to harm and damage by considering:

- safety including self-awareness of capability
- security.

Necessity (N in TEN-R) is about determining if there is a need to intervene, immediately, later or not at all. Staff must consider any tactical options, which may not require the use of force.

Taking action must be supported by a clear assessment of the known threat and exposure involved, and is an informed decision.

Staff must assess the need to proceed with their intended response at that particular time, date and place with the resources and tactical options available to them. The assessment determines one of three outcomes:

- to proceed with an immediate and planned response
- not to proceed
- to proceed with a delayed and planned response.

Any option must endeavour to maximise safety and minimise risk.

Response (R in TEN-R) means understanding the threat, exposure and necessity to determine what action/response is appropriate on the balance of available information.

The action plan must be based on the threat posed by the subject, their intent, opportunity and ability to cause harm to staff and others, and assessment of when best to proceed with a response.

In some instances there may be a need to delay action until resources or equipment are available. Caution is not cowardice and there may be a good reason to cordon and contain the subject while awaiting the arrival of support or other specialists such as Advanced Control and Restraint or Negotiators.

In the remaining instances prompt action may be required to prevent further loss or injury. Even in active situations there must be calculated thinking and decision making supported by robust training and experience.

4.4 Tactical Options

This refers to the blue and green rings flowing around the inner rings that are the tactical options and tactical considerations and include:

Officer Presence This refers to the presence of an officer, the number of officers attending, the image of specialist teams or the use of tactics and equipment. While strictly not a force, the arrival of officers at a scene can have a significant impact on the behaviours of those present. This option is represented by the blue ring.

Communication This refers to the use of verbal and non-verbal techniques to resolve and/or control an incident, such as passing on information, making a simple request, issuing lawful directives and gaining immediate responses. This option is represented by the green ring.

Concentrated effort is required at an early stage to prevent escalation into an incident where the UoF is necessary.

The dialogue should take place in a non-threatening manner, and the staff member's needs to ensure that the personal space of the prisoner/offender is not invaded. This reduces the likelihood of the prisoner/offender forming the impression that the discussion is confrontational, or provocative.

Applying verbal techniques that help to prevent "acting-out" behaviours, such as anger and frustration, should be used at the earliest opportunity to retain the interaction and help to contain potential escalation.

It is important that staff are aware that positive attitudes and professional behaviour in their interaction with prisoners/offenders are powerful and effective tools.

It should be recognised by staff that in responding and engaging with a subject there may come a time that communication will need to become structured and move to Tactical Communication.

4.5 Tactical Communication

Tactical communication is the preferred option for resolving incidents where action is necessary in response to uncooperative subjects, as it may enable such incidents to be resolved without use of force. Effective use of tactical communication is also likely to reduce harm. The scope of tactical communication is wide, including for example, passing on information, making a simple request, commanding initial responses and ordering lawful directives.

Where possible, tactical communications should progress through the five step tactical communication process sequentially (ask, why, options, confirm, action). However, the situation or subject behaviour may make this impractical or unsafe.

Tactical communication is crucial to safely deescalating an incident with uncooperative subjects.

Tactical communication should be attempted in every incident where action is necessary in response to uncooperative subjects, including those that may require force to be used.

4.6 Tactical Considerations

Options an officer should consider in relation to the situation:

- Action: Immediate, Delay or Disengage
- involve a colleague who has a good rapport with the prisoner
- equipment availability
- number of officers
- availability of backup
- geographic considerations
- practicality of containment
- availability of control and restraint team etc.

Immediate / Delay

An officer must determine whether to respond immediately. This will involve applying a threat assessment (TEN –R) to determine whether a delayed or alternative response may be deployed such as involving another officer who has a good rapport with the prisoner. In situations where there is a pressing threat to safety, an immediate response may be unavoidable. In other situations, conditions may allow an officer to delay their response. The conditions may include, for example, the imminent arrival of back-up, or simply being able to increase the distance between the officer and the prisoner. The delay may allow the officer to reduce the threat and respond when conditions are more favourable.

Disengage

When a situation escalates, or when the consequences of continued intervention contribute to increased danger, the option to disengage may be appropriate.

If an officer elects to disengage, other options should also be considered, such as tactical withdrawal, containment, observation, seek alternative position and wait for back-up or control and restraint teams.

4.7 Tactical Options & Degrees of Force

The outer section of the model is the multi-coloured ring which comprises Officer Presence and Communication and Low Degree of Force through to High Degree of Force. These colours overlap in areas to illustrate the possibility of using more than one option. For example, the blue and green rings overlap other options because, where time and practicalities allow both communication and other tactical considerations should be used together.

Degree of Force (Low – High)

For the purposes of this policy and model, use of force is the application of approved physical interventions by Corrections staff in situations where it is necessary to establish and maintain control, and to minimise the potential for breaches of security and injury to parties directly involved as well as others.

The application of physical force shall not be considered as an option until all other reasonable alternatives have been attempted or are considered inappropriate. When the application of physical force is necessary, it will be limited to the minimum degree reasonable and necessary to resolve the situation as safely as possible.

Where possible, tactics used should be approved control and restraint techniques. However, if it is necessary to use force immediately, and if the ratio of officers to violent prisoners is less than 4:1, staff may need to resort to other reasonable and lawful means to protect themselves and others.

Plan

The plan is made by determining the desired outcome of a particular incident and is informed by the assessment, resources and methods available to achieve that outcome. The assessment of the situation is informed by a range of factors which contribute to the overall plan, the first stage of which is TEN –R. It should be remembered that assessments can be dynamic based on an officers knowledge skills and experience and those factors will inform immediate courses of action.

In situations that are protracted a full appreciation of the situation will be undertaken; TEN-R as an assessment tool contributes to the overall appreciation process.

On completion of the overall appreciation a GSMEAC Plan (Ground, Situation, Mission, Execution, Administration and Logistics, Command and Communications) will be formulated. It

is the GSMEAC plan which will then outline the course of action to be taken in a situation that is developing and has the potential to escalate.

Act

On completion of the planning process and when the timing is deemed appropriate or necessary, the officer will implement the plan. Action should always be followed by re-assessment.

Re-assess

A review of the plan and implementation takes place to assess the effectiveness of the plan and whether it was implemented as planned.

5 Communication

5.1 Communication skills

Communications is a two-way process that relates to verbal interaction, e.g. listening and hearing, non-verbal interaction, e.g. interpretation and observational skills, e.g. looking and seeing.

In most situations the purpose of communication is to establish a common understanding. This process involves a Sender and a Receiver, and the responsibility for understanding belongs to the Sender (Officer) not the Receiver (Prisoner). It is the Officer's sole purpose to get the message through.

Aids to good communication are:

- using more appropriate language
- taking more time to communicate the message
- checking for understanding
- encouraging or giving feedback
- choosing a more appropriate time/place.

There are many factors to consider when we communicate with others, we should be aware that all "messages" will contain facts, feelings, values and opinions.

Facts - are real and objective. We believe them because they can be verified.

Feelings - are our emotional responses to situations.

Values - are the norms which exist in society at large. They can be deep-seated beliefs about what is right or wrong.

Opinions - are our ideas about particular issues, events or situations. They are subjective and normally limited to the immediate situation.

Communication problems often occur in our environment when we or "prisoners" get confused; perhaps interpreting an opinion as fact. We must be aware that a message consists not only of content (facts) but also of values, opinions, assumptions and feelings.

We cannot necessarily avoid or overcome barriers to communication, but we need to find ways of minimising them. Common barriers are detailed below

Noise - A major distraction when trying to communicate. It's hard to hold a discussion against a noisy background.

Language - Officers need to express themselves in a direct and explicit manner as possible and avoid emotive language.

Perception and Prejudice - Everybody has a unique background and history with influences and experiences that form our way of looking at the world. It is important to recognise our prejudices for what they are and to work round the prejudices of others. We have to maintain a professional attitude by not allowing our own perceptions to get in the way of our duties and responsibilities towards others, particularly in promoting equal opportunities, or to let our prejudices influence the way we communicate.

5.2 Intrusion of Personal Space

Personal space is the space we require, or are comfortable with, between ourselves and other people.

The Intimate Zone - This may refer to very close contact, from a point of touching to a point of around 50 cm

The space may be reserved for intimate contact or fighting.

The Personal Zone - The area from 50cm inches up to a distance of around 2 metres. This may be the zone in which most verbal and non-verbal interaction takes place.

The Public Zone - Is the distance beyond 2 metres to any distance where you can still be seen.

When we invade someone's personal space we can easily cause them to become defensive and hostile resulting in poor communication.

5.3 Non Verbal Communication

In any interaction people give off signals through "body language". A third of the meaning in communications is supplied by the spoken word. Some of the key areas to observe are:

- facial Expression
- eye Contact
- posture
- gesture
- proximity
- paralinguistics (e.g., tone of voice, loudness, speed of speaking).

Many of the points above encourage you to make judgements about personality and emotions on a sub-conscious level, leading to positive or adverse behaviour.

5.4 Managing Aggression

The effective handling of aggressive prisoners is one of the most demanding aspects of working in a prison. The majority of situations where there is a potential for violence can be handled through communication. Therefore good interaction and communication skills are required.

Aggression can be defined as any behaviour that is perceived by the victim as being deliberately harmful and damaging either psychologically or physically.

Our objective when dealing with an aggressive prisoner is to prevent the aggression escalating into actual physical violence.

What are the signs of violence/aggression?

Aggression can be identified through the same key areas mentioned above. For example, the person presenting with aggression will show an increase in tone of voice; staring straight at the other person; pointing with the hand; and moving closer to the person they are addressing at the time.

Why does aggression occur?

Aggression is often not the first emotion a person is experiencing. It follows feelings of frustration, humiliation, increased levels of excitement or perceived unfairness.

In the prison environment the target group, the Department is responsible for, have a reputation for:

- not managing their emotions like anger
- low levels of maturity
- learned behaviour (it gets results)
 - means to an end
- using angry behaviour as a decoy for achieving something else.

5.5 Dealing with aggression/aggressive behaviour

Defusion strategy

Before an incident escalates we need to defuse the situation. Our strategy should be to do nothing to heighten their state of mind or adrenalin, whilst being prepared to defend ourselves if necessary.

Our actions should include:

- Manage the emotion first then manage the problem.
- Avoid saying “calm down”.
- Appear confident, given the impression you are capable of dealing with the situation.
- Displaying calmness - be aware of your body language.
- Create some space, allow them to feel safe.
- Speak slowly, gently and clearly.
- Lower your voice, they are more likely to lower theirs.
- Don't stare, keep averting your gaze.
- Ask questions.
- Don't argue.
- Listen and show that you are listening.
- Don't try to solve the problem prior to calming the prisoner.
- Never threaten the person. Once you have made a threat or given an ultimatum you have ceased all negotiations and put yourself in a potential win lose situation.

5.6 Reaction Distances

When faced with an aggressive prisoner, the conflict, whether verbal or physical, will take place at a certain distance or "range". As already covered in **Defusion Strategies**, where possible we should look to disengage and evade the situation.

LONG RANGE

It is vital to use correct communication to defuse the situation in order to prevent the situation from escalating to a physical encounter.

Communication and the creation of distance/obstacles between the prisoner and ourselves may buy time to evade the situation. Distance will give time to assess and prepare for a personal attack.

MID RANGE

This range can be measured from between 2-3 metres; at this range we should be recognising the warning signs of aggression. We can use this long range as a reactionary gap as we should not be taken by surprise if/when the prisoner attacks.

CLOSE RANGE

A confrontation can often happen at close range 1-2 metres, as an aggressor may perceive that this will suit their objective. Officers should be aware that the aggressor might not necessarily intend to use physical violence. A good example of this is where sports players try to influence a referee's decision.

CONTACT

If the prisoner makes physical contact by grabbing the Officer, or attempts to strike the Officer, the use of force by the Officer is more likely to be deemed necessary.

GROUND

"Going to ground" is not advisable although it is unavoidable in certain circumstances and we must prepare for such an eventuality. If it happens we must still be able to react and assess our options.

The Officer must look to get back to their feet at the earliest opportunity.

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6 Tactical Exit

6.1 Defining Tactical Exit

Tactical Exit is the use of:

- Behavioural and situational awareness (covered in CODP)
- Physical tactics to help staff disengage from potentially volatile situations.

The focus here is on self-defence which is more about prevention rather than cure. The moves are based on flinch response and natural body movements. It means that the user doesn't have to rely on memory or physical strength and fitness. To ensure staff stay current in applying the moves they are refreshed every 12 months.

6.2 Tactical exit physical moves

The physical moves described in this section are designed for the staff member to disengage or break away from a physical confrontation with an offender/prisoner. Nothing in this section is designed to restrain or control the offender/prisoner. Therefore there are no holds, strikes or kicks in this section.

The purpose of this topic is to ensure that students are able to safely exit themselves from any potentially dangerous situation by correct use of disengagement tactics.

6.3 Disengaging Techniques

The disengage tactics taught to staff are as follows:

- A non-threatening/defence stance when interviewing an offender
- A protective stance,
- Movement
- Correct moves to escape from a:
 - Single/double wrist grab
 - Single/double lapel grabs
 - Head lock from the side
 - Bear hug
 - Covering the head
 - Keeping safe on the ground.

6.4 Interview stance

This provides a non-threatening and safe position to be in relation to an offender/ prisoner whom you suspect is becoming, or is, agitated. The stance reduces the staff member's presence and provides a degree of space between staff and offender/ prisoner. This allows for further tactical options in the case of escalated behaviour.

One foot behind the other is a natural position (flinch response) to be in when facing a potential threat, with the hands open at the side the nonverbal messaging (body language) is that the officer is not a threat.



Teaching Points

- Stand slightly off centre, an arm and a half away from the prisoner and hands naturally hanging down and open and at sides.
- Feet about a shoulder width apart, both knees bent, find and maintain balance. One foot should be to the rear. Avoid standing square on to the offender.

Instructors Notes

- Students practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.5 Protective Stance and Movement

The situation has now escalated where you believe that the offender/prisoner has the intent to become assaultive. Distance control is critical here as it gives you time, which in turn, gives you options.

The hands are raised at eye level because an agitated or angry person will focus on the face in particular the eyes of the person they are angry with. The hands are sending a nonverbal message to stop, and need to be raised so the attacker can see them. This also serves to give some protection to the head area of the officer.

While retreating, in a direction to exit the area, it is important to visually check for any other threats and to look for any other barriers you can put in place between yourself and the advancing attacker.

Verbalisation is key here, it is important to tell the attacker what you want him/her to do i.e. “back off”. A highly agitated person who has become focused on attacking someone will have trouble hearing. So the key here is short and loud.

This will serve two purposes:

1. Startle or distract the attacker – buying time.
2. Alert others to the incident – get back up.



Teaching Points

- If the prisoner makes an aggressive move towards you, move backwards to maintain space.
- Then raise your hands up in an open, non-threatening manner.

Your situational awareness and peripheral vision should have already helped you locating where the exits are (the exit should be behind you). We apply the protective stance technique every chance we get.

Instructors Notes

- Students practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.6 Movement

When moving, it is important that the officers maintain a solid base to avoid becoming off balance, therefore leaving themselves in a vulnerable position and unable to defend themselves from any potential attack.

Officers should endeavour to keep moving and present a more difficult target for any potential attack. Ideally they should maintain a safe distance and continue with verbal interaction.

Teaching Points

- Introduce lesson to learners.
- Discuss TEN-R and the need to potentially use force.
- Discuss the basic principles of moving.
- Backward: The trail leg steps back with the lead leg following, maintain balance and upper body position.
- Lateral: Whichever leg leads is irrelevant as movements to the left will be with the left leg stepping to the side and the right leg following. Movements to the right with the right leg stepping and the left leg following. Maintain balance and upper body position.
- Pivoting: The lead leg will pivot on the ball of the foot and the trail leg will step to the side either to the left or right. It is possible to pivot with both feet turning to either side.
- Discuss that staff must react and assess what options are available.
- Continue communication with the prisoner.

Instructors Notes

- Learners to practice movement
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

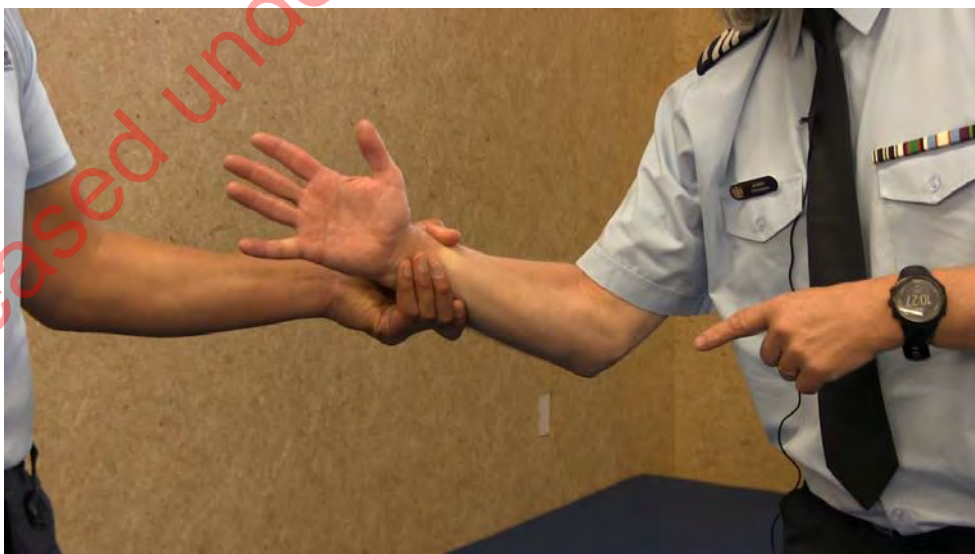
6.7 Wrist Grabs

Grabbing at a person's wrist is common form of controlling someone, from an attacker's perspective it gives them range to strike. The hands will also be the closest part for an attacker to grab. Prevention is better than a cure. When an attacker is moving to grab any part of you move back and away (defensive move).

Proper technique is key here, by applying leverage against the thumb of the grabbing hand and stepping back, even an officer of slight build can break away. Body movement uses the officers total body weight against the thumb of an attacker.

The same principle applies for all wrist grabs "move against the thumb"

Single wrist grabs



Teaching points

If the prisoner grabs your wrist:

- You need to have your hands open.
- You move back and rotate your wrist inwards towards your centre breaking the wrist lock.
- While taking a step back and adopting the protective stance.
- The same action applies for one, or both wrists being grabbed.

Instructors Notes

- Students Practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

Two handed single wrist grab



Two handed double wrist grab



6.8 Lapel grabs

Grabbing at a person's lapel or clothing is common form of controlling someone, from an attacker's perspective it gives them range to strike. The clothing will also be an easy part for an attacker to grab.

Prevention is better than a cure. When an attacker is moving to grab any part of you move back and away (defensive move).

As with the wrist grab it's important to move your body away from the grip again utilising your body weight against the grab. Pushing yourself away is the key here.

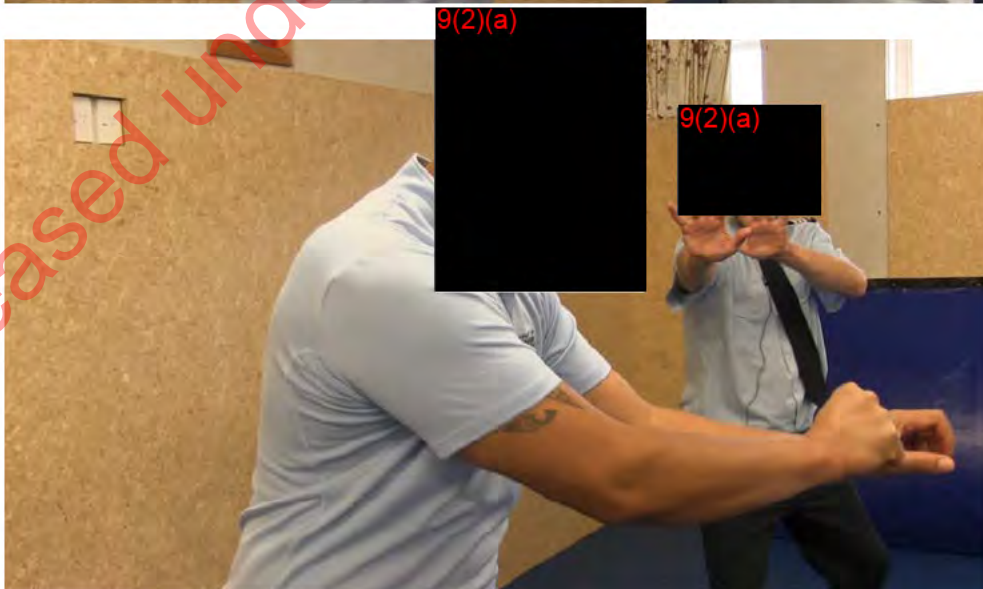
A good exercise to show this is to get your learners to put their hands on the wall and invite them to try and push the wall away. They of course will fail however they all will be able to push themselves away from the wall. This is the same our intention here is disengaging or getting away, therefore it is futile to try and push the attacker away.

The same principle applies for single double or cross grip.

Single lapel grab



Double lapel grab



Teaching Points

If the prisoner grabs you by the lapel:

- Clasp both of your hands together.
- Pull them up close to your chest, outside and in line with the offender's wrist.
- Use your clasped hands to push yourself off the offender's hands, while swivelling your hips to add power to the movement.
- Back away quickly, maintaining the protective stance and call for help.

Instructors Notes

- Students Practice one on one Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.9 Head lock from the side

The head can also be an easy part of the body for an attacker to grab. Prevention is better than a cure. When an attacker is moving to grab any part of you, move back and away (defensive move).

If an attacker has a person in a head lock, the flinch response will be to pull the head in and shrug the shoulders. This is an automatic response to protect the neck and throat area. While the attacker is focused on a person's head their groin area is unprotected. Grabbing attacker's genitals will create a flinch response from them to avoid the grab. This in turn will create space to push away. Turning the attacker's head away with the other hand will further distract and provide an opening for escape. Where the head goes the body must follow.

Head Lock



Teaching Points

If the prisoner grabs you in a head lock:

- Move your rear, free arm, behind and around the offender's head.
- Then push the offender's face away with the back of your open-bladed hand while extending your arm.
- You then move away quickly into the protective stance and exit the room to get out of the situation.
- In addition, use your free arm to grab the prisoner in the groin area and back away as he moves back – don't let go until it is safe to do so.
- Alternatively, in desperate situations, pressure may also be applied to the eyeball, dragging the corner of the mouth and/or finger into the ear.

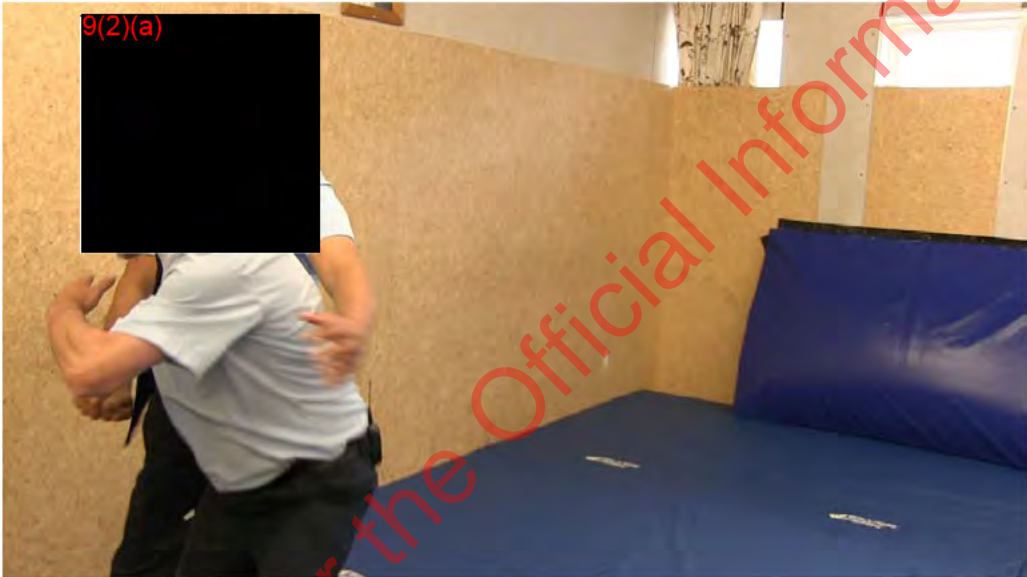
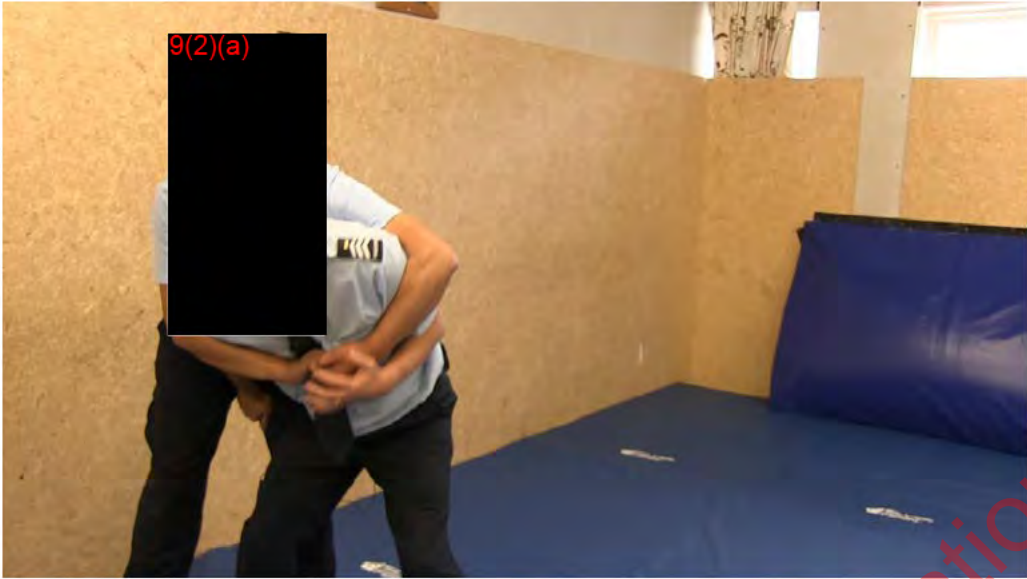
Instructors Notes

- Students Practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.10 Body Grab

When grabbed in a bear hug from the rear the natural flinch response is to bend the knees and drop your centre of gravity. This will make it harder for an attacker to lift you off the ground. While the attacker is focused on the body grab their groin area is unprotected.

Grabbing an attacker's genitals will create a flinch response from them to avoid the grab; this in turn will create space to push away. Stepping and turning the body to break free from the grip, face the attacker and back away defensive move.



Teaching Points

If the prisoner has grabbed you from behind:

- Drop your weight (centre of gravity) by dropping your hips and bending your knees.
- Move your hips to the side in order to gain access to the groin area.
- Grab the offender's genitalia and apply pressure.
- When the prisoner moves back you release your grip and move away quickly and exit the situation.

Instructors Notes

- Students Practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.11 Covering the head

It is important to know there is no way a person can cover their entire head with two arms and hands. However with a natural flinch response would be if an attacker was sticking or grabbing your head to raise your hands and drop your head and cover.



Teaching points

If a prisoner starts throwing punches:

- Firstly move into the defensive stance with loud verbalisation to deter the person.
- This will give you both distance and time to attract attention and determine what options are available to you – such as pressing the Personal Duress Alarm (PDA).
- If the prisoner continues to throw punches, raise the hands to cover the face, temples and the side of the head and get away as soon as possible.

Instructors Notes

- Students Practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.12 Keeping safe on the Ground

In this context the legs take the place of the arms in the defensive move thereby keeping the staff members head furthest from the threat. Moving around keeping the attacker at a distance with your legs will help buy some time for help to arrive.

If an attacker gets around your legs turn a face them with your hands covering your head and knees touching your elbows to provide some protection to your vital organs, this is commonly known as the foetal position. Finding cover under a desk or table is highly recommended.



Teaching Points

If a prisoner is attacking and you end up on the ground:

- Try and keep your legs and feet between yourself and the prisoner to create space.
- Use a cycling action, as if pedalling a bicycle to keep the prisoner at a distance and buy time to consider your options.
- At the same time use loud vocalisations to attract attention and give yourself time to activate your PDA or radio.

If the prisoner tries to get at you on the ground:

- Roll into the 'foetal position' on the side facing the prisoner with hands up covering the head, and knees pulled up to provide additional cover.
- You can also roll quickly onto the other side if the prisoner switches sides.

To get to your feet from the ground:

- Reach with extended hands and arms to the area furthest away from the offender.
- Pull yourself towards your hands giving a safe distance of approximately two metres between you and the prisoner once standing.
- This gives you a clear view throughout the movement to stay safe and provide an adequate level of protection.

Instructors Notes

- Students Practice one on one
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles

6.13 Standing up



Part B

For Corrections Officers only

Released under the Official Information Act 1982

Released under the Official Information Act 1982

7 Medical Considerations

Medical DVD

All staff must view the medical DVD.

The following medical consultants contributed to the development of the training manual and DVD

Dr Ian Maconochie FRCPCH, FCEM, FRCPI, PhD

Dr Fenella Wrigley QHP (c), BSc (Hons), MRCPCH, Dip IMC RCS (Ed), FCEM

Sally Dixon BSc MSc Psychological Consultant C.Psychol (Forensic)

7.1 Signs and symptoms that may indicate that a prisoner is in distress

It is extremely important that staff, involved in applying restraints or using force of any kind, are aware of the signs and symptoms that may indicate that a prisoner is in distress. It may be the case that an incident should be treated as a medical emergency rather than a control and restraint incident. A member of health care staff must, whenever reasonably practicable, attend every incident where staff are deployed to restrain violent or disturbed prisoners.

It has to be stressed that the onset of a serious medical condition following the application of physical or mechanical restraints is extremely rare – however it has been known, and prisoners in both prison and police custody have died as a result of being restrained.

If it is considered that a prisoner's abnormal behaviour may be due to mental illness or drug abuse, advice should be sought urgently from Health Care Staff before C&R techniques are employed, if possible.

When a violent prisoner is being restrained officers involved and the person supervising must look out for any of the following signs:

- exceptional or unexpected strength
- unusual rises in body temperature
- exceptional violence
- abnormally high tolerance of pain
- bizarre behaviour - as if 'high' on drugs
- sudden, abnormal passivity
- noisy or laboured breathing
- coughing or foaming from the mouth

- face, lips, arms or legs becoming blue/purple or very pale.

7.2 Situations that need to be particularly closely monitored are:

Relocation of the prisoner	Staff must satisfy themselves that the prisoner is not in a physically distressed condition following relocation.
Periods during which the prisoner is/has been laid in the face-down (prone) position, seated position or their head is lower than their hips that will effect their breathing	A prisoner must never be kept in the prone position with their hands held behind their back in ratchet handcuffs. A prisoner must never be placed in the prone position if they have a physical or medical condition that would make this unsafe.
The use of C&R on a pregnant prisoner	Techniques applied must keep in mind the safety of staff, prisoner and unborn baby. This may exclude any physical tactics deployed on the prisoner.

One or more of the warning signs must alert staff that they need to be particularly vigilant in monitoring the prisoner's responses, and that they must be prepared to treat the incident as a medical emergency. Monitoring the prisoner's breathing will also assist C&R staff in judging whether the prisoner is in need of urgent medical attention.

Caution

If a medical emergency occurs the prisoner must be released from all holds at once and medical advice must be sought immediately.

7.3 Positional Asphyxia

There are a number of potential adverse effects related to the application of restraints. These include: being unable to breathe, feeling sick or vomiting, developing swelling to the face and neck, and the developments of petechiae (small blood-spots associated with asphyxiation) to the head, neck and chest.

Restraining an individual in a position that compromises the airway or expansion of the lungs (i.e. in the prone position) may seriously impair an individual's ability to breathe and can lead to asphyxiation. This includes pressure to the neck region, restriction of the chest wall and

impairments of the diaphragm. When the head is forced below the level of the heart, drainage of the blood from the head is reduced. Swelling and bloodspots to the head and neck are signs of increased pressure to the head and neck which are often seen in asphyxiation.

Pressure should not be placed on the neck, especially around the angle of the jaw or the windpipe. Pressure on the neck, particularly in the region below the angle of the jaw (carotid sinus) can disturb the nervous controls to the heart and lead to a sudden slowing or even stoppage of the heart.

People who are at a higher risk

This effect is even more liable to occur in persons:

- with angina
- who have had a heart attack
- with high blood pressure
- with diabetes
- in older people, especially those with hardening of the arteries.

A degree of positional asphyxia can result from any restraint position in which there is restriction of the neck, chest wall or diaphragm, particularly in those where the head is forced downwards towards the knees.

Restraints where the subject is seated require caution, since the angle between the chest wall and the lower limbs is already decreased. Compression of the torso against or towards the thighs restricts the diaphragm and further compromises lung inflation. This also applies to prone restraints, where the body weight of the individual acts to restrict the chest wall and the abdomen, restricting diaphragm movement.

Factors predisposing a person under restraint

Factors predisposing a person to positional asphyxia and sudden death under restraint include:

- drug/alcohol intoxication (because sedative drugs and alcohol act to depress breathing so reducing oxygen taken into the body)
- physical exhaustion (or any factors that increase the body's oxygen requirements, for example a physical struggle or anxiety)
- obesity.

Warning signs related to positional asphyxia

- An individual struggling to breathe
- Complaining of being unable to breathe
- Evidence or report of an individual feeling sick or vomiting
- Swelling, redness or bloodspots to the face or neck
- Marked expansion of the veins in the neck
- Individual becoming limp or unresponsive
- Changes in behaviour (both escalate and de-escalate)
- Loss of, or reduced levels of, consciousness
- Respiratory or cardiac arrest.

Action

Positional asphyxia is a very serious medical condition requiring immediate medical intervention. Immediately release or modify the restraint as far as practicable to effect the reduction in body wall restriction, and summon medical attention and provide first aid. In the case of a prisoner who is vomiting, they should be put into the recovery position to ensure vomitus is not inhaled.

No prisoner should be restrained face down (or in the case of a pregnant prisoner, on her side) for longer than is absolutely necessary to gain control. There must be continuous observation of a prisoner following relocation in the prone position until such time as the prisoner is no longer lying face down (or in the case of a pregnant prisoner, on her side).

Note

There is a common misconception that if an individual can talk then they are able to breathe, this is NOT the case. An individual dying from positional asphyxia may well be able to speak or shout prior to collapse.

7.4 Excited Delirium

Excited delirium is both a mental state and physiological arousal. Excited delirium can be caused by drug intoxication (including alcohol) or psychiatric illness or a combination of both. Cocaine is a well-known cause of drug induced excited delirium.

Differentiating someone in excited delirium from someone who is simply violent is often difficult. People suffering from excited delirium may:

- have unexpected strength and endurance, apparently without fatigue
- show an abnormal tolerance of pain
- feel hot to touch.
- be agitated
- sweat profusely
- be hostile
- exhibit bizarre behaviour and speech.

It may only become apparent that a prisoner is suffering from excited delirium when they suddenly collapse: beware of sudden tranquillity after frenzied activity which may be caused by severe exhaustion, asphyxia or drug related cardiopulmonary problems (problems with the heart and lungs).

7.5 Psychosis

Psychosis is a general term used to describe mental conditions in which there is loss of contact with reality and gross loss of insight, e.g. the person may be extremely suspicious. Their fears can seem so real that they may believe their personal safety is under threat, i.e. that others are intent on causing them harm. Occasionally they develop the belief that their life is directly threatened. They then become extremely frightened and agitated, and may even become physically aggressive and violent. Persons suffering from psychosis are to be regarded as seriously ill and in urgent need of medical attention.

It may be dangerous to use C&R techniques to control psychotic patients without the benefit of medical support, because the prisoner's responses to pain may be abnormal, resulting in them struggling violently against persistent attempts to bring them under control through restraint. The effect of such struggling may make them so exhausted that when they finally come under control, their body systems may suddenly enter a state of virtually complete collapse. In this condition, the person may have insufficient remaining strength to support the vital respiratory movements of the chest that are essential for life, and death may then rapidly ensue.

7.6 Sickle Cell Disease

Sickle cell disease is common in African black populations, throughout the Mediterranean and Middle East and in some parts of India. It is essentially an inherited disease and will result in either sickle cell disease or sickle cell trait, dependent on whether a person inherits the gene from one or both parents.

Always consider the possibility of sickle cell disease/trait in people originating from these regions or in their descendant ethnic groups. The nature of the disease/trait is such that if a person is put in a situation where they have reduced oxygen content within their body, blood vessels may become blocked.

It is not however a problem exclusive to sickle cell sufferers, there may be other people who might suffer similarly if they experience a reduction of oxygen in their blood.

7.7 Pregnant Prisoners

Any stress placed on a pregnant prisoner has the potential to injure both the prisoner and foetus. However, it is sometimes necessary to use C&R on a pregnant prisoner. In such cases, the protection of the foetus is a critical additional concern for the officers applying the C&R techniques.

Where it is known or suspected that a female prisoner may be pregnant, every effort must be made to de-escalate the situation before attempting to restrain. In the event that de-escalation is unsuccessful every effort must be made to restrain her in either a standing or kneeling position.

7.8 Anaphylactic Shock (OC Spray)

Anaphylactic shock is the most dangerous of all allergic reactions. A decrease in blood pressure leaves the brain starving for oxygen. Often, there will also be inflammation in the lungs resulting in severe shortness of breath. The combination is deadly and considered an emergency in health.

Anaphylaxis is a severe allergic reaction that involves more than one body system. A typical allergic reaction may cause itching or some wheezing in the lungs, but an anaphylactic reaction will cause both or a combination of several other less common symptoms.

There are two important ways to tell if someone is suffering from anaphylactic shock by identifying:

- the symptoms of anaphylactic shock
- the exposure to an allergen that causes anaphylactic shock i.e. pepper spray.

Symptoms of Anaphylactic Shock

Anaphylactic shock is primarily an allergic reaction.

The symptoms usually have a rapid onset after exposure to the allergen with 5 – 10 minutes.

To identify anaphylactic shock, first look for symptoms of allergies, including:

- itching
- red, raised, blotchy skin (hives)
- wheezing
- tingling feeling in lips and mouth.

Anaphylactic shock happens when the victim shows signs of low blood pressure, including

- confusion
- weakness
- pale colour
- unconsciousness.

Anaphylaxis or anaphylactic shock victims often have:

- shortness of breath
- unable to speak more than one or two words
- sitting straight up or with hands on knees
- gasping for breath
- pursing lips to breathe
- using neck muscles to take breaths.

People who have been subject to C&R may be short of breath from the physical activity. Their breathing should improve after a period of rest and resume back to normal. With anaphylaxis the shortness of breath will only continue to get worse until adrenaline is provided.

Anaphylactic Shock Treatment

Custodial staff must request health staff to provide an emergency response.

7.9 New Psychoactive Substances

The availability of New Psychoactive Substances (NPS), or so called “legal highs” as they are unhelpfully known, has posed a new and significant challenge over the last few years in overseas custodial environments.

The need to restrain and control prisoners behaving abnormally or dangerously aggressive, or to transfer prisoners to hospital or to manage long-term challenging or aggressive behaviour, as a result of NPS misuse, will clearly have implications for custodial staff within prisons.

What are NPS?

NPS are drugs that are designed to replicate the effects of illegal substances. People may refer to these drugs as “legal highs”, but in various countries, many of the substances are now controlled by legislation.

Some NPS products can also contain illegal substances even if advertised as a “legal high”. Therefore NPS is a more accurate term because the main intention of the manufacturers is to produce psychoactive substances that allow them – and users – to evade the law.

Between June 2013 and June 2015, there were 39 deaths in U.K Prisons, where the prisoner was known, or strongly suspected, to have been using NPS before their death. The links to the deaths were not necessarily causal, but nor can they be discounted.

Effects

Some of the extreme effects include: aggression, convulsions, bizarre behaviour, temporary paralysis, rapid heart rate, psychosis, jaw clenching, and convulsions.

These will require an immediate response and may require transfer to hospital.

It is also worthy to note that prisoners, under the influence of NPS, are less likely to feel the effects of Control & Restraint, such as holds / locks and Pepper Spray and this should always be considered when planning an intervention.

8 Pepper spray (OLEORESIN CAPSICUM)

The purpose of these procedures is to provide staff with instructions relating to the use of pepper spray as a tactical option in UoF incidents.

When resolving serious incidents in prisons, Corrections Officers use a range of tactical options to minimise the need to use force against prisoners, these include, de-escalation techniques and negotiation. If these tactical options are unsuccessful, the use of physical force may become necessary to restore security and prevent harm to others.

Despite efforts to minimise injuries during UoF, the incidents are risky to both staff and prisoners. While most injuries are relatively minor (for instance, sprains and bruises), they have the potential to be serious, particularly in situations where there is debris on the cell floor, where the prisoner is armed with a weapon, or where a staff member could be exposed to the prisoner's faeces, blood or other bodily fluid.

Pepper spray can be used to temporarily incapacitate a prisoner, making it easier and safer to restrain and relocate them. Once compliant, the prisoner is relocated, decontaminated and assessed by Health staff for any unexpected reaction.

Corrections Regulations 2005 relating to the use of pepper spray

- 123A Meaning of pepper spray
- 123B Issue of pepper spray
- 123C Drawing and use of pepper spray
- 123D Keeping pepper spray secure

8.1 Types of Pepper Spray/Delivery systems

Different situations require different delivery methods of pepper spray in the Prison environment.

MK3 Carry on body Pepper Spray

Used in unplanned situations

Sabre Red 1.33% MC1.4oz

Flip Top Crossfire Gel Mk 3

Crossfire stream delivers 8 full one second bursts at a range of 5-7 meters



Purpose	The MK3 is designed to address threatening prisoner behaviour on a single prisoner or multiple individuals
Delivery	The MK 3 delivers a multi-directional OC Gel containing an ultraviolet marking dye. Effective range is up to 5 m, The contents of the canister will deliver eight one second bursts.
Additional information	To be effective, you must spray the face, across the eyes. It is not recommended where possible to discharge within one meter range of the prisoner. Taser compatible – it is not flammable.
Carrier	Water soluble gel
Propellant	Nitrogen
Strength	Sabre Red level 3
Life of canister	5 years

MK9

Direct spray to the face of a prisoner in a planned situation



Purpose	The MK9 is designed for prisoner extractions and crowd management.
Delivery	The MK9 is high volume stream (HVS) which fires up to 8 to 10 metres. 16 oz. canister Contains 7 seconds of spray.
Additional information	To be effective, you must spray the face, across the eyes. It can take up to 10 days for the pepper spray to become inactive on surfaces without cleaning. Taser compatible – it is not flammable.
Carrier	Water
Propellant	Nitrogen
Strength	Sabre Defence – Level 1
Life of canister	4 years

Cell buster

This product is used for spraying the cell to extract a non-compliant prisoner.



Purpose	The Cell Buster is designed to permit passive entries into cell, rooms, attics and building.
Delivery	The Cell Buster is a fog delivery system. 16 oz. canister Contains 20 seconds of spray.
Additional information	It can take up to 10 days for the pepper spray to become inactive on surfaces without cleaning. Taser compatible – it is not flammable.
Carrier	Nitrogen
Propellant	HFC 134a (1,1,2,2) – tetrafluoroethane.
Strength	Sabre Red - Level 3
Life of canister	4 years

MK64

To be used in an ACR situation on multiple prisoners

8.2 Effects of the pepper spray

Psychological (60%)	Physical (40%)
<ul style="list-style-type: none">• Confusion or disorientation• Intense panic• Distraction – loss of focus• Losing the will to fight	<ul style="list-style-type: none">• A burning sensation on exposed skin• Breathing made more difficult by constricted bronchial passages• Eyes burning and involuntary closing• Reducing muscle coordination• Freely dilating blood vessels• Gagging or grasping for breath• No response.

Pepper spray will not be used against:

- a prisoner armed with a firearm (notify Police immediately to respond to the situation)
- pregnant prisoners
- prisoners on a roof or other areas “at height”
- prisoners who cannot be continually observed
- prisoners located in an area that cannot be accessed quickly (e.g. The entry / exit point has been barricaded)
- a prisoner who is restrained (i.e. C&R locks or mechanical restraint).

Issue of Pepper spray

Pepper spray may be issued only to an officer and only if the officer has received adequate training in the use of pepper spray.

Officers trained in the use of pepper spray must undergo refresher courses, approved by the Chief Executive, at least once a year.

A security officer, or a staff member who is not an officer, must not, in any circumstance, be issued pepper spray; or carry pepper spray while performing their functions.

Pepper spray may be issued only at the direction of the Prison Director; or an officer (other than the officer to whom the pepper spray is to be issued) who has received adequate training in the use of pepper spray, if it is impracticable for the manager to direct the issue of the pepper spray. The issuing of pepper spray must comply with any further conditions or restrictions imposed by the Chief Executive.

Drawing and use of pepper spray

An officer who has been issued pepper spray may draw or use it while performing their functions in a prison; or on escort duty.

The officer may draw or use the pepper spray only against a prisoner and only if the officer has reasonable grounds for believing that the use of physical force is reasonably necessary for any of the purposes referred to in section 83(1) (a) of the Act, in self-defence, in the defence of another person, or to protect the prisoner from injury.

The officer must use the pepper spray in a way that minimises pain or injury to the prisoner, so far as that is consistent with protecting prison security or the safety of any person.

The drawing and use of pepper spray must also comply with any further conditions or restrictions imposed by the Chief Executive.

Restrictions on carrying pepper spray

- Only Corrections Officers trained in the use of pepper spray may carry pepper spray.
- Corrections Officers must not carry pepper spray outside of a prison, except on escort.
- A security officer must not carry pepper spray under any circumstance.
- The prison director (or a delegated authority who has been trained) may authorise the issuing of pepper spray for transportation purposes outside of prison property

Storage of pepper spray

An officer must ensure that any pepper spray issued to him or her is kept secure.

The Prison Director must ensure that pepper spray is securely stored at all times except when it is issued to an officer. The Prison Director of a site must ensure that an administrative system is in place for the storage and issuing of pepper spray. Pepper spray (including inert training spray) must be secured in a locked cabinet and not be exposed to direct light or near heating devices.

A pepper spray register must be maintained and record:

- the number and type of canisters in storage
- the serial number of each canister
- when the canister was received
- the expiry date of each canister
- the storage location of the canister
- when the canister(s) were issued and to whom
- when the canister(s) were returned to storage
- when the 'live' spray canister was allocated to training; and
- when the canister was disposed of.

Transportation of pepper spray

Transportation of pepper spray will be in accordance with:

- Land Transport Rule: Dangerous Goods 2005, Rule 45001
- International Civil Aviation Organisation: Technical Instructions for the safe transport of dangerous goods by air (document 9284).

8.3 Unplanned Use of pepper Spray

8.4 Training

All Corrections Officers must undergo and complete approved training in the use pepper spray. Corrections Officers must undergo refresher training annually.

The Prison Director (or a delegated authority who has been trained) may authorise the issuing of pepper spray for training purposes to maintain competency levels.

8.5 Delivery system

Sabre Red 1.33% MC1.4oz

Flip Top Crossfire Gel Mk 3

A crossfire stream delivers 8 full one seconds bursts at a range of 5-7 meters



Staff who has been issued with pepper spray must carry out the following checks before going on duty:

- overall check canister for dents and damage
- check security seal is in tacked not broken
- nozzle is clear
- give the canister a shake before placing in holster
- check security seal is intact.

8.6 Holster



The holster is to be worn on the duty belt on the Officer's strong side with the nozzle of the canister pointing forward.

- Canister protection
- Lanyard security
- Right/left hand preference
- Ease and speed of withdrawal/relocation
- Positive hand grip
- Directional control
- Adjustable carriage

- Choice of spray type
- Choice of belt loop size
- Detachable for secure storage
- Withstands decontamination processes.

8.7 Drawing the canister

Master side / standard draw

The drawing of an incapacitant canister is a use of force and needs to be justified, and recorded as per the Department policy and the officer's manger and Prison Director are informed.



Teaching Points

- Maintain verbal commands throughout .
- Adopt a balance stance with the holster on the strong side, nozzle facing forward.
- Consider stabilising the holster with the spare hand.
- Pull open holster flap and remove the canister from the holster.
- Move to desired spraying position.
- Consider next tactical option.

Instructors Notes

- Students to practice one on one
- Discuss TEN-R
- Discuss tactical options(Tac Comms, distance control, cuffs spraying)

Proper Grip

It is possible to spray with either the thumb or index finger on the activator button, although it is recommended that the thumb be used. This can provide a better grip and assist in the retention of the equipment.

In addition the thumb method tends to be more accurate and can be used from a suitable position between the waist and eye level assisting in aiming the spray towards the appropriate target area.



Instructors Notes

- Students to practice one on one

8.8 Two types of spraying position

Long range position

The spraying position will depend on the officer's operating range and the number of prisoners. The long range spraying positions should be used when the officer is outside the striking/kicking range of the subject (2-3 metres, 6–8 feet).



Teaching Points

- Maintain verbal commands throughout.
- Adopt a balanced stance with the canister held in a proper grip.
- Extend the spraying arm towards the prisoner (straight strong arm) with the canister at eye level to aid accuracy.
- Hold the non-master in the guard position.
- Ensure the guard hand does not interfere with the stream of spray.
- Consider next tactical option.

Instructors Notes

- Students to practice one on one
- Discuss TEN-R
- Discuss tactical options(Tac Comms, distance control, cuffs spraying)

Close range position

This is used when the officer is in a close quarter contact position with the subject.



Teaching Points

- Maintain verbal commands throughout.
- Adopt a balanced stance with the canister held in a proper grip.
- Hold canister in a tucked position close to the chest and armpit to aid retention.
- Raise the spare hand position for protection. Utilise unarmed skills if necessary.
- Avoid spraying the spare hand.
- Consider next tactical option.

Instructors Notes

- Students to practice one on one
- Discuss TEN-R
- Discuss tactical options (Tac Comms, distance control, cuffs spraying)

8.9 Spray and Move

Vertical Spraying (single prisoner)

When spraying a single prisoner it can often be difficult, under stressful conditions, to get the stream of the spray directly on to the prisoners face/eyes. If the spray is aimed at the 'centre mass' chest area of the prisoners body and vertically raised, it may be easier to target the prisoners face/eyes.



Horizontal spraying

When multiple prisoners confront officers, it may be necessary to employ a rapid horizontal spraying pattern towards the prisoner's faces.

Caution should always be exercised in determining whether all the prisoners in a group are potential aggressors in order that innocent prisoners are not sprayed.



Spray and Move

It is important to realise that after spraying the prisoner an officer should not remain rooted to the spot. Operationally, movement may enhance officer safety.



Teaching Points

This can be achieved by:

- forward movement
- lateral movement
- backward movement (being aware of potential hazards)
- dynamic movement
- pivoting
- prisoner movement.

Instructors Notes

- Students to practice one on one
- Discuss TEN-R
- Discuss tactical options(Tac Comms, distance control, cuffs spraying)

8.10 General Aftercare/Cuffing

Once the prisoner has been sprayed it is important that the officer gives reassurance and aftercare to the prisoner.

Immediately after being sprayed, the prisoner should be advised to allow their eyes to remain closed for as long as necessary, and not to rub their eyes or face as this will only aggravate the effects.



Teaching Points

The officer will consider their next tactical option:

- Instruct prisoner to kneel down.
- Instruct the prisoner to place hands on head.
- Instruct another member of to apply hand cuffs to the prisoner.

Instructors Notes

- Students practice one on one
- Discuss TEN-R
- Discuss tactical options (Tac Comms, distance control, cuffs spraying)

8.11 Drawing the canister at different distances (practical exercises)

Officers will be put through three exercises at different distances incorporating all of the above techniques:

- 3 meters
- 2 meters
- 1 meter

Instructors Notes

- Students practice one on one
- Discuss TEN-R
- Discuss tactical options(Tac Comms, distance control, cuffs spraying)

8.12 Officer Protection Considerations 1

Contact and cover



Teaching Points

- Adopt a balanced stance.
- Maintain verbal commands throughout.
- Think about your position- will I get sprayed?
- Turn away, cover up face create distance when you hear 'Spray'.
- Consider next tactical option.



Instructors Notes

- Students practice in groups of three (3)
- Discuss TEN-R
- Discuss tactical options (Tac Comms, distance control, cuffs spraying)

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8.13 Officer Protection Considerations 2

Spraying officer



Teaching Points

- Adopt a balanced stance.
- Warn colleague by shouting 'Spray'.
- Spray and move.
- Consider the next tactical option.
- Consider aftercare to a colleague.

Instructors Notes

- Students practice in groups of three (3)
- Discuss TEN-R
- Discuss tactical options (Tac Comms, distance control, cuffs spraying)

8.14 Canister Retention

For officers that have been issued with a canister retention is an important consideration. Officers may encounter prisoners who will try to take equipment from them whilst performing their duties.

Providing the officer maintains a firm grip on the canister, retention should not be problematic. If the officer has fallen or been knocked to the ground and the canister has come away from their grip the officer's main priority would be to defend themselves, regain their feet and deal with the situation accordingly.



Instructors Notes

- Students practice one on one (different angles)
- Discuss TEN-R
- Discuss tactical options (Tac Comms, distance control, cuffs spraying)

8.15 Staff who have been knocked to the floor

There may be times that an officer has either fallen or has been knocked to the ground. Their main priority is to get back up on to their feet if this is not possible they may have to deploy their pepper spray on the ground.



Teaching Points

- Maintain verbal commands throughout.
- Require staff to get on to their back leaning on their non-master side.
- Held the canister in a proper grip.
- Extend the spraying arm towards the prisoner (straight strong arm) with the canister at eye level to aid accuracy.
- Hold the weak hand in the guard position.
- Ensure the guard hand does not interfere with the stream of spray.
- Consider the next tactical option.
- Get back on to your feet at the earliest opportunity.

Instructors Notes

- Students practice one on one
- Discuss TEN-R
- Discuss tactical options(Tac Comms, distance control, cuffs, spraying)

8.16 Planned use of Pepper Spray

8.17 Request Procedures

A Corrections Officer may request the planned use of force, including the issuing of pepper spray, only after the first responding officer in attendance has determined whether:

- Other non-physical intervention strategies will be inadequate to resolve the incident safely; and
- Use of force is necessary.

A Corrections Officer must complete a risk assessment to determine whether use of force would be appropriate given the circumstances.

8.18 Approval process

The Prison Director (or a delegated authority who has been trained) must consider whether to approve the use of force, including the issuing of pepper spray, only if they have reasonable grounds for believing force is necessary

- In self-defence, in the defence of another person, or to protect the prisoner from injury, or
- In the case of an escape or attempted escape (including the recapture of any person who is fleeing after escape); or
- To prevent the prisoner from damaging property, or in the case of active or passive resistance to a lawful order.

The Prison Director (or a delegated authority who has been trained) may only issue pepper spray to a Corrections Officer who has been trained in its use.

8.19 Procedures prior to use of pepper spray

A Corrections Officer must:

- Set up a decontamination area
- Determine whether pepper spray can be used in the area where the incident is occurring, based on cross contamination testing results.

For a planned response Health staff must be available at the decontamination area prior to the pepper spray being used. For a spontaneous response health staff must be available as soon as practicable after the incident.

8.20 Procedures for using pepper spray

Use of pepper spray

A **Corrections** Officer trained in the use of pepper spray may only use pepper spray when all of the following conditions apply:

- There is a planned control & restraint (C&R) incident.
- All members of the C&R team are trained and current in C&R and pepper spray.
- Health staff are available at the decontamination area.
- The prisoner is displaying 'assaultive' behaviour.
- Approval to use force, including the issuing of pepper spray, has been given by the prison director (or delegated authority who has been trained).

Where practicable, seek advice from Health Services on whether the prisoner has any medical conditions that would prevent the use of pepper spray.

A Corrections Officer designated as "Number 1" within a Control and Restraint team has the final decision on whether to use pepper spray, including the type of pepper spray canister to be used.

MK9 & Cell Buster Deployment

The C&R team is formed and approaches the prisoner's door.

Number 1 gives the prisoner a final warning.

"Prisoner can you hear me? This is your last opportunity to move peacefully or force will be used against you, including the use of pepper spray. Do you understand?"

If the prisoner decides to comply, relocate as you would normally.

8.21 MK9 Deployment

If the prisoner does not comply with these instructions, and a decision is made to use the MK9:

- On the Number 1's command, Number 4 (dependent upon the situation this could be any team member) removes the pin from the canister and states: "canister armed".
- The supervisor unlocks the cell door.
- Number 1 pushes the door slightly open.
- Number 4 observes the prisoner from a safe position.
- Number 4 aims for the prisoner's eyes (ear to ear across the eyes). Hold down the trigger for two seconds on target.
- Deployment of the spray within 2 metres may cause eye damage.
- Contain the situation. Once the spray has been deployed, close the door.
- Continue to observe and talk to the prisoner.
- If required, another 2 second burst may be deployed.
- Number 4 replaces the pin and states 'canister safe', and then passes the canister to the supervisor who is responsible for securing it.
- If the prisoner becomes compliant, get the prisoner to walk out of the cell following your instructions.
- You can only use 2 x 2 second burst on target.

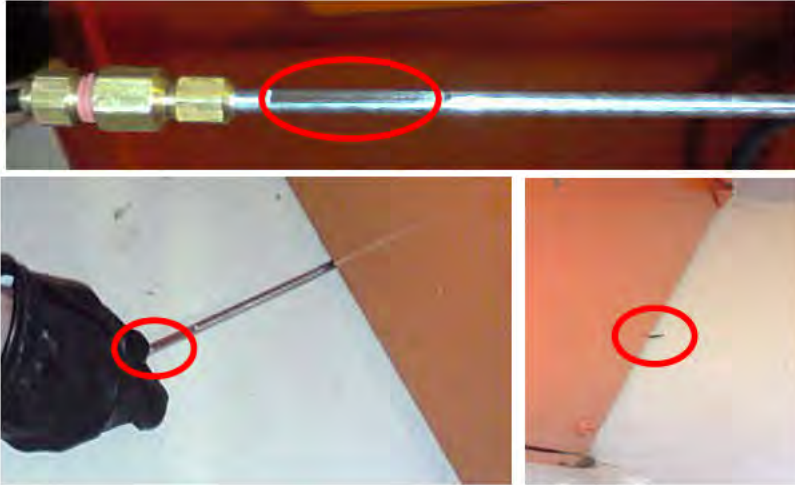


8.22 Cell Buster Deployment

If the prisoner does not comply and a decision is made to use the Cell Buster, follow these instructions:

- On Number 1's command, Number 4 removes the pin from the canister and locates the thumb indentation with their thumb and states: "canister armed".
- Number 4 places the nozzle under the door, with it pointing upwards into the cell, or any gap into the cell.
- The thumb indentation identifies which way the hose is pointing into the cell.
- Number 4 presses down on the trigger for three seconds.
- Number 1 ensures that the prisoner is able to be seen and that there is access into the cell.
- Continue to observe and talk to the prisoner.
- Evaluate if another 3 second spray is required.
- Number 4 replaces the pin and states: "canister safe", and then passes the canister to the supervisor who is responsible for securing it.
- If the prisoner becomes compliant, direct the prisoner to walk out of the cell following your instructions.
- The operator must only use 2 x 3 second burst – maximum.





8.23 Transfer to Designated Decontamination Area

Compliant Prisoner

If the prisoner is compliant, relocate to the designated decontamination area:

- The prisoner's hands are handcuffed behind their back. Continue observation and dialogue with prisoner as you would normally.
- A Corrections Officer must complete the decontamination process on the prisoner (if required).
- Health staff must be present to deal with medical emergencies.



Non-compliant Prisoner

- If the prisoner is non-compliant, secure the prisoner's head as you would normally while moving the prisoner.
- If the prisoner remains non-compliant, they are relocated to a secure location.
- The prisoner does not receive decontamination until they are compliant.
- Health staff must be present to deal with medical emergencies.



If the prisoner's breathing has been severely affected, and they are having difficulty resuming normal breathing, medical assistance must be given precedence over the relocation of the prisoner to another area.

8.24 Decontamination



Decontamination Aerosol



Eye wash



Teaching Points

- The prisoner is relocated to the designated decontamination area.
- Reassure the prisoner that the effects are only temporary.
- A Corrections Officer will complete the decontamination process on the prisoner.
- Decontamination should only be applied when a prisoner is compliant.
- Decontamination may not be necessary where the Cell Buster has been used unless the prisoner's skin has been exposed to liquid spray.
- The prisoner must remain handcuffed behind their back throughout the decontamination process.
- Health staff must be present to deal with medical emergencies.

8.25 Procedures after pepper spray has been used

The Incident Supervisor (Number 1 of the team) is responsible for ensuring the canister is secured and returned to the locked cabinet once he or she reasonably believes that it is no longer necessary to use force against a prisoner.

Note:

Ultimate responsibility to direct the return of the pepper spray lies with the person (i.e. the Prison Director or delegated authority who has been trained) who directed that pepper spray be issued.

Once the prisoner has been restrained (using approved C&R locks or mechanical restraint) a Corrections Officer must:

- check that the prisoner's breathing has not been severely affected
- immediately request medical assistance from health staff before relocating the prisoner if the prisoner has difficulty resuming normal breathing
- not leave the prisoner lying face down with their hands restrained behind their back.

When escorting a prisoner to the decontamination area the prisoner must:

- be handcuffed behind their back to prevent them touching their eyes and aggravating the effects of the spray (unless for medical reasons it is not appropriate to do so)
- not have their faces covered and a spit hood must not be used.

Health staff must be present during the decontamination process to manage any medical emergencies.

Only compliant prisoners will be decontaminated by a Corrections Officer.

8.26 Preservation of evidence

Prior to any cleaning occurs/takes place, a Corrections Officer must determine whether the incident is likely to be reviewed by the prison or investigated by Police. If this is the case, a Corrections Officer must

- Preserve the scene (refer IR.02.06 Scene preservation), and

- Identify and secure all evidence (refer S.01.Res.17 Exhibits management).

8.27 Decontamination process

A Corrections Officer, or any other person, affected by pepper spray or physically injured as a result of the incident, will be seen by health staff if requiring immediate medical attention.

A Corrections Officer trained in the use of pepper spray is responsible for the decontamination process.

During the decontamination process the prisoner will remain handcuffed, unless health staff request the removal of the handcuffs (i.e. to remove contact lenses, or affected clothing).

If the prisoner's symptoms persist after the decontamination process, a Corrections Officer should seek further medical assistance from health staff.

Once a Corrections Officer has completed decontamination, the prisoner must be provided with alternative clothing and an opportunity to shower (if required).

8.28 Decontamination of a prisoner

The prisoner is relocated to the designated decontamination area:

- The prisoner does not receive decontamination until they are compliant.
- Reassure the prisoner that the effects are only temporary.
- A pepper spray trained Corrections Officer must complete the decontamination process on the prisoner.
- The prisoner must remain handcuffed throughout the decontamination process.
- Health staff must be present to deal with medical emergencies.

If staff are aware that the prisoner's symptoms are persisting after the decontamination process, they should seek further medical assistance from health staff. However, depending on the symptoms of the prisoner they may be required throughout the post deployment process

8.29 Clean up of staff and equipment

Following the resolution of the incident involving the use of pepper spray, a Corrections Officer must:

- be provided with an opportunity to shower to remove residual spray (if required)
- arrange for their overalls to be washed (normal laundry process)

- ensure the protective equipment is washed with soap and water, or according to the specific instructions for cleaning the equipment (i.e. Respirators and SRBA).

8.30 Cleaning contaminated areas

Cleaning of the contaminated area may only occur if:

- the incident will not be subject to an internal review or Police investigation; and
- sufficient time has elapsed to allow the area to be adequately ventilated.

The cleaners (prisoners) must:

- be issued with disposable overalls, face mask, goggles and gloves
- remove and wash (normal laundry process) all bedding and clothing exposed to the spray
- wash all fixed surfaces with soap and water
- place all other property exposed to the spray in a plastic bag or box.

A Corrections Officer must label the plastic bag or box as contaminated, and with the date the property is to be returned to the prisoner, and place in secure storage for 10 days.

The packing and removal of the prisoner property by the cleaner(s) must be supervised by a Corrections Officer.

8.31 Requirements for reporting

All incidents involving the issuing or use of pepper spray on a prisoner must be reported (as per POM IR.06 Incident Reporting) within two hours.

In addition, if pepper spray have been used the Prison Director and Regional Commissioner must be informed within two hours.

A video recording of the incident must be provided to the National Manager Service Support within 72 hours of the incident occurring.

If a Corrections Officer has been exposed to pepper spray and experiences any physical symptoms as a result of being sprayed, the Corrections Officer must enter a new event on the H&S Tracker.

8.32 Disposal

A pepper spray canister must be disposed of once it has reached its expiry date.

Once a pepper spray canister has been used in an incident, the canister may be allocated for training purposes.

When disposing of pepper spray, a Corrections Officer must wear appropriate safety apparel – the minimum is rubber gloves, safety glasses and face mask.

The two approved methods of disposal include emptying the contents of the canisters:

- into the air in a secure outside environment where there is no risk of contamination to the Corrections Officer or a third party; or
- into a large container of water (e.g. 44 gallon drum). Check for any residual pressure or content by activating the canister under the surface of the water and check for bubbles. This drum can be emptied after an extended period as the pepper spray breaks down after time in the water.

When the canister has been emptied completely, a Corrections Officer must arrange for the canister to be crushed at a scrap metal dealer. This process must be supervised by the Corrections staff member. The dealer must be fully aware of the previous contents.

8.33 Scenario training

Example scenario 1

Two officers to attend to a planned incident on a house block as a member of staff has activated their PDA. One officer to have pepper spray and the other officer to have a set of ratchet cuffs.

Briefing for the officers

Both officers to attend to a PDA and deal with incident.

Briefing for the prisoner

They are assaulting a member of staff as they are being approached by the two members of staff responding he is to turn his attention towards them and start making threats towards them and start walking quickly towards them.

If he has been sprayed follow all the officers' instructions

Example scenario 2

Staff enter a house block to escort a prisoner to CSU for his conduct report as they are leaving the unit the prisoner pulls out a weapon.

Briefing for the officers

Staff to collect the prisoner to take him/her for a misconduct report.

Briefing for the prisoner

Pull out the weapon tell staff if approached he will use the weapon on them and he is not going to the misconduct report.

If he has been sprayed follow all the officers' instructions.

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9 Control and Restraint

9.1 Learning Objectives & Assessment

(NZQA unit standard 14623 - initial CODP Course only)

Upon completion of the course students will be able to deal competently and sensitively with incidents and situations that require a four officer team using approved C&R methods.

Specifically they will cover:

- coordinate control and restraint responses in a prison
- implement control and restraint methods in a prison
- document control and restraint methods in a prison.

During the Initial course students are assessed in the following elements of Unit Standard 14623 - Utilise C&R methods in a prison:

- coordinate control and restraint responses in a prison
- implement control and restraint methods in a prison
- document control and restraint methods in a prison.

All answers must be correct for the written assessment. All officers need to demonstrate competency in all the C&R techniques and communication commands. If the required competency is not achieved in the first attempt, provide students with the opportunity to be re-assessed.

On successful completion of this standard, four credits at Level 3 of the Certificate in Offender Management are awarded.

9.2 Control and Restraint basic techniques

The Initial Control and Restraint course is in the Corrections Officer Development Pathway (CODP).

C&R basic techniques are used by four officers to control and restrain a violent prisoner using only the minimum amount of force necessary.

The techniques described in the initial course are basic techniques approved by the Department of Corrections for use by Corrections Officers and others for whom this training has been authorised in resolving incidents involving violent and recalcitrant prisoners.

Where fewer than three officers are present, or in the case of multiple violent prisoners, if there is a ratio of less than three officers to one violent prisoner, and it is necessary to use force immediately, staff may need to resort to other means to protect themselves and others, using only a level of force which is reasonable and proportionate.

The training does not suggest that the appropriate response to disruptive or threatening behaviour is necessarily the use of force, or that violence should necessarily be met by violence. Every opportunity must be taken to de-escalate the incident or exit the situation and only as a last resort should C&R techniques be used.

All effort has been made to simplify the techniques and to ensure that all staff are aware of the dangers involved in the restraint of a violent prisoner. The range of techniques to be used in the restraint of a violent prisoner has been broadened to ensure that the appropriate level of force is used, depending upon the level of violence.

Learnings gained from previous events have been reflected in the C&R course content.

9.3 Unplanned spontaneous incidents

Many incidents that occur in prisons are unplanned. These can happen when staff answer personal alarms, radio messages and staff shout for assistance

The types of unplanned incidents that staff may encounter are:

- assaults (either on staff or prisoners)
- fighting prisoners
- prisoners damaging property
- escapes
- prisoners refusing to comply with a lawful order.

There may be instances when dealing with unplanned incidents that the 3-1 staff / prisoner ratio is impossible to fulfil. Staff should be aware that they have a duty of care to both staff and prisoners. Staff may need to use whatever force is necessary to protect themselves or others, as long as such force is reasonable and proportionate in the circumstances as they see them.

If one officer is present at violent incident then Personal Safety should be adopted. Once there are two officers present they should use 'whatever reasonable force is necessary' in order to try to bring the situation under control. When three or more officers are present Control & Restraint techniques must be employed.

The dynamic risk assessment (PCA) must consider:

- staff and prisoner safety
- tactical Options TEN-R
- staff resources available
- number of prisoners involved
- number of prisoners in the vicinity
- heightened tension in the area
- potential for escalation.

This list is not exhaustive and other factors may determine the level of intervention required.

9.4 Authorized / planned prisoner(s) removal

Role of the Supervisor

The Number 1 of the team will adopt the role of the Supervisor.

The supervisor has overall accountability of the incident – scene management, appreciation, approvals, intervention and relocation. As or when more staff arrive on the scene, the most suitably qualified person will take over the role of the Supervisor.

Planned C&R incidents are supervised by an officer (“the supervisor”) who is accountable for the management of the incident until the prisoner is re-located. Normally, this officer will be a PCO or SCO, or a Tactical Instructor, although competence and experience are as important as rank. This Officer must be current in Use of Force training.

Prior to intervention in a planned incident the supervisor must:

- make every reasonable effort to persuade the prisoner(s) to terminate the incident peacefully
- assemble the C&R team (and any necessary reserves)
- ensure that all staff present are C&R trained and currently qualified (i.e. At least refreshed in the previous 12 months). Non certified staff must not take part in a planned C&R intervention
- request that healthcare provide any pertinent medical details (e.g. That the prisoner is pregnant) and that they attend the scene in order to observe the intervention and relocation (and give them reasonable time to attend the scene)
- the use of a video camera to record the intervention and relocation refer to POM IR. 02. Res .03 video operator instructions
- brief the team about the current situation, the prisoner involved and the route to where the prisoner will be relocated.

During the movement of the prisoner the supervisor must:

- inform the team and ancillary staff where the prisoner will be relocated
- decide on the route to the relocation area
- delegate staff to ensure the route is clear of other prisoners and staff not involved
- ensure that all gates / doors are unlocked / locked to aid the smooth passage of the team(s) through the prison
- continue to monitor the condition of the prisoner (refer section Responsibilities Of Number 1) and staff involved in the incident
- ensure that communication between Number 1 of the team and the prisoner takes place in an attempt to de-escalate the incident.

To work in conjunction with Number 1, continuously assessing whether restraints are still necessary and ensuring that no restraint is used once it is no longer necessary.

During the relocation of the prisoner the supervisor must:

- manage the incident, without becoming physically involved, remain throughout and oversee the relocation of the prisoner(s)
- work in conjunction with the team, continuously assessing whether restraints are still necessary and ensuring that no restraint is used if it is no longer necessary
- ensure that only those required in the relocation process are in the immediate vicinity
- ensure that all staff vacate the relocation area and that the cell is secured
- ensure that, after the cell has been secured, the prisoner is being observed
- ensure that any member of staff injured during the incident is referred for medical attention
- ensure that the prisoner(s) is / are seen by a medical officer as soon as possible. If a medical officer is unavailable, the prisoner(s) should be seen initially by a professional health care worker and by a medical officer as soon as practicable
- ensure all staff are debriefed and all reports are disseminated (the use of force reports should be completed by staff independently of any other staff involved in the incident)
- ensure that all equipment is returned to the appropriate store and is checked for any damage, repairs arranged or replacement sought.

9.5 Personal Protective Equipment (PPE)

The following items of approved equipment will be displayed and their use demonstrated:

- short shield (to be carried by Number 1)
- helmet
- shin/knee guards for each member of the team
- gloves
- stab Resistant Body Armour (SRBA)
- spit Hoods
- pepper Spray (other approved less lethal weapons)
- handcuffs.

It is recommended that all staff are provided with, and wear, protective equipment in a planned C&R incident. Protective equipment that should be worn is detailed below

Normal practice would be to remove shields and helmets. The Supervising Officer will decide whether to remove some items of protective equipment (e.g. helmet, shield) before escorting a prisoner through a site.

9.6 The Role of Health Care Staff

A member of the health care staff must attend, whenever reasonably practicable, every planned incident where staff are deployed to restrain violent or disturbed prisoners. Health care staff may be requested to attend spontaneous use of force incidents and must examine prisoners who have been restrained or subject to the use of pepper spray. (POM IR.05.02 Health Centre)

During any use of force incident where health care staff are present, the member of health care staff must monitor the prisoner and members of the C&R team, and provide clinical advice through the supervisor. In the event of a medical emergency (i.e. the risk of positional asphyxia etc.) or any concern raised by the health care staff member, any clinical advice offered must be adhered to by the supervisor and/or team.

9.7 The role and responsibilities of the Number 1

General

Number 1 is the C&R team leader and in charge of the four officer team.

The number 1 in the C&R team has the final decision on whether to use pepper spray and the type most suitable.

Specific

- Situation
- Prisoner compliance
- Prisoner Refuses to comply – Pepper Spray not deployed (appreciation does not support its use)
- Prisoner Refuses to comply – Pepper Spray deployed
- To offer the prisoner a final opportunity to move peacefully and advise that force including the use of pepper spray will be used if offer is declined
- Responsible for the control and protection of the prisoner's head
- To monitor the condition of the prisoner. It is important that, when applying restraints, you are aware of the signs and symptoms that may indicate that a prisoner is in distress (refer to medical considerations)
- To monitor the condition of the staff
- To maintain dialogue with the prisoner throughout, explaining what is happening and trying to calm the prisoner
- To instigate any movement of the prisoner, by the team, during the control phase
- As Number 1 makes contact with the prisoner:
 - ensure the prisoners head is above the line of their hips
 - the forearms are placed on the prisoner's chest with hands placed on the rear of the prisoner's neck, and the prisoner's head is pulled forward and downwards under the armpit of the lead hand to approximately waist level
 - the index finger, second finger and thumb of the leading hand will cup and turn the prisoner's chin, in the same direction as the leading hand. The shoulder of the leading hand will be placed on the upper section of the prisoner's back between the shoulder blades. This will have the effect of restricting the prisoner's ability to kick forward and lessen the likelihood of head butting.

9.8 Responsibilities of the Numbers Two, Three and Four

General

To act with and support the actions of Number 1

Specific

- To provide an effective immobilisation of the prisoner.
- Take control of the prisoner's arm on their respective sides.
- To monitor the condition of the prisoner (refer medical considerations).
- To apply controlling locks and the transference of the locks under the direction of Number 1.
- Block the prisoner's arm in the shoulder and upper arm area using their forearms.
- The prisoner's arms will then be controlled or immobilised by Numbers 2 and 3 effecting arm bars and locks.
- During this controlled phase, they should be aware that Number 1 would be pulling the prisoner's head forward and downwards.
- At the direction of Number 1, Number 4 will:
 - deploy Pepper Spray (dependent on situation this can be any team member)
 - secure weapons
 - remove protective equipment (i.e. shield and helmets)
 - assist with negotiation of stairwells and doorways
 - replace Numbers 1, 2 or 3 if required
 - carry and apply handcuffs when required
 - search the prisoner
 - any other tasks as directed by Number 1.

9.9 Formation of a four officer team

To minimise the risk of injury to staff in the four officer team, Number 1 must be leading with Numbers 2, 3 and 4 in close contact behind. This reduces the options of attack available to the prisoner with the probable target being Number 1 of the team. To further reduce the potential for injury, the team members must adopt the following positions:

- A side on stance, left or right leg leading whichever suits the individual.
- Leading hands of 2 and 3 placed on Number 1's shoulder with forearms down back to provide support. Outside arms tucked in close to body.
- Number 4 should be in close contact with Numbers 2 and 3 and tucked in behind.
- It is possible for the team to advance towards the prisoner in this formation.



Note:

The number 1 of the team must dictate the pace with no pushing or holding back by numbers 2, 3 or 4 of the team.

Numbers 2, 3 and 4 to remain in close contact behind the number 1 of the team.

To maintain a balanced approach care should be taken not to cross feet.

Hold hand up to block.

Instructors Notes

- Students to practice as part of a four officer team

9.10 Commands during C&R incidents

Caution:

Take Control.

In the context of C&R the command "Take Control" means the officer not changing their lock, will briefly increase the pressure of their lock, to distract the prisoners attention, while the other officer changes their lock. Important to note that this is only a brief short sharp increase of pressure and is not a prolonged or sustained.

Note:

All staff are trained in delivering commands. Although this is a specific task for number 1, these commands will be delivered to the prisoner with the door closed to minimize the risk to the staff.

“Prisoner, this is your last opportunity to move peacefully or force will be used against you, including the use of pepper spray do you understand?”

Prisoner response

“What’s it going to be?”

Prisoner response

PRISONER RESTRAINED.

“Prisoner put your feet together.”

“Prisoner can you hear me?”

Prisoner response

“If you continue to struggle you will experience more pain, do you understand?”

Prisoner response

NO 2 TAKE CONTROL (LOCK ON), NO 3 CHANGE TO A FINAL LOCK (LOCK ON)
NO 3 TAKE CONTROL (LOCK ON), NO 2 CHANGE TO A FINAL LOCK (LOCK ON)

“Prisoner can you hear me?”

Prisoner response

“On my command you will draw your knees up under your chest, do you understand?”

Prisoner response

“Do it now.” (CHIN TO CHEST)

“Prisoner can you hear me?”

Prisoner response

“On my command you will sit back on your heels, do you understand?”

Prisoner response

“Do it now.”

“Prisoner can you hear me?”

Prisoner response

“On my command you will stand up, do you understand?”

Prisoner response

“Do it now.”

FOOT BLOCKS IN PLACE

“Prisoner can you hear me?”

Prisoner response

“On my command you will walk forward and follow me.”

“Do you understand?”

Prisoner response

“Do it now.”

“Prisoner can you hear me?”

Prisoner response

“On my command you will drop to your knees.”

“Do you understand?”

Prisoner response

“Do it now.”

“Prisoner can you hear me?”

Prisoner response

“On my command you will lean forward and place your forehead on the floor.”

“Do you understand?”

NO 2 AND NO 3 WILL PLACE THE PRISONER’S ELBOWS ON THE FLOOR WHILE MAINTAINING THEIR FINAL LOCKS.

Prisoner response

“Do it now!”

CHIN TO CHEST

“On my command you will walk your knees backwards until you are flat on your stomach.”

“Do you understand?”

Prisoner response

“Do it now.”

“NO 2 TAKE CONTROL (LOCK ON), NO 3 CHANGE TO A HAMMER LOCK (LOCK ON).”
“NO 3 TAKE CONTROL (LOCK ON), NO 2 CHANGE TO A HAMMER LOCK (LOCK ON).”
PRISONER STRIP SEARCHED.

“Prisoner can you hear me?”

Prisoner response

“On my command you will bend your legs at the knees and point your toes to the ceiling.”

“Do you understand?”

Prisoner response

“Do it now.”

NO 1 INSTRUCTS NO 4 TO TAKE CONTROL OF THE PRISONER’S HEAD
NO 1 APPLIES THE FIGURE FOUR LEG LOCK
(PRISONER IS NOW IN THE TRIANGULAR FIX POSITION).
NO 2 TAKE CONTROL (LOCK ON) NO 3 EXTEND THE ARM (LOCK ON)
NO 3 TAKE CONTROL (LOCK ON) NO 2 EXTEND THE ARM (LOCK ON)

“Prisoner, are you having any difficulties breathing?”

Prisoner response

NO 3 TAKE CONTROL (LOCK ON) NO 2 CLEAR THE CELL (2 CLEAR)
NO 3 CLEAR THE CELL (3 CLEAR).
NO 4 CLEAR THE CELL (4 CLEAR).
NO 1 CLEARS THE CELL.

9.11 Control and Restraint techniques

9.12 Taking control of the prisoners head

There are two main purposes for controlling the head

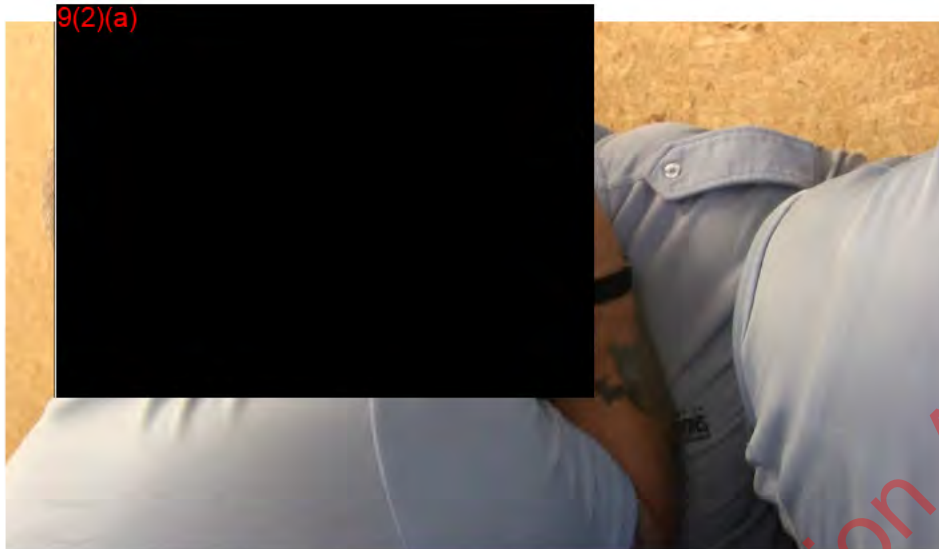
Protection

- Protection for staff from being head butted or bitten.
- Protection for the prisoner from injury during the initial struggle.

Control

- Control of the prisoners balance with the head forward assists the team to take the prisoner to the floor. Where the head goes the body follows.





Note the angle – head above the hips

Teaching Points

As Number 1 makes contact with the prisoner:

- The forearms are placed on the prisoner's chest with hands placed on the rear of the prisoner's neck.
- The prisoner's head is pulled forward and downwards under the armpit of the lead hand to approximately waist level.
- The index finger, second finger and thumb of the leading hand will cup and turn the prisoner's chin, in the same direction as the leading hand.
- The shoulder of the leading hand will be placed on the upper section of the prisoner's back between the shoulder blades. This will have the effect of restricting the prisoner's ability to kick forward and lessen the likelihood of head butting.

Caution

- The prisoner's head should remain in as natural plane as possible. It must NOT be twisted or turned beyond what is normal.
- Prisoners head to be kept above his own hips.
- When Number 1 is sitting up and the prisoner is in the prone position, caution need to be taken not to push off the prisoners head.
- The officer hand that is cupping the prisoner chin does not come in to contact with the prisoners throat .

9.13 Arm locks

Staff are trained in a variety of arm and wrist locks used to control and restrain a violent prisoner using only the minimum amount of force necessary. The aim of staff must be to control the arm in the first instance and then to apply the lock.

The purpose behind arm locks is to have a way of controlling a prisoner and to prevent them from assaulting a member of staff. Arm locks can be used to pin or shut down prisoner movements in either the standing position or on the ground. Pain compliance can be achieved with a temporary increase in pressure against either the shoulder or elbow joint.

Arm locks are also useful for immobilising an arm to remove a weapon or apply first aid in the case of a self-harmer. We first get control of the arm then we transfer to a wrist lock.

Note the amount of pressure applied must only be enough to maintain the lock and control the prisoner. The application of the arm locks must be carefully controlled so that the risk of injuries is minimised. Below is a short description of the locks that can be used.

Safety

In the situation where an arm lock is applied, the officer practising the skill should first control the prisoner's arm, and then apply the pressure through the elbow joint to complete the lock.

Staff must be instructed that the pressure will be released immediately when their partner signals (verbally or physically) that the lock is on. The physical application of the lock is maintained.

Whenever a member of the team applies a lock to a prisoner it is important to notify all team members by reporting "lock on" to Number 1 of the team. The straight-arm locks described on the following pages are examples of the many straight-arm locks that are possible.

Extended arm lock

With an extended arm lock we use opposing forces. The lever is at the wrist and the fulcrum is at the area immediately above the elbow (triceps tip). Pressure is put on the lever to maintain the lock in an opposite direction to the fulcrum.



Introduction

Principles of a straight arm lock

- Wrist end of the arm fixed
- Shoulder end of the arm fixed
- Direct pressure applied through the elbow joint.

The approved arm locks for use by Corrections Officers are:

- Front over hook/parallel
- Front under hook
- Rear under hook
- Rear over hook
- Arm bar.

Front over hook (Parallel)



Teaching Points

After the initial control of the prisoner's arms by Numbers 2 and 3:

- The outside hand slides down and takes control of the prisoner's wrist.
- The inside arm passes over the prisoner's shoulder with the hand blocking the prisoner's elbow.
- Pressure should be applied to the prisoner's elbow to create the arm lock.
- To assist Number 1 in lowering the prisoner's head to waist height Numbers 2 and 3 while maintaining pressure on the arms will turn in towards the prisoner allowing the prisoner's shoulder to drop forward.
- Numbers 2 and 3 will then move to the hammer lock position and report "lock on".

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Front under hook



Teaching points

After the initial control of the prisoner's arms by Numbers 2 and 3:

- The outside hand slides down and takes control of the prisoner's wrist.
- The inside arm passes under the prisoner's shoulder with the hand blocking the prisoner's elbow.
- Pressure should be applied to the prisoner's elbow to affect the arm lock.
- To assist Number 1 in lowering the prisoner's head to waist height.
- The Numbers 2 and 3 while maintaining pressure on the arms will turn in towards the prisoner allowing the prisoner's shoulder to drop forward.
- Numbers 2 and 3 will then move to the hammer lock position and report "**lock on**".

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Rear under hook



Teaching Points

It is possible at this stage that Numbers 2 and 3 could end up to the rear of the prisoner. If this is so, then they will look to apply arm locks in the following way:

- The officer's outside arm will take control of the prisoner's wrist turning the palm upwards into a gooseneck.
- The officer's inside arm will slide under and around to block the prisoner's elbow.
- Pressure will be applied through the officer's shoulder against the prisoner's shoulder.
- From this position, the prisoner's forearm is folded toward the prisoner's head resulting in a gooseneck position.
- Numbers 2 and 3 will then move to the hammer lock position and report "lock on".

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Rear over hook



Teaching Points

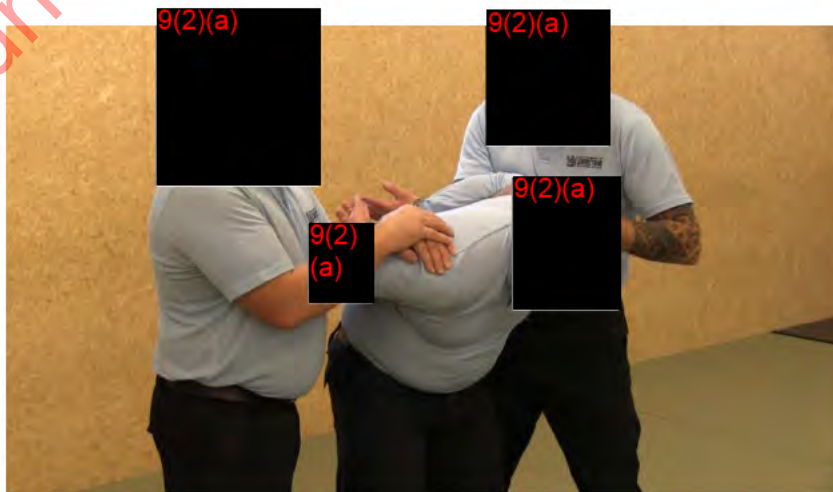
It is possible at this stage that Numbers 2 and 3 could end up to the rear of the prisoner. If this is so, then they will look to apply arm locks in the following way;

- The officer's outside arm will take control of the prisoner's wrist turning the palm upwards into a gooseneck.
- The officer's inside arm will slide over and around to block the prisoner's elbow.
- Pressure will be applied through the officer's shoulder against the prisoner's shoulder.
- From this position, the prisoner's forearm is folded toward the prisoner's head resulting in a gooseneck position.
- Numbers 2 and 3 will then move to the hammer lock position and report "lock on".

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Straight Arm Bar



Teaching points

It is possible for Numbers 2 and 3 to approach the prisoners arm with the outside arm leading, which would result in taking the prisoner forward into a straight arm bar.

- The officers outside arm passes under the prisoners arm and over the shoulder from the rear, clasping their hands together.
- The officer applies pressure to the back of the prisoners shoulder area pushing the prisoner forward, ensuring the prisoners head is above their hips.
- The officer supports underneath the prisoners shoulder with their free hand.

Instructors Notes

- Students to practices one on one
- Students to practices as part of a three officer team
- No resistance to be offered at this stage

Note:

Instructors must constantly re-emphasise to students the safety factors involved.

9.14 Wrist locks

The wrist lock has two parts the base and the lock itself. More often the base is at the elbow however a base could also be the wall or floor. The effectiveness of the lock is achieved by compressing the wrist towards the base.

The way we hold the lock is with the use of a pistol grip. This involves a degree of control at the base of the thumb and pressure on the back of the hand. This provide a secure platform the maintain a wrist lock.

This can be uncomfortable or possibly painful for the prisoner if the continues to struggle. In such a case more pressure is temporarily apply to achieve compliance.

Note the amount of pressure applied must only be enough to maintain the lock and control the prisoner.

Types of Wrist locks

- Normal extended wrist lock (used when the prisoner is not taken to the floor)
- Hammer lock
- Final lock
- Gooseneck.

Safety

The application of the wrist locks must be carefully controlled so that the risk of injuries is minimised. The aim of staff must be to control the arm in the first instance and then to apply the lock to the wrist.

Staff must be instructed that the pressure will be released immediately when their partner in a training situation or a prisoner in a real life situation signals (verbally or physically) that the lock is on. The physical application of the lock will be maintained.

Whenever a member of the team applies a lock to a prisoner it is important to notify all team members by reporting "lock on" to Number 1 of the team.

Principles of a Wrist lock

- Cocked wrist
- Blocked elbow
- Direct pressure through the back of the prisoner's hand.

The wrist locks mentioned here are examples of the many wrist locks that are possible:

- Fully extended wrist lock

(Used when the prisoner is not taken to floor)

- Hammer lock
- Final Lock.

(Prior to moving a prisoner under restraint, arm locks must be converted to the final lock position.)

Normal extended wrist lock

The purpose of the normal extended lock is, primarily, for learning the basic movements in a safe and orderly manner (drill lines etc.). However extending the lock is an option for moving a prisoner through narrow doorways or up or down stairs.

Once the arm is secured, to apply an arm lock the arm should be pulled away from the prisoner's body so that it is at right angles and the arm should be rotated so that the palm is upwards. The prisoner's upper arm should be secured by the body weight of Numbers 2 and 3.

The officer secures the prisoner's wrist and elbow and applies pressure "lock on"

Standing



Prone



Hammer lock

The purpose of this lock is to better control a prisoner in the prone position or standing and puts the prisoner's arms in a good position to apply hand cuffs. This lock allows staff to be in more of a comfortable position either on the floor or standing

Note the amount of pressure applied must only be enough to maintain the lock and control the prisoner.

Standing



Prone



From the "LOCK ON" position of the fully lock, the officer maintains pressure on the prisoner's elbow and upper arm. The prisoner's lower arm is bent around to the small of

the prisoner's back (hammer lock position). The officer secures the prisoner's wrist and elbow and applies pressure "Lock on". The officer keeps in close contact with the prisoner.

Note:

Undue or Sustained pressure on the torso must be avoided.

Prior to moving a prisoner under restraint, arm locks must be converted to the final lock position.

Final Lock

This lock is used when handcuffs are unavailable and involves controlling the prisoner with lock applied to the wrist and the body position of the staff. The wrist is held below the elbow with the little finger outside the line of the shoulder. This has the effect of keeping the prisoner bent forward and flaring their arms away from the core which reduces their strength significantly. This effect also brings control of the prisoner's wrist closer to the staff member's core significantly increasing their strength to maintain the lock.

Note the amount of pressure applied must only be enough to maintain the lock and control the prisoner.

In some instances a prisoner may be so violent that it may not be possible to apply controlling locks in a standing position. In these cases, where there is a risk of injury to a member of the team or the prisoner, Number 1 will give the command "down"

Key elements:

- Wrist below the elbow
- Prisoner's little finger outside the line of the shoulder
- Skin on skin
- Cocked wrist
- Blocked elbow
- Direct pressure through the back of the prisoner's hand.

The officer will stand/kneel alongside the prisoner. The prisoner's arm will be bent at the elbow at a 90° angle to the prisoner's body. The officer's arm will pass under the armpit of the prisoner, reaching around the back of the prisoner's hand and take a pistol grip.

The prisoner's elbow will be blocked against the body of the officer (belt high). The officer's outside hand assists in the control of the prisoner's elbow. Pressure will then be applied through the back of the prisoner's hand "lock on".

Standing



Prone



Rotation of thumb outwards

If compliance cannot be achieved with the wrist lock, then further pressure can be added by rotating the thumb outwards away from the prisoner.

Finger and thumb option



If there is a disparity in strength or size between the prisoner and officer, then the officer has the option of gripping the forefinger as well as the thumb when applying the wrist lock.

9.15 Transitions

Over hook to hammer lock to final lock

Teaching Points

From the “**LOCK ON**” position of the arm lock, the officer maintains pressure on the prisoner’s elbow and upper arm.

- The prisoner’s lower arm is bent around to the small of the prisoner’s back (hammer lock position).
- The officer keeps in close contact with the prisoner.
- The officer’s hand moves from the prisoner’s wrist to the pistol grip position and maintains control as per the principles of a wrist lock.
- The officer’s other hand is moved from the prisoner’s upper arm to the elbow.
- The prisoner’s wrist is then moved from the back to the front (**final lock**) with the prisoner’s arm at a ninety degree angle to their body irrespective of the position of the prisoner’s head “**lock on**”.

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Under hook to hammer lock to final lock

Teaching Points

From the “lock on” position of this arm lock:

- The officer’s inside hand transfers from the prisoner’s wrist to the elbow.
- The officer’s outside hand takes hold of the back of the prisoner’s hand/wrist area and “cocks” the wrist.
- The prisoner’s wrist is then bent around to the small of the prisoner’s back (hammer lock) and applies a wrist lock, whilst securing the prisoner’s upper arm against the officer’s body.
- The officer transfers their other hand to the prisoner’s elbow and the arm is pushed from the back to the front.
- The finishing position of the final lock is with the prisoner’s arm at a 90-degree angle to their body irrespective of the position of the prisoner’s head “lock on”.

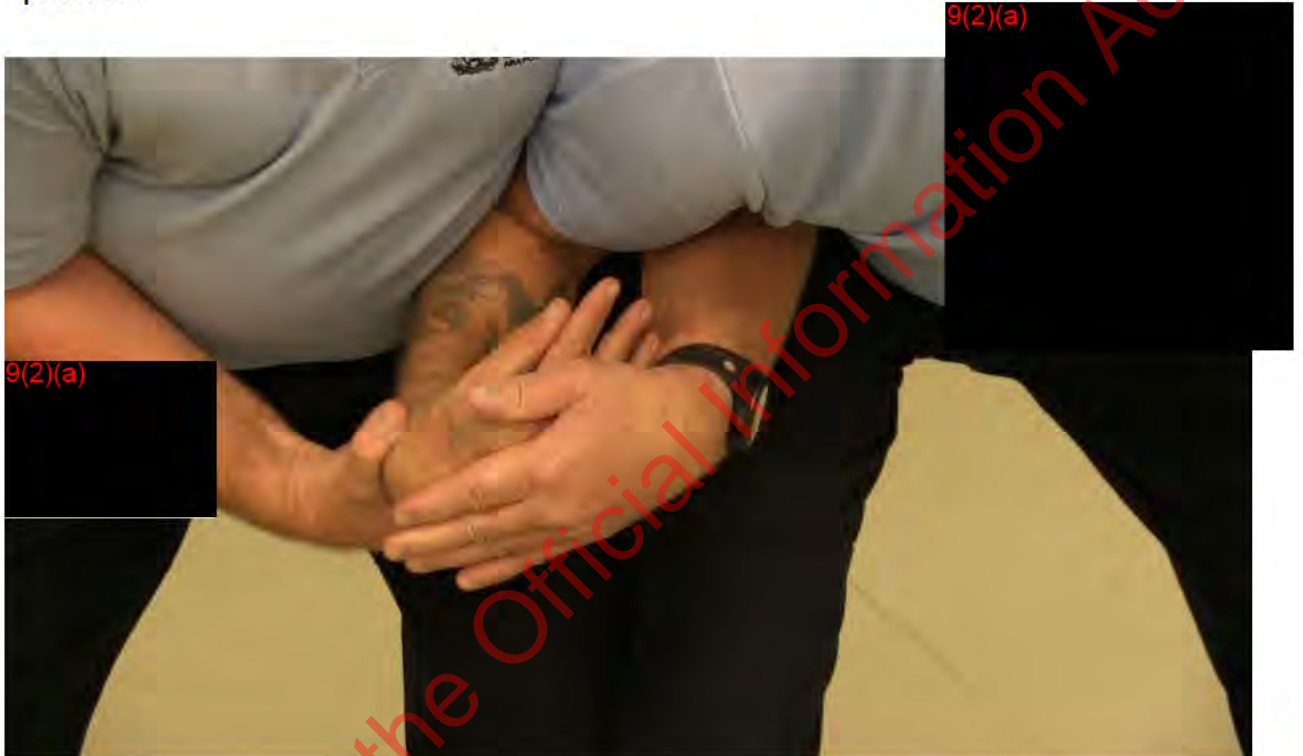
Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Final to gooseneck

This is a variance of a wrist lock that can be considered as an alternative to a final lock in the event that staff are struggling to maintain a lock due to slipperiness. A gooseneck is also very useful in the initial struggle to control the prisoner. A gooseneck can be applied in a variety of situations either standing or on the floor.

Note the amount of pressure applied must only be enough to maintain the lock and control the prisoner.



Teaching Points

Under the direction of Number 1, Numbers 2 and 3, working one at a time:

- Will take a full grip of the back of the prisoner's hand with their outside hand, maintaining a wrist lock.
- The officer's inside hand moves down to the prisoner's upper arm.
- The prisoner's hand, fingers pointing down, is lowered towards the floor.
- The officer's inside hand will be passed under the prisoner's shoulder, palm down, taking full grip of the prisoner's hand.
- The officer will then release the grip with their outside hand and slide it down the prisoner's forearm to effect a block on the elbow.
- The officer will then bring their outside leg up, foot planted firmly on the ground "lock on".

Instructors Notes

- Students to practices one on one
- Students to practices as part of a three officer team
- No resistance to be offered at this stage

Transfer from gooseneck to final lock

Teaching Points

Under the direction of Number 1, Numbers 2 and 3, one at a time:

- Will move their outside hand to grasp the prisoner's wrist.
- The prisoner's hand will then be rotated towards the prisoner's body with the fingers pointing upwards.
- The officer's inside hand will then apply the final lock, allowing their outside hand to move down towards the prisoner's elbow to effect a block "lock on".

Instructors Notes

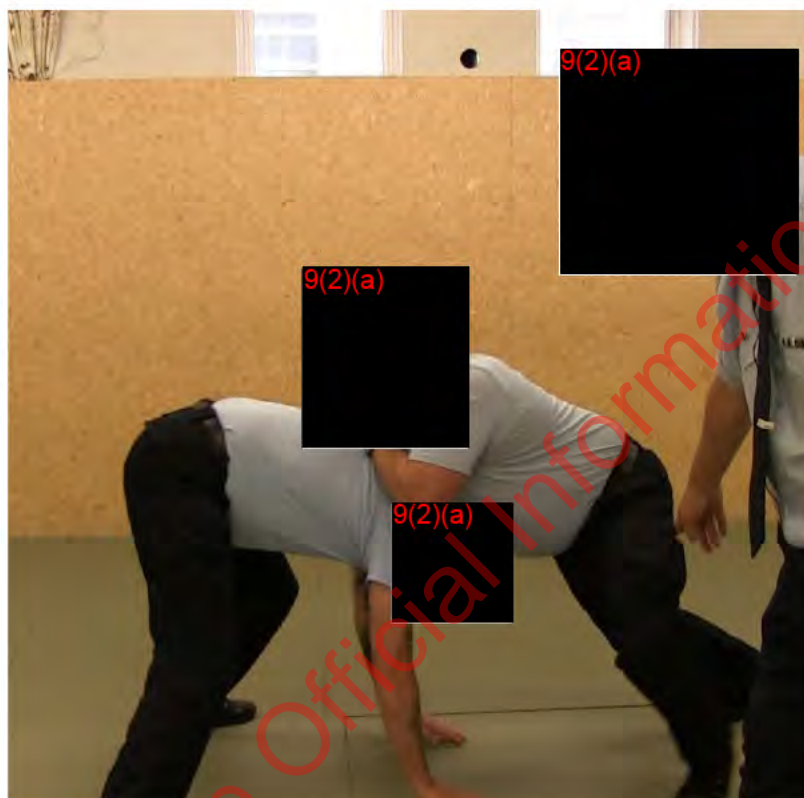
- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Caution

Instructors to explain that once the prisoner has been restrained then they should be placed in Mechanical restraints at the earliest opportunity.

9.16 Prisoner taken to the ground

The role of Number 1 during this movement is to control and protect the prisoner's head. This will be achieved by maintaining the head support position, ensuring that Number 1's forearm makes contact with the ground first, protecting the prisoner's face.



Teaching Points

Once Number 1's forearm has made contact with the ground:

- The prisoner's head will be turned to one side.
- To control and protect the prisoner's head on the ground, the Number 1 will position their knees either side of the prisoner's head.
- In the instance of a violent prisoner, it may be necessary for Numbers 2 and 3 to use strength and body weight to initiate the downward movement of the prisoner.

Instructors Notes

- Students to practice one on one
- No resistance to be offered at this stage

9.17 Prisoner to the ground - prone position



Teaching Points

In some instances a prisoner may be so violent that it may not be possible to apply controlling locks. In these cases, where there is a risk of injury to a member of the team or the prisoner, Number 1 will give the command "**down**".

Once the prisoner is on the ground, it is the initial responsibility of Numbers 2 and 3 to control their respective arms.

Thereafter, Numbers 2 and 3 will endeavour to move to the hammer lock position.

Instructors Notes

- Students to practice one on one
- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Caution:

- Undue or sustained pressure on the prisoner's torso must be avoided.
- The knee that is positioned alongside the forehead must not protrude past the forehead so that the prisoner's breathing is not interfered with.
- Number 1's hands, without undue pressure, should assist in securing (cup the chin) and protecting the head against injury.
- Care must be taken not to push downwards on the prisoners head while Number 1 is attempting to sit up.
- Care should be taken to ensure that Number 1's hands do not interfere with the prisoner's hearing.
- A pregnant prisoner must not be taken to the ground or relocated face down.

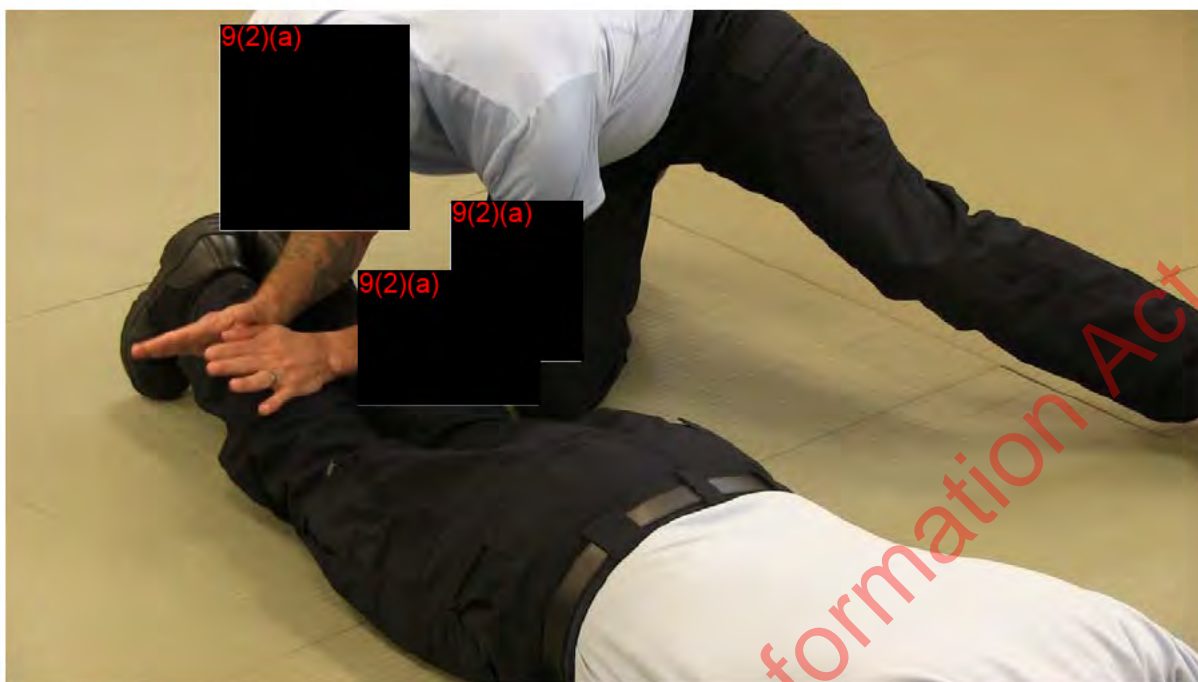
With the prisoner in the prone position, there is an increased risk of the prisoner having difficulties in breathing. Staff must not apply undue pressure to the head, chest and back. At no time must pressure be applied to the neck.

Staff must monitor the breathing of the prisoner, try and calm the situation and get the prisoner to their feet as soon as possible.

Staff must be particularly vigilant if a prisoner exhibits one or more of the following signs:

- exceptional or unexpected strength
- unusual rises in body temperature
- exceptional violence
- abnormally high tolerance of pain
- bizarre behaviour - as if "high" on drugs
- sudden, abnormal passivity
- noisy or laboured breathing
- coughing or foaming from the mouth
- face, lips arms or legs becoming blue/purple or very pale
- any advice from Health Service staff must be acted on immediately.

9.18 Leg restraint - Prone position



Teaching Points

- The officer approaches the prisoner's legs from the side.
- The officer's leading hand travels over the rear of the prisoner's lower shins.
- The officer's trailing hand grasps the officer's leading hand to complete the grip.
- The officer's grip squeezes the ankles together.
- The upper body weight of the officer is inclined backwards and downwards on the rear of the prisoner's lower legs.
- The officer who has been controlling the prisoner's legs rolls away and stands up, keeping clear of the prisoner's legs.

Note:

When control of the prisoner has been obtained, the prisoner's legs will be released when it is safe to do so. Number one will spring backwards off the top of the prisoner assisted by other team members.

Instructors Notes

- Learners will practice one on one
- No resistance to be offered at this stage

9.19 Standing the prisoner up from a prone position

The prisoner should not be held in the Hammer Lock prone position for any longer than is strictly necessary. The prisoner will be brought to their feet under the direction of Number 1 of the team.

When both the Number 2 and 3 have completed this movement, Number 1 will turn the prisoner's head and place the prisoner's forehead supported by the Number 1's hand onto the floor tucking the prisoners chin to their chest.



Teaching points

- The officer's hand nearest to the prisoner's head will move to block the prisoner's elbow.
- The officer will then turn to face the same way as the prisoner at the same time bringing their outside knee up, planting their foot on the floor (ready position).
- The prisoner's elbow is raised slightly allowing the officer to move the lock to the front in the gap created under the prisoner's armpit.
- The prisoner's elbow will be placed back onto the floor and will be blocked against the knee of the officer "lock on".
- The Number 1 will support the back of the prisoner's head with their other hand.
- The prisoner will then be instructed to "draw their knees up under their chest".
- The prisoner will then be instructed to "sit back on their heels" and Number 1 will assume the ready position.
- After ascertaining that the Number 2 and 3 are well balanced, the Number 1 will instruct the prisoner to stand to their feet.
- The prisoner and team will rise to a standing position.
- Numbers 2 and 3 will assist by supporting the prisoner with their forearms under the prisoner's armpits.
- To prevent the prisoner kicking, the Number 1 will ensure the prisoner's head remains at waist height adopting the head support position (refer to section — Specific responsibilities of the Number 2, 3 & 4).

Instructors Notes

- Students to practice as part of a three officer team
- No resistance to be offered at this stage
- The Prisoner should to be placed in Mechanical restraints at the earliest opportunity

Caution

Instructors to explain that once the prisoner has been restrained then they should be placed in Mechanical restraints at the earliest opportunity.

9.20 Prisoner on the ground- Supine position

When a prisoner has been taken to the floor on their back the following procedure is to be used to get the prisoner back up onto their feet. The main role of Number 1 is to protect and control the prisoner's head.



Teaching points

- This will be done by Number 1, positioning their knees on either side of the prisoner's head above the ears.
- Number 1's hands, without undue pressure, will assist in securing the head.
- Care must be taken to ensure that Number 1's hands and knees do not interfere with the prisoner's hearing.
- The initial roles of Numbers 2 and 3 are to immobilise their respective arms. Once the arms are immobilised then locks will be applied as follows.
- Under the direction of Number 1, Numbers 2 and 3 will individually move the prisoner's extended arm locks to a position with the prisoner's elbow being blocked between the officer's knees, ensuring that the prisoner's forearm is at an angle of 90 degrees while maintaining a wrist lock.

Instructors Notes

- Students to practice as part of a three officer team
- No resistance to be offered at this stage

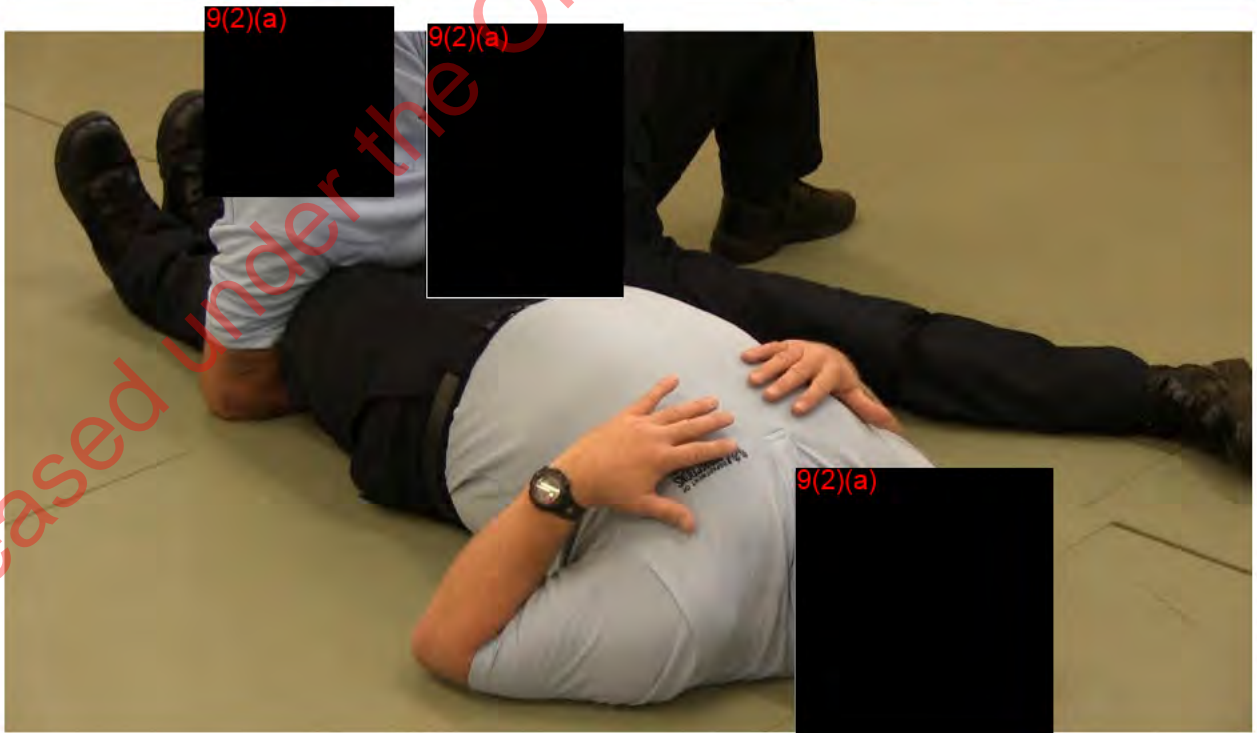
Caution

A pregnant prisoner must not be taken to the ground or relocated face down.

Leg restraint

Should it be necessary to control a violent prisoner's legs, then Number 4 will be used to carry out the following techniques:

9.21 Leg Restraint - Supine position



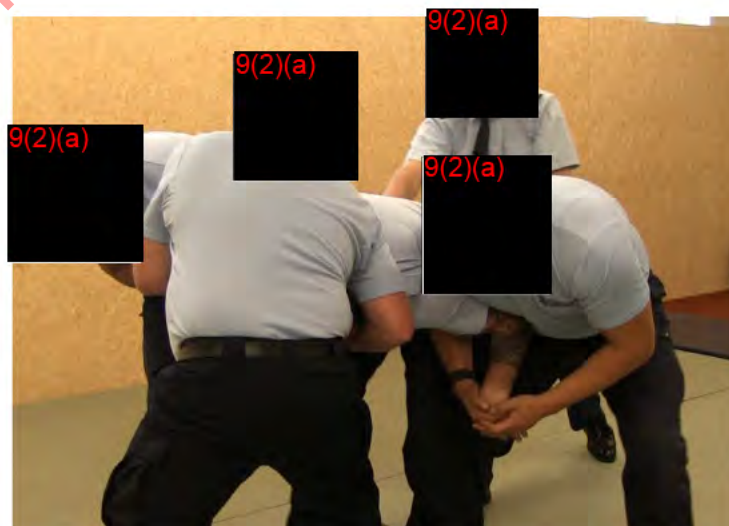
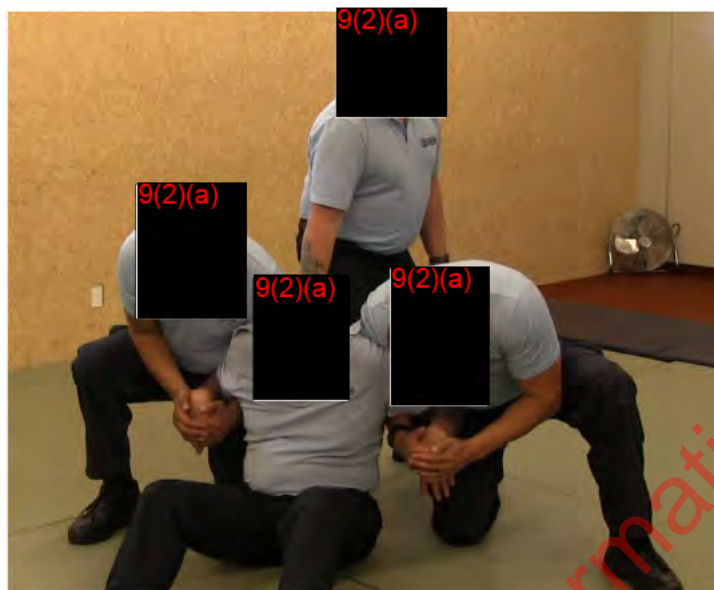
Teaching Points

- The officer approaches the prisoner's legs from the side
- The officer's leading hand travels over the prisoner's thighs and under the rear of the prisoner's thighs.
- The officer's trailing hand grasps the officer's leading hand to complete the lock.
- The officer's body weight is applied downwards onto the prisoner's thighs.
- The officer's grip squeezes the prisoner's legs together.
- The officer who has been controlling the prisoner's legs rolls away and stands up, keeping clear of the prisoner's legs.

Instructors Notes

- Students practice one on one
- Students to practice as part of a four officer team
- No resistance to be offered at this stage

9.22 Sitting the prisoner up to standing



Sitting the prisoner up

Teaching points

- Number 1 will support and control the prisoner's head.
- Numbers 2 and 3 will maintain their respective wrist locks and assist the prisoner into the seated position by supporting under the prisoner's armpits with their inside forearm.
- The prisoner's legs will remain flat on the floor throughout this phase.
- Numbers 2 and 3 must ensure the prisoner's wrist remains higher than the elbow thus maintaining an effective wrist lock.
- The officer's outside hand will move from the prisoner's elbow to the prisoner's wrist to reinforce the lock "lock on".
- Number 1 will move to a standing position ensuring they maintain control of the prisoner's head without undue downward pressure being applied.
- Under the direction of Number 1, Numbers 2 and 3, one at a time, will move their outside hand to grasp the prisoner's wrist.
- The prisoner's hand will then be rotated towards the prisoner's body with the fingers pointing upwards.
- The officer's inside hand will then apply the final lock, allowing their outside hand to move down towards the prisoner's elbow to effect a block "lock on".

Instructors Notes

- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Prisoner to standing

Teaching Points

- Numbers 2, 3 and 4 will ensure their inside shoulders are placed behind the prisoner to prevent any backward movement.
- Number 1 will position himself/herself behind the prisoner and supporting the prisoner by placing their hand at the base of the neck, plant their foot at right angles behind the prisoner, with the side of the leg supporting the prisoners back.
- Number 1 then instructs the prisoner to place one foot under the other knee.
- Number 1 is then replaced by Number 4.
- this enable Number 1 to move around to the front of the prisoner and take up a position supporting the prisoner's head as described in — Specific responsibilities of the Number 2,3 & 4.
- Under the direction of the Number 1, Numbers 2 and 3 will assist the prisoner to a standing position by rolling the prisoner's body weight forward and lifting on their inside forearms under the prisoner's armpits.
- Throughout this move, Number 1 will maintain control of the prisoner's head.
- Number 1 will take no active part in the lifting process.
- When the prisoner is in the standing position, Number 1 must ensure the prisoner's head is at waist height level and Number 1 will then adopt the head support position.

Instructors Notes

- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Caution

Instructors to explain that once the prisoner has been restrained then they should be placed in Mechanical restraints at the earliest opportunity.

Standing the prisoner from seated position (pregnant prisoner)



Teaching Points

- Numbers 2 and 3 will ensure their inside shoulder is placed behind the prisoner to prevent any backward movement.
- The Number 1 will maintain control of the prisoner's head.
- Under the direction of Number 1, Numbers 2, 3 and 4 will assist the prisoner to a standing position by rolling the prisoner's body weight forward and up onto the knee of the folded leg, lifting on their inside forearms under the prisoner's armpits.
- Throughout this move, Number 1 will maintain control of the prisoner's head, but will take no active part in the lifting process until the prisoner is in the standing position.

Instructors Notes

- Students to practice as part of a three officer team
- No resistance to be offered at this stage

Caution

Staff must remember the risk of positional asphyxia is increased with an excessively heavy prisoner.

9.23 Restraint Recovery Position

During any intervention when a prisoner is physically held or restrained, there is always a risk of serious physical harm, or death, occurring to that person.

If at any stage a prisoner displays symptoms or signs of any medical difficulties or distress, it is the responsibility of ALL members of staff to call 'Medical Emergency'. This would lead to immediate release or modification of the restraint as far as practicable to achieve an immediate reduction in any restriction of breathing or to deal appropriately with a medical emergency.

The Number 1, or Head Support, should consider terminology such as "Medical Emergency" to alert officers of potential medical warning signs or symptoms and the appropriate action to take.

9.24 Refer to Medical Advice session

All officers who are involved in performing restraint techniques and/or monitoring a prisoner during their physical restraint must be aware of, and communicate to team members, the symptoms and signs of actual or potential harm occurring to the prisoner and know what actions to take.

During the restraint a prisoner may

- Complain of difficulty in breathing
- Complain of feeling sick

The minimum step to take in these circumstances is to alter the method of restraint so that there are no longer any concerning symptoms or signs. Officers should ask the prisoner if the situation has improved.

If the symptoms or signs are of concern to the Number 1 or Head Support or if the prisoner continues to exhibit worrying symptoms or signs, the restraint must be stopped.

The Number 1 or Head Support must check the prisoner's breathing for at least 10 seconds every time and continually inform team members "breathing ok" or otherwise.

9.25

Restraint Recovery



Teaching Points

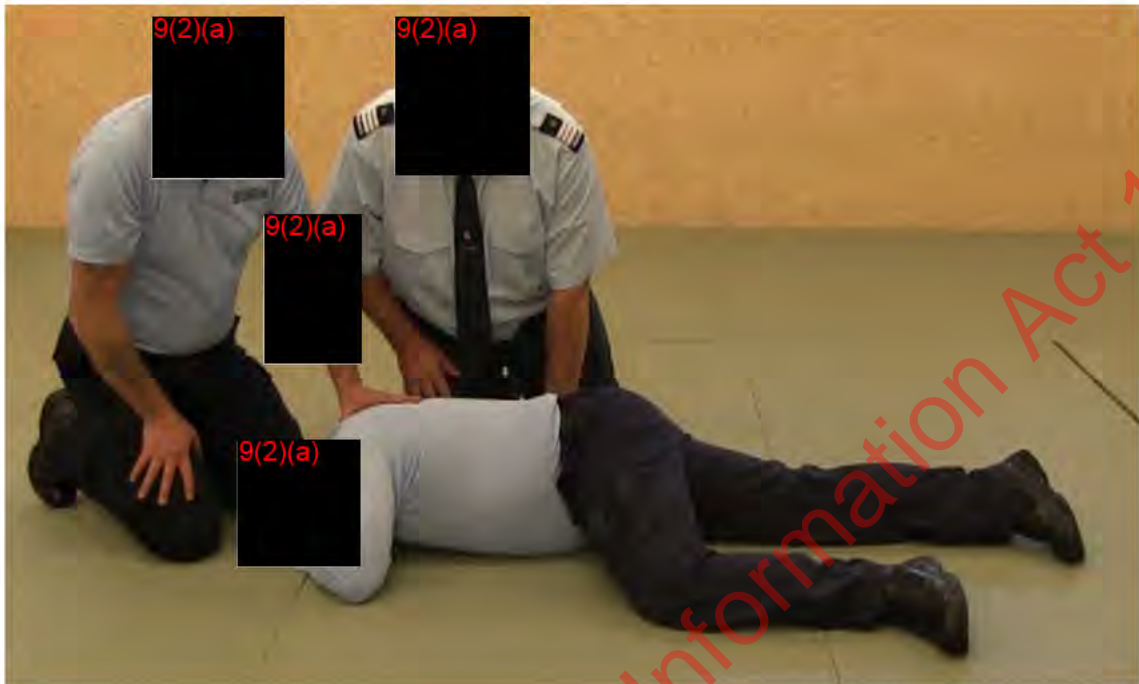
- Starting position as 3 officer team, prisoner's arms secured, instructor acting as supervising officer.
- Report "**Medical emergency**" and instruct officers and the prisoner to go onto their knees.
- Provide support to the prisoner's head. Officers to support the prisoner's movement down onto their knees.
- Place hand on the prisoner's forehead.
- Instruct officers to open up the prisoner's chest by controlling the prisoner's arms outwards. Officers to control movement of the arms.
- Supervising officer check for breathing.
- Initiate dialogue to assess whether this aids breathing for the prisoner.
- Continue to observe and monitor breathing.
- Continue to assess need to move to restraint recovery position on the **ground**.
- Monitor welfare of prisoner throughout use of technique.

Instructor Notes

- Practise in fours – 1 person playing role of prisoner
- Emphasise the need for continual attempts to defuse the situation
- Discuss medical warning signs/risks

9.26

Prone recovery position



Teaching points

- Starting position with prisoner under restraint prone, team of 3 persons, adopt role of intended open side officer.
- Discuss signs and actions for unconsciousness.
- The intended open side officer will move the prisoner's hand to the prisoner's cheek.
- Consider changing the leg they are kneeling on and provide further protection.
- Ask the officer on the intended blind side to maintain control of the limb and move to a position to allow the prisoner to roll towards them and finish in medical recovery position.
- Support and turn the head to the side.
- Emphasise these tasks will be achieved simultaneously.
- Control maintained throughout.
- Emphasise open side to protect themselves against kick/bites.
- The head can be supported on the Number 1's thighs – neck/ spine alignment.
- Number 1 to check breathing for 10 seconds and continue to assess and reassess.
- Monitor welfare of prisoner throughout use of technique.
- Remember – if an individual suddenly and completely stops struggling and become passive and limp this is not a sign of a successful restraint - it is the sign of impending death of that individual and IMMEDIATE ACTION IS REQUIRED.

Instructors Notes

- Practise in fours - 1 person playing role of prisoner
- Emphasise the requirement for communication and the role of the Supervising officer
- Discuss next steps
- Discuss importance of observing prisoner
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles
- Discuss medical warning signs/risks

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9.27 Application of Pain & Controlling Techniques

9.28 Application of Pain

Caution

Whenever possible officers should follow the guidelines listed below prior to re-applying any form of pain induction.

The application of a pain inducing technique should never be used where a non-painful alternative can safely achieve the same objective. However, the use of a pain inducing technique may be justifiable if that is the only viable and practical way of dealing with a violent incident, which poses an **immediate risk of serious physical harm** to the prisoner, officers or others.

The application of a pain inducing technique may initially be successful in preventing serious physical harm from occurring. However, it must be recognised that the risk of harm to the prisoner, or others, may fluctuate throughout a restraint incident and it may therefore be necessary to re-apply a pain inducing technique.

Pain inducing techniques may not always be successful in preventing serious physical harm from occurring. If this is the case, the officer must assess whether the technique is being applied correctly and re-apply **only** if necessary. If it is evident that the chosen technique is not successful, officers must **cease the application immediately** and consider an alternative course of action.

Officers must be able to explain their reasons for using a pain inducing technique as part of their decision making process and be able to set out their approach in their subsequent use of force report.

They must have considered the following prior to the application of pain.

Was there:

- An **immediate risk of serious physical harm** to the prisoner?
- An **immediate risk of serious physical harm** to others or officers?
- Have I exhausted all reasonable options?
- Am I acting in the best interests of either the prisoner or others?

9.29 Guidelines:

Whenever possible officers should follow the guidelines listed below before applying any form of pain inducing technique:

- Refer to responsibilities of the Number 1 of the team.
- Prior to application use verbal reasoning – appropriate de-escalation dialogue.
- Give the prisoner a clear, simple, verbal instruction of what is required – ensure they understand.
- If they continue to refuse, give a clear statement that they are leaving you with few options i.e. one of those is that they may feel pain in a specified area.
- Give a further clear, simple, verbal instruction of what is required.
- Apply technique, and continue to give verbal instructions in a controlled tone (the application of pain with instruction is more likely to result in the prisoner following the instruction) – the pitch and tone is crucial – assertive not aggressive.
- This technique should only be applied for approximately **5 seconds** however circumstances may dictate that the application of pain may be required for longer.

Whenever possible officers should follow the guidelines listed above prior to re-applying any form of pain induction.

It is accepted that in certain situations these guidelines will not be possible due to the immediate risk to officers, the prisoner or others. In these situations officers will give clear instructions, whenever possible, during the application of pain inducing techniques.

9.30 Recording

Each application of pain inducing techniques must be recorded within the use of force reporting system.

As with any use of force, the application of pain inducing techniques and procedures followed within a restraint incident must be:

- honestly perceived that the use of force is **necessary** in the circumstances
- the degree of force used is **reasonable** in the circumstances
- the use of force is **proportionate** to the seriousness of the circumstances
- **no more force** than is necessary.

Remind all learners of the legal, policy and practical considerations when considering or using force, and how the application of pain inducing techniques should be recorded. It would be impractical for the manual to give detailed accounts of when and where the techniques within this section should be applied. The lawful use of force should be raised and discussed with the learners again when taking part in scenarios.

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9.31 Controlling Techniques

Principles of a thumb lock

The three principles needed to achieve this lock are:

- block the base of the thumb
- lock the thumb
- apply pressure towards the base of the thumb.

It is possible, depending upon circumstances, to apply this lock from the front or rear, standing or on the floor. It may be used from the front if, for instance, Numbers 2 or 3 need to remove a weapon from the prisoner's hands. It can be used from the rear if Number 2 or 3 needs to remove the prisoner's hand from an officer, a prisoner, or any item the prisoner maybe holding onto.



Teaching Points

Thumb lock from the front:

- Once separation has been achieved, the prisoner will be controlled as described in planned prisoner removal.

Thumb lock from the rear:

- Once separation has been achieved, the prisoner will be controlled as described in 'Passive prisoner escorted in arrest mode'.

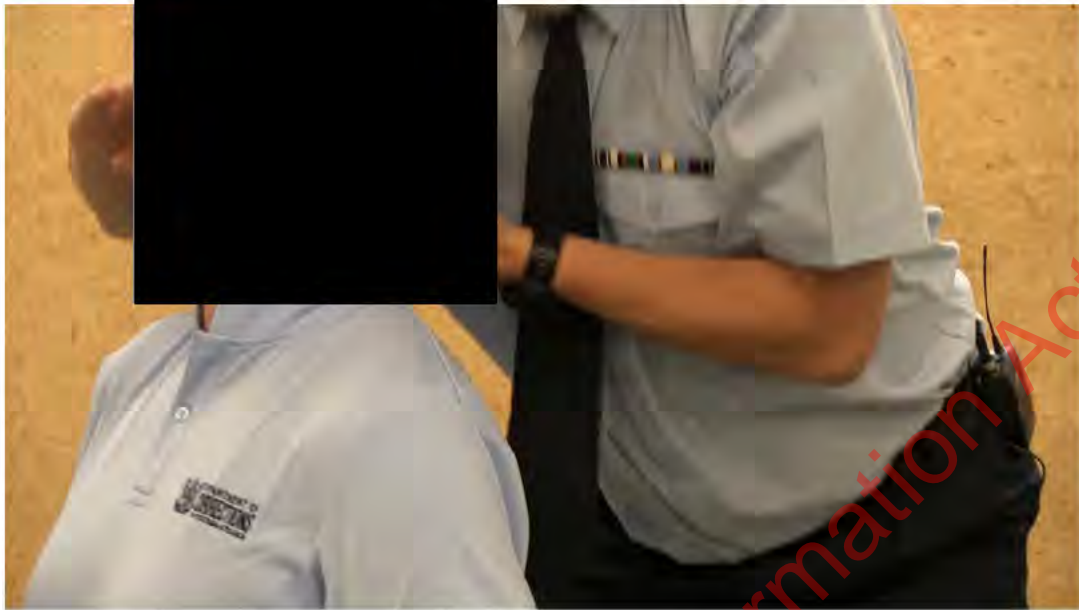
Thumb locks Prone & Supine:

- Once separation has been achieved, the prisoner will be controlled as described in planned prisoner removal.

Instructors Notes

- Learners will practice all techniques one on one
- No resistance to be offered at this stage

Philtrum technique



The Philtrum technique can be used to gain compliance of a prisoner in a number of scenarios

- Standing
- Kneeling
- Supine
- Prone

Teaching Points

- Either hand will suffice.
- The fingers stay taut with the index finger making contact underneath the nose.
- The fingers will be at an angle of approximately 45°, staying clear of the prisoner's mouth.
- Pressure will be applied through the fingers underneath the nose towards the crown of the prisoner's head.
- A base will be provided by placing the back of the prisoner's head against the officer's shoulder or palm of hand or the floor if in the prone or supine position.

Instructors Notes

- Learners will practice one on one
- Learners will practice this as a three officer team
- No resistance to be offered at this stage

Upper arm control (triceps roll) Prone



Upper arm control (biceps roll) Supine



Teaching Points

- To assist Numbers 2 and 3, Number 1 can apply downward pressure with their knee to the prisoner's upper arm whilst the prisoner is in the prone/supine position.

Instructors Notes

- Learners will practice one on one
- Learners will practice this as a three officer team
- No resistance to be offered at this stage

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10 Shield work

10.1 Confidence Building with the Shield

All learners will now be given the opportunity to become comfortable and confident in the use of the equipment, while facing resistance.

Note:

- When demonstrating this procedure, Instructors will ensure that strikes using improvised weapons are delivered at a safe and appropriate level.
- The instructor must consider the need for hearing and eye protection for all persons in the vicinity, dependent on the environment and the level of force used.

Teaching Points

- Discuss the role of the Number 1 of the team with the shield.
- Pick up the shield and hold it at a 45 degree angle; the blade of the shield should be away from body.
- Adopt a side on stance; hands in the middle of the D handles for stability.
- Emphasise elbows bent, looking through the shield at any threat.
- Emphasise that the equipment is to protect all team members.
- Inform learners that the co-instructors will deliver 3 downward strikes; ensure they are wearing appropriate PPE helmets.
- Co-instructor will deliver 3 downward strikes.
- Emphasise not to rest shield on helmet; use arms/elbows to cushion the impact of the strikes whilst holding the shield.

Instructors Notes

- All staff to use correct PPE.
- Progressive strikes must be used.
- Discuss the use of a whistle as a control measure.
- Monitor scenario closely for any health and safety issues.
- It is important that all learners are comfortable controlling the shield while being

struck in a static position prior to moving on to the next element.

- Discuss UoF continuum.
- Emphasise the need for continual attempts to defuse the situation.
- Discuss general principles.
- Discuss medical warning signs/risks.

10.2 Approach to the prisoner

Teaching Points

When approaching the prisoner, Number 1 should hold the shield in the following manner:

- The shield should be held away from the body but with the elbows slightly flexed.
- The blade of the shield should be at an angle of 45° with the lower end towards the prisoner.
- The shield will be gripped at the midpoint of the handles with the officer leaning slightly forward.
- Numbers 2, 3 and 4 will position themselves and provide support as referred to in section 'Formation of a four officer team'.



Caution:

Shield is to be used Defensively not Offensively..

10.3 Contact with the prisoner (confined space)

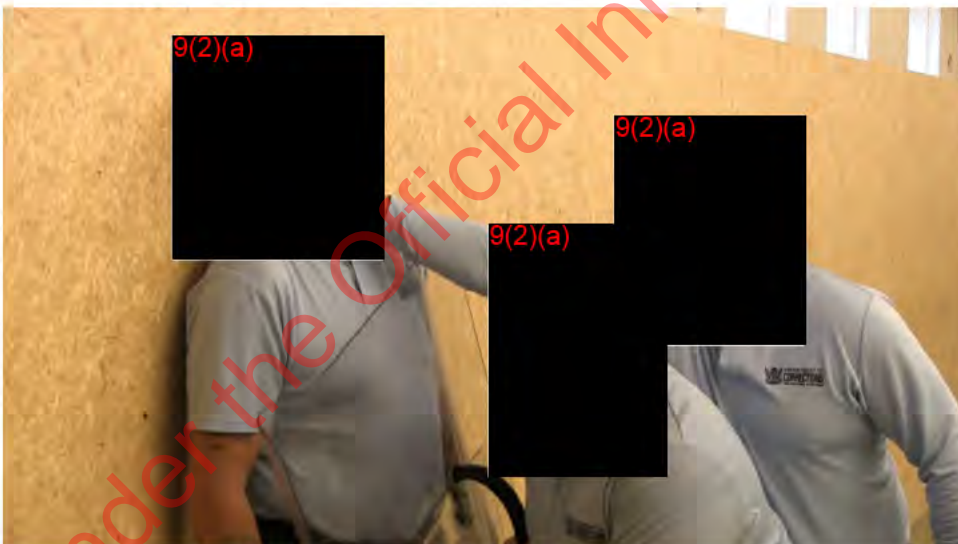
Teaching Points

- Number 1 of the team, on making contact with the prisoner, pins their body against the wall.
- He then wipes the shield laterally across the prisoner's body to trap the weapon arm.
- The team use their combined body weight to affect this by staying in strict formation until the weapon arm is pinned.
- The pinning and wiping action is executed in one continuous movement.
- At this stage, Numbers 2 and 3 will deal with removing the weapon(s) and restraining the prisoner.
- The officer who is dealing with the non-weapon arm of the prisoner will look to secure a controlling lock.
- The officer who is dealing with the weapon arm will remove it by working against the prisoner's fingers and thumb until the weapon is released and will report "**weapon away**".
- They will maintain their arm locks and immobilise until Number 4 has secured the weapon and reported, "**weapons clear**".

10.4 Removal of the shield



Number 1 hands off the shield to Number 4



Number 4 takes the head and becomes Number 1

Teaching points

- On hearing the words “**weapon clear**”, Number 1 will advise Number 4 that the shield is to be removed.
- Number 4 will grasp the shield handles at which time Number 1 will place their hands around the back of the prisoner’s head.
- They will start to bring the prisoner’s head down to waist level as referred to in section ‘Responsibilities Of The Number One’.
- Number 4 will remove the shield and report “**shield clear**”.

10.5 Factors affecting the removal of the shield

The removal of the shield is not a clear-cut decision. Although the shield will be removed when Number 1 hears the call “**weapon clear**”, there may be instances when it will be advantageous to remove the shield whilst the prisoner is still armed, e.g. when Numbers 2 and 3 have a firm grip of the weapon arm, but the shield is preventing or hindering the disarming of the prisoner. Once the shield has been removed, Number 1 will take control of the prisoner’s head and adopt the head support position.

Instructors Notes

- Students to practice as part of a four officer team
- No resistance to be offered at this stage

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11 Moving a prisoner

This section of the course content deals with the various methods of moving a prisoner. The circumstances, distances and level of resistance offered by the prisoner will dictate which technique is used.

Any prisoner who has been subject to C&R must be managed as At Risk and a Review Risk Assessment completed within 4 hours (refer POM M.05.02.01.)

11.1 Passive prisoner escorted in arrest mode

It is often the case where even after prisoners have exhibited disruptive signs or have been physically restrained, they have then become passive enough so that in the judgement of staff they can be allowed to walk. Mechanical restraints will be used as a precautionary measure, but without the use of C&R locks.

Teaching points

- Number 1 of the team will position themselves in front and to the side of the prisoner.
- Numbers 2 and 3 will be positioned on either side of the prisoner, and direct the prisoner by maintaining contact with the prisoners upper arm and front of shoulder (arrest mode).
- Number 4 will take up a position to the rear and to the side of the prisoner.

Instructors Notes

- Students to practice as part of a four officer team
- No resistance to be offered at this stage
- Explain and demonstrate how to escort a passive prisoner in arrest mode

11.2 Guiding hold

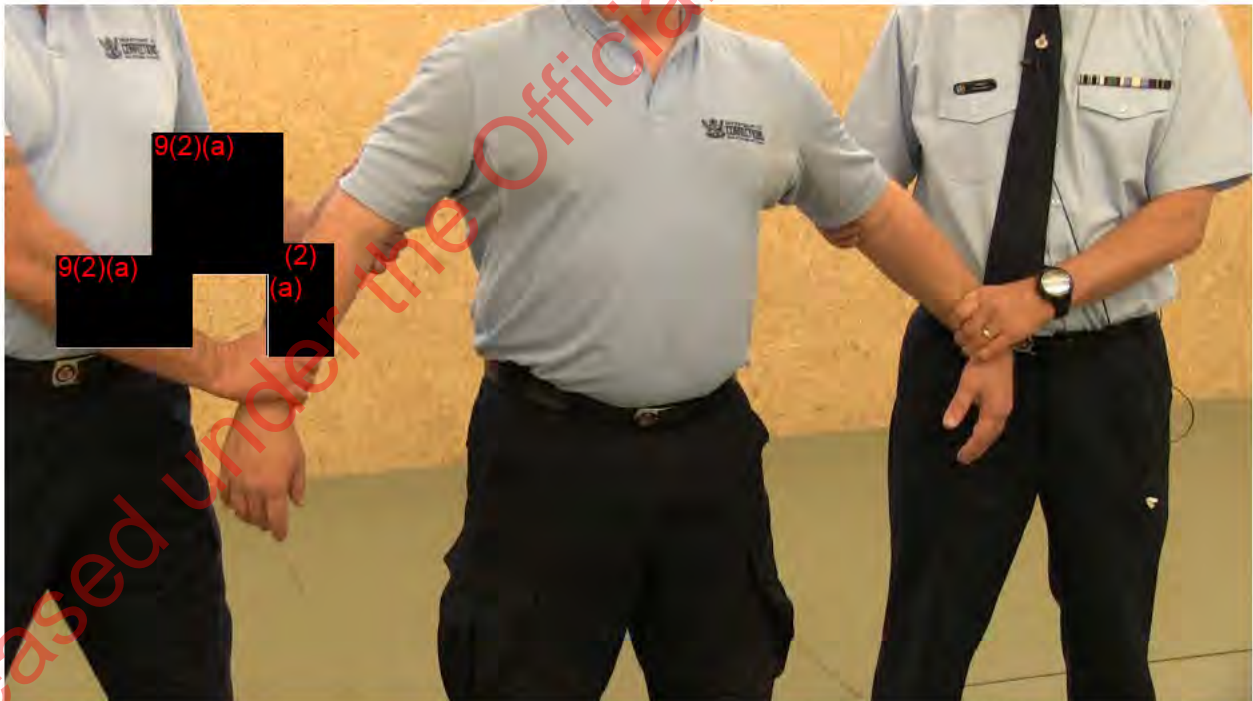
The Guiding hold is the lowest level of physical technique that can be applied by 1 or 2 officers to enable them to escort a prisoner through or away from an area in order to prevent a situation from escalating. This hold should not be used as a matter of routine and only in direct response to any warning signs or behaviours that a prisoner exhibits (verbal or non-verbal) where risk to others or the officers is considered possible.

All officers who are involved in performing and/or monitoring a prisoner during any restraint must be aware of the signs of actual or potential harm to the prisoner and know what actions to take.

If the prisoner complains of pain or discomfort when pain inducement is not intended, officers should take the following action

- Check hold is applied appropriately and readjust as necessary.

Guiding hold



Teaching points

- Introduce lesson to learners.
- Approach from rear/side of the prisoner arm.
- Discuss angles of approach and awareness of environment.
- Place inside hand on the prisoner's nearside elbow.
- Place outside hand on the prisoner's lower forearm above their wrist (simultaneously with above), overhand grip.
- Assess resistance on contact.
- Clear communication/ instructions with prisoner in a non-threatening manner.
- Position prisoner's forearm parallel to ground, arm held slightly away from prisoner's body.
- Guide away.
- Continue communication with the prisoner.
- Monitor welfare of prisoner throughout use of technique.

Notes

- Learners to practise in pairs - 1 person plays role of prisoner
- Learners to practise in groups of 3 - 1 person plays role of prisoner
- Discuss TEN-R
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles
- Discuss medical warning signs/risks

11.3 De-escalation

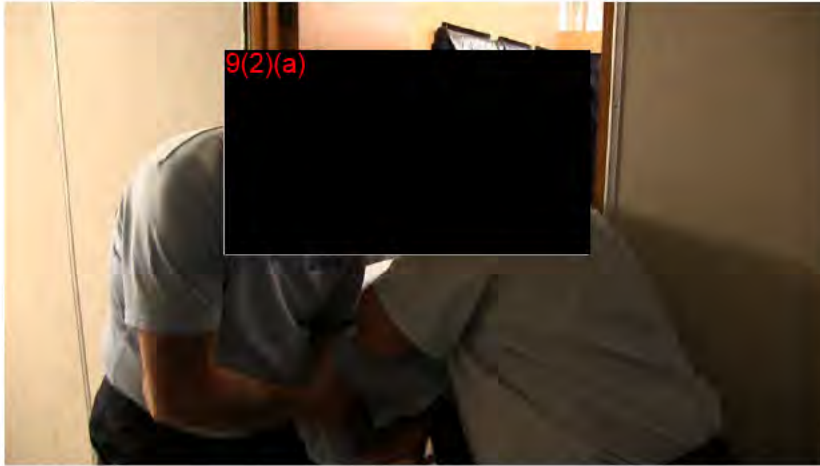
When it has been necessary to physically restrain a prisoner, Number 1 will take every opportunity to maintain dialogue with the prisoner. Their aim will be to defuse the situation. Given the opportunity, the Supervisor, in conjunction with Number 1, will make a decision as to whether the prisoner can be released from C&R locks and escorted in the manner as per the passive prisoner technique, as referred to in section: "Passive prisoner escorted in arrest mode".

Instructors Notes
<ul style="list-style-type: none">• Students to practice as part of a four officer team• No resistance to be offered at this stage

- Students to practice as part of a four officer team
- No resistance to be offered at this stage

11.4 Doorway negotiation

Whilst moving the prisoner, it may be necessary for the four officer team to negotiate doorways or gates.



Teaching Points

- On reaching the doorway, Number 1 will maintain the head support position and instruct Numbers 2 or 3 to proceed through the doorway first.
- Selection of Number 2 or 3 to go first may depend on the direction to be taken once through the doorway, i.e. if the officer controlling the prisoner's left arm places their left shoulder into the door jamb, and initiates the roll out.
- When the team passed through the doorway, they will be facing to the left.
- Number 1 will, whilst maintaining the head support position, be the last member of the team to pass through the doorway.
- While a prisoner may be moved "in locks"; consideration must be given to placing the prisoner in handcuffs before moving them.

Instructors Notes

- Students to practice as part of a four officer team
- No resistance to be offered at this stage

11.5 Stairway negotiation

Should it be necessary for the prisoner to be moved either up or down a stairway whilst under restraint by a four officer team, the Number 4 will be employed for the safety of the prisoner and the team.



Moving down stairways

Teaching points

- Whilst on the landing at the top of the stairway, the team will turn sideways so that Numbers 2 and 3, still restraining the prisoner, have their backs against the wall.
- Number 4 will take up a position at the side of Numbers 2 and 3 on the down side of the team.
- Number 4 will act as an “anchor” for the team by gripping the handrail.
- Number 1 will maintain the head support position and will dictate the rate at which the prisoner and team descend the stairs.

Instructors Notes

- Students to practice as part of a four officer team
- No resistance to be offered at this stage

Moving up stairways

Teaching Points

- Whilst on the landing at the bottom of the stairway, the team will turn sideways so that Numbers 2 and 3, still restraining the prisoner in the final lock, have their backs against the wall.
- Number 4 officer will take up a position directly behind the team and will act as an “anchor” by gripping the handrail.
- Number 1 will maintain the head support position and will dictate the rate at which the prisoner and the team ascend the stairs.

If at any time, whilst moving a prisoner, the prisoner deliberately fails to conform to instructions given, or they offer physical resistance to being moved, or if an officer is in danger of losing the restraining lock, Number 1 will instruct the team to take the prisoner to the floor with the command word “**down**”. The situation should be resolved, the prisoner stood up, and the movement continued.

Instructors Notes

- Students to practice as part of a four officer team
- No resistance to be offered at this stage

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12 Relocation

12.1 Introduction

This section of the course content deals with the various methods of relocating a prisoner. The level of resistance offered by the prisoner will dictate which technique is used.

12.2 Passive prisoner

Prisoners who have been escorted to a relocation area in a passive manner will be relocated in accordance with section 'Passive Prisoner escorted in Arrest Mode' without any further form of force being used. Prisoner may be handcuffed for their safety and officer safety.

12.3 De-escalation in to a cell at the relocation area

On arrival at the relocation area, the supervisor and team members should use their judgement on whether the prisoner is compliant enough to be relocated in a standing position.

Teaching points – relocation prisoner in final lock – passive

- Starting point – prisoner in final locks, 3 Officer team.
- Number 1 releases prisoner's head and moves to the rear of number 2 and 3.
- Number 1 instructs numbers 2 and 3 to release the final lock.
- Number 2 and 3 release prisoner and step to the rear of the prisoner joining number 1 in team formation.
- Prisoner should be released just outside the cell.
- Prisoner instructed to walk into cell.

Instructor Notes

- Practise in fours - 1 person playing role of prisoner
- Emphasise the need for continual attempts to defuse the situation
- Discuss general principles
- Discuss medical warning signs/risks

12.4 Non-compliant prisoner

If handcuffs need to be applied, the prisoner will be placed into Hammer locks by Numbers 2 & 3. Number 4 will apply the handcuffs.

12.5 Positioning of the prisoner

The four officer team will enter the cell, clear of the doorway ensuring that when the cell door is closed, it will not strike the prisoner's legs.

Prisoner to kneeling position



Teaching Points

- The prisoner is instructed by Number 1 to “drop to their knees”.
- Numbers 1, 2 and 3 will come down to a ready position at the same time as the prisoner is lowered to his/her knees.
- Number 1 will bring the knee furthest away from the prisoner’s head to a 90-degree angle (ready position).
- Numbers 2 and 3 will kneel on their inside knee whilst their outside leg is at a 90° angle (ready position).
- Number 1 will then straighten the prisoner’s head and cup the prisoner’s chin to the chest whilst the other hand is moved to support the back of the prisoner’s head.
- Number 1 will now instruct the prisoner to “lean forward and place their forehead on the ground.
- Number 1 protects and controls the prisoner’s head whilst the back of their hand makes contact with the floor first.
- Numbers 2 and 3 will place the prisoners elbows back on the floor while maintaining their final locks.

Prisoner to Hammer Lock

Teaching Points

- The prisoner will be instructed by Number 1 to “walk your knees backwards until you are flat on your stomach”.
- Number 1 will instruct Numbers 2 and 3 to change to a hammer lock.
- This will be achieved by taking the final lock and moving it backwards under the prisoner’s armpit and into the (hammer lock) position “**lock on**”.
- Number 1 will then instruct the other officer to carry out the same technique - “**lock on**”.
- Once the prisoner is in the prone position, Number 1 turns the prisoner’s head to the side for safety and comfort.
- Number 1 will secure the prisoner’s head as previously described.
- If handcuffs had been applied, these are removed by the number 4 or supervisor. Number 2 & 3 will return to hammer lock position.

Instructors Notes

- Learners will practice this as a three officer team
- No resistance to be offered at this stage

Application of figure four leg lock



Teaching points

- Number 1 instructs the prisoner to “bend your legs at the knees and point your toes to the ceiling”.
- Number 1 passes control of the prisoner’s head to Number 4. Number 1 will move to approach the prisoner’s legs from the blind side and place their inside knee on the near side buttock of the prisoner.
- Number 1 will now clasp the prisoner’s feet and folds the prisoner’s far leg across the prisoner’s near leg in the crease to the back of the knee with the foot of the folded leg extending beyond the knee of the prisoner’s raised leg.
- Number 1 will now pivot around behind the raised leg and kneel outside the prisoner’s far knee trapping it, whilst stepping behind the prisoner’s extended foot with the same leg that was used to kneel on the prisoner’s buttock (heel to heel).
- The prisoner’s raised leg should now be diagonally across Number 1’s stomach with the prisoner’s foot extended across Number 1’s hip.
- The figure four leg lock is maintained with Number 1’s body weight bearing forwards against the raised leg.
- This frees Number 1’s hands to take control of the prisoner’s arms in preparation to extend the arm.

Instructors Notes

- Learners will practice one on one
- Learners will practice this as a four officer team
- No resistance to be offered at this stage

Extending the arm



Teaching points

- From the figure four-leg lock position, the prisoner's arms will now be extended to release pressure in the prisoner's shoulder area.
- Number 1 will instruct Number 2 to extend the prisoner's arm.
- Number 2 will move the prisoner's arm to an extended position alongside and parallel to the prisoner's body and revert back to the hammer lock position.
- Number 3 will then repeat this procedure.

Note:

Ensure that the integrity of the wrist locks applied by Numbers 2 and 3 are maintained throughout the procedures

Withdrawal of team members

Before any of the team members exit the cell number 1 will ask

“PRISONER, ARE YOU HAVING ANY DIFFICULTY BREATHING?”

Teaching Points

- Having applied the leg lock, hammer locks, Number 1 is now ready to despatch Numbers 2, 3 and 4 individually from the relocation cell.
- Number 1 will instruct number 2 to “clear the cell”. Having cleared the cell doorway the officer will report to Number 1, “**Number 2 clear**”.
- Number 1 will then instruct the number 3 to “clear the cell”. The officer having cleared the cell doorway will report “**Number 3 clear**” to Number 1.
- Number 1 will then instruct Number 4 to “clear the cell”, Number 4 will shout, “**Number 4 clear**” after clearing the cell door.
- Number 1 is the last to leave the cell. Number 1 applies pressure to the leg locks and hammer locks and after releasing the prisoner exits backwards through the cell door.
- Number 1 must maintain visual contact with the prisoner until the cell door is closed.

Instructors Notes

- Learners will practice this as a four officer team
- No resistance to be offered at this stage

Note:

Once the cell has been secured the prisoner must be observed to ensure they are not exhibiting signs of distress.

These techniques must not be used on pregnant females. (Refer to prisoners with special needs – pregnant prisoners).

13 Prisoner with special needs

13.1 Tie down beds (under review)

13.2 Pregnant prisoners

Any stress placed on a pregnant prisoner has the potential to injure both the prisoner and foetus. However, it is sometimes necessary to use C&R on a pregnant prisoner. In such cases, the protection of the foetus is a critical additional concern for the officers applying the C&R techniques.

Where it is known or suspected that a female prisoner may be pregnant, every effort must be made to de-escalate the situation before attempting to restrain. In the event that de-escalation is unsuccessful every effort must be made to restrain her in either a standing or kneeling position.

Note:

Staff and prisoner safety is paramount. Every effort must be made to avoid taking a pregnant prisoner to the ground or relocating them face down.

In the later stages of pregnancy it is vital that no pressure is placed on the prisoner's abdomen.

Relocation of pregnant prisoners and obese prisoners

Teaching points

A pregnant/ obese prisoner can be relocated using the following procedures:

- Normal approach procedures take place. Ideally, the prisoner should be in a position to walk and be relocated.
- The prisoner should remain in a more upright position than is usual for this manoeuvre.
- The prisoner is manoeuvred into the corner of the cell furthest from the door by the four officer team and instructed to kneel down.
- The staff applying the wristlocks should assist the prisoner to adopt a kneeling position by supporting the prisoner's weight on their inner forearms. The prisoner must not be bent forward any more than is necessary to control the prisoner's head. Number 1 will instruct Number 2 and 3 alternatively to change to a hammer lock reporting lock on. Number 1 will then instruct Number 4 to support the prisoner's head from behind.
- The Number 1, whilst keeping contact with the prisoner's head, will step around and replace Number 4. Number 1 will instruct the prisoner to lean forward and place her head and shoulders against the wall for support.
- Number 1 will instruct the prisoner to cross her ankles and places their foot firmly on the prisoners upper crossed foot. Number 1 will instruct Number 4, 3 and 2 to leave the cell in turn. When Number 1 is satisfied that the cell is clear, they exit the cell.

Instructors Notes

- Learners will practice one on one
- Learners will practice this as a three officer team
- No resistance to be offered at this stage

Note:

There should be continuing dialogue between Number 1 and the prisoner, with clear instructions given and confirmed at each stage of the relocation process.

The prisoner should be reassured continually and clearly directed as to what is required of her.

14 Spit hoods

This section of the course deals with the method used to apply a spit hood to a prisoner during the use of C&R.

Spit hoods are a breathable bag which is placed over the prisoner's head to reduce the risk of spreading pathogens by preventing them spitting at staff.

A spit hood may be used during a use of force incident providing the circumstances require an immediate action and / or approval to do so is given from the Prison Manager or delegated authority.

The decision to apply the spit hood should be as a direct consequence to the prisoner having spat, attempting to spit, is a threat or has a known history of spitting at the staff.

The spit hood will be applied at the earliest and most appropriate opportunity when the prisoner is under control (time and position dependant).

The Number 4 will place the spit hood over the prisoner's head. To prevent any self-harm, the spit hood should be removed during the prisoner relocation process (unless directed otherwise e.g. tie down bed).

Spit hoods should not be used if pepper spray has been used on the prisoner.

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15 Use of mechanical restraints

15.1 Authority to use mechanical restraints

- Corrections Act (CA) 2004 section 87
- Corrections Regulations (CR) 2005 regulations 124, 125 & 127 + (Schedule 5)
- Prisons Operations Manual (POM) IR.02.R02.01- Authorised mechanical restraints

15.2 Application of handcuffs

The application of High Security (Escort) Handcuffs - Mechanical Restraints

15.3 Situations where mechanical restraint (handcuffs) might be used include:

- When dealing with extremely violent or agitated prisoners.
- During a spontaneous incident when the priority is to get the prisoner under control.
- To allow a prisoner to save face or maintain their “mana”, i.e. by providing a way out for a win-win situation.
- De-escalation process (refer to section — De-escalation).
- When it is difficult for C&R team members to maintain locks.
- When there is a significant distance from the incident to where the prisoner needs to be relocated.
- As a means of assuring C&R team members that the prisoner is genuine in their response to move peacefully (successful de-escalation).

A prisoner can be regarded as under control if they are:

- responding in a manner that indicates to you that they are willing to comply.
- compliance is likely to be genuine if the prisoner:
 - stops struggling
 - talks to you
 - responds to commands

Handcuffs are applied at the back.

15.4 Application of handcuffs (prisoner standing)

Compliant prisoner

Instructions are given to the prisoner that may assist in the application of the handcuffs. This would also test the sincerity of the prisoner, giving assurance to the officers that the prisoner is genuinely complying.

The prisoner is instructed to place their hands to the rear where the handcuffs may be applied.

Non-compliant prisoner standing



Teaching points

- With the prisoner in the final lock position, the prisoner's arms are individually returned to the hammer lock position under the instruction of Number 1.
- For safety and security reason, if you decide the prisoner is to be handcuffed, the handcuffs will be applied when the prisoner is in a hammer lock position.
- Number 4 will apply the handcuffs.
- The wrist locks are applied while the prisoner is in cuffs.
- Pain compliance will only be used if the prisoner starts to be non-compliant.

Instructors Notes

- Learners will practice this as a four officer team
- No resistance to be offered at this stage

Application of handcuffs (prisoner prone to standing position)

Teaching points

- The prisoner will be restrained in the prescribed manner by a four officer team (hammer lock).
- Numbers 2 and 3, on the direction of Number 1, will feed their respective wrists into the handcuffs.
- The prisoner will then be instructed by Number 1 to draw their knees up under their chest.
- Because the prisoner's arms are behind their back, it will be necessary for the prisoner to drop one shoulder to the ground in order to draw their knees up under their chest.
- Numbers 2 and 3 will then take up the position referred to in section — to standing position in handcuffs.
- Number 1 will then instruct the prisoner to stand to their feet.

Application of handcuffs (prisoner on back/ Supine)

If ratchet handcuffs need to be applied, this should be once the prisoner is in the standing position from final lock. The prisoner should not be handcuffed whilst in the seated position

Instructors Notes

- Learners will practice this as a four officer team
- No resistance to be offered at this stage

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16 Escort Vehicles

16.1 Internal transfer

Handcuffs will be used in all instances where a prisoner under restraint is to be transferred by vehicle.

Prisoners under restraint who are to be transferred by vehicle between units are to be handcuffed to the rear under all circumstances and accompanied by the C&R team.

Prisoners will be given every opportunity to board a vehicle of their own accord. When a prisoner refuses, becomes non-compliant, then they will be placed on the vehicle under restraint by approved C&R techniques.

16.2 Head support - seated position in a vehicle





Teaching points

- Officers control the arms, (explain this could be in conjunction with Ratchet Cuffs).
- Officer's will sit either side of the prisoner controlling the arms and legs.
- The outside hand is placed on the side of the prisoner's head and working together support the head to stop movement, initiate dialogue with the prisoner.
- Re emphasise the importance of keeping the prisoner seated in the upright position and not covering the ears, nose or eyes.
- Monitor welfare of prisoner throughout use of technique.

16.3 Leg restraint seated on vehicle

Teaching points

- Numbers 2 and 3 sit either side of the prisoner.
- Officers leg nearest the prisoner goes behind the prisoners leg.
- The officers leg that is furthest away from the prisoner goes in front of the prisoners leg.
- The officers legs are then crossed over encapsulating the prisoners leg in between them.

Instructors Notes

- Student practices as a team
- No resistance

16.4 Removal from vehicle

The removal of a prisoner from a vehicle must be by approved C&R techniques. Prisoners will be given every opportunity to exit the vehicle of their own accord. When a prisoner refuses or becomes non-compliant, then they will be removed from the vehicle under restraint by approved C&R techniques

Note:

All aspects regarding the safety and security of the prisoner must be considered prior to the relocation by vehicle.

16.5 External transfer- Application of a waist restraint

Waist restraints for a compliant prisoner will be applied in a standing position. For a non-compliant prisoner it will be applied in the kneeling or prone position. The kneeling position may be preferred if it is considered there is too much debris on the ground.

The prisoner will be in the prone position with hammer locks applied.

The prisoner will be rolled onto their side using the chicken wing principle to enable Number 4 to feed the restraint under the prisoner's stomach and secure around the prisoners waist.

The prisoner is then brought to the kneeling position. When the prisoner is in the kneeling position, Number 4 will control the prisoners head from the rear, sitting the prisoner back on their heels in an upright position and cupping the chin to the side, creating a clear working space at the front of the prisoner's waist in preparation for handcuffing by Number 1.

Final adjustments are then made to the tension and position of the waist restraint.

Removal from vehicle

The removal of a prisoner from a vehicle must be by approved C&R techniques. As with a planned removal from normal cell accommodation, a protective shield may be used for the protection and safety of the staff.

Instructors Note

- All aspects regarding the safety and security of the prisoner must be considered prior to the relocation by vehicle.

17 Crime scene and exhibit management

Very often the physical location of an incident (whether this be a prison or Community Corrections site) or the persons involved in an incident will need to be treated as a crime scene. This is particularly relevant for hostage takings, when a death or serious injury is involved or serious property damage by prisoners/offenders has occurred.

It is critical that any crime scene is preserved as soon as possible and cordoned to control access and preserve the integrity of any forensic evidence. Once an area has been deemed a crime scene it should not be unsealed until the police have confirmed with the Prison Director/Regional Commissioner that they have finished examining the scene. The principles of crime scene management are:

- Freeze
- Control
- Preserve.

Blood or body fluids at a crime scene must not be cleaned in any way until such time as the area is returned to prison control by police, at which time cleansing by Tohunga should be given consideration.

As well as securing the crime scene it is important that any items that may have been removed from the scene during the emergency are identified, treated as exhibits and handed over to the police as soon as possible.

Any items that may be relevant to any internal investigation or misconduct charges should also be secured and placed into exhibit bags (if possible). All exhibits should be

- where possible photographed in location
- labelled with what the item is, where it was found and by whom
- numbered (where appropriate)
- secured and records kept of exhibit movements to maintain the chain of evidence

Refer to the Department of Corrections Seized Items Management Process in POM S.01.Res 17.

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18 Site focused scenario based training

Specific guidance

When planning for scenario based training the instructor must consider the staff in attendance and possible scenarios that they could realistically encounter during the course of their duties.

The scenarios should be based on actual incidents from the Site and agreed beforehand between the instructors. They should be covered for a set period and any amendments will be made should there be any concerns regarding Health & Safety or outcomes following the practice.

Learner feedback will also need to be reviewed to ensure the needs of the end user are being met. Instructors must be prepared to review the training and amend if necessary.

- Create role briefs for those playing the part of staff (officers, civilians etc.), they should be specific to the desired outcome but also allow an element of autonomy for the role player.
- Create role briefs for those playing the part of prisoners. This needs to be carefully articulated and precise in terms of what to say/do in response to the staff. DO NOT ALLOW THE OPPORTUNITY FOR INDIVIDUAL INTERPRETATION. This will detract from what the instructors are trying to achieve and at worst result in wasted training time and a lack of direction.
- Prepare the environment for the selected scenario to paint a picture of the scene and ensure all training aids are available and fit for purpose. It is recognised that practice cannot take place in the actual areas but instructors can try and recreate the scene in the training area (dojo/cell).
- Provide the role players with easily identified clothing, prison clothes for prisoners, high visibility tops for safety marshals, Instructor whistle.
- Have a checklist for preparing the scenario and for assessing the officer/staff role player.
- Appoint safety marshals if required. If any staff are not actively involved they can act as safety marshal or observers, and ask them to record and comment on individual roles. This will maintain their attention but also allow them the opportunity to reflect on the actions observed and consider possible alternate options.

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19 Debriefing

19.1 Operational debriefing

An operational debrief should be used to identify learning and to verify whether key processes in an emergency plan were followed correctly and how operational plans can be improved.

Post-incident debriefs may take two formats:

- Hot (immediate debrief)
- Cold (delayed full operational debrief)

19.2 Hot debrief

A 'hot' debrief will follow all incidents. The Incident Controller, manager or senior person present at the incident will gather as many staff as possible who were directly involved in the incident immediately after incident (or no later than the same day). The hot debrief should include emergency / external services. The purpose of a hot debriefing as follows:

- To identify any ongoing threats.
- To identify further action required (such as incident reporting, exhibit management).
- To identify and address any immediate welfare needs.
- To identify any immediate learning outcomes that can be rapidly addressed.
- To allow staff to feedback on operational activity.
- To allow staff directly involved in the incident to "unload" and de-stress.
- To provide an opportunity for the incident controller to thank staff.
- To establish any aspects that may require immediate follow up.

19.3 Cold debrief

Following the hot debrief the Incident Controller will then confirm post-incident actions such as reporting and PIRT support are underway and that a cold, full organisational debrief is scheduled.

The cold debriefing should be held as soon as practicable after the conclusion of the incident, ideally within 24 hours of the incident. The timing of the operational debriefing should ensure that those involved in the incident are able to attend and contribute effectively to the discussion.

The purpose of an operational debriefing is to provide staff involved in the incident the opportunity to discuss and learn lessons from the way the incident was handled. It also gives

staff the opportunity to ask any questions they may have, or raise issues that they feel should be discussed.

The Incident Controller should ask staff members involved:

- What went well?
- What went wrong?
- What would we do next time?
- How could we prevent this from happening again?

With all debriefings staff should be able to speak freely in order for everyone to learn from their experience. The following points/issues should be included in an operational debriefing:

- The process for keeping staff and others involved in the incident informed on progress/outcomes.
- Acknowledgement of the way that the incident was handled.
- An opportunity for staff involved in the incident to ask questions/raise issues from the incident, and to voice what went well and what could be done better next time.
- Immediate remedial action that can be taken.
- To identify/clarify staff support opportunities that are available e.g. PIRT.
- To identify learning from the incident.
- Verification that processes in the approved emergency plan were followed (where the incident was of a type covered in the emergency plan).
- The need to update, amend or make an addition to the emergency plan as a result of the incident.
- Expression of thanks to staff for managing the incident.
- Other issues the incident controller or staff wish to raise.

The following incidents must have an operational debriefing (Prisons Operations Manual - IR.05.04 Incident Debrief Meetings):

- Death in custody
- Collective disruption or riotous behaviour
- Escape / Attempted escape
- Hostage or siege situation
- Self-harm – threat to life e.g. attempted suicide
- Serious fire or arson (including attempts)
- Serious assault by prisoner on staff

- Any other incident the prison director deems appropriate for a debriefing
- Serious assault on prisoner
- Control and Restraint team assembled and force is used
- Use of Force (spontaneous).

19.4 Support and post incident response team (PIRT)

The role of PIRT is to provide support to those staff who have been involved in critical incidents. Post event anxiety type reactions can emerge any time after an incident and providing support for staff will minimise the severity and impact of these reactions.

Following any incident the Incident Controller should consider the need for the following:

- Notification of Cultural and Chaplaincy services.
- Post Incident Response Team (PIRT).
- PIRT and counselling is made available to all staff, prisoners, and members of the public affected by the incident (when required).
- PIRT availability is to be advised at both Hot and Cold Debriefs.
- Psychological and other support is to be sourced where required via the PIRT, in conjunction with Staff Welfare Co-ordinators either for individuals or for responders as a group.
- EAP Employee Assistance Programme support is made available where appropriate.

Where appropriate the Incident Controller should liaise with the site PIRT coordinator who will arrange the most appropriate support for individual staff members. Where practicable, a member of the PIRT team should attend the hot debriefing. Detailed information on the department's PIRT policy and processes can be found in the "Post Incident Response Team (PIRT) Manual" available on CORRNET.

19.5 Reporting and investigating

The response by an officer to managing challenging and violent prisoner's behaviour must be lawful and proportionate to the specific circumstances. Throughout this training, officers have been given a range of skills and techniques to de-escalate behaviours and incidents that may occur. If force has been used, in whatever form, a UoF form must be submitted.

This is the officer's opportunity to record the facts as they recall them. Constant review and assessment of the effectiveness of any UoF is essential to measure the success of the selected

option. This will also enable the sharing of good practice. The UoF report form can support this process by recording the events accurately.

Note

If officers do not comprehensively and accurately record the actions they took before, during and after a UoF, they may leave themselves open to serious allegations, disciplinary action, and possible litigation, bring the service into disrepute and a loss of public confidence. Officers may be questioned months or even years after the event and cannot rely on memory alone. They may be a potential witness under oath in Court.

The report must be comprehensive, clear, specific and as accurate as possible. It will give the officer an opportunity to record the facts as they recall them.

The incident report must set out what happened, give details of the officer's part in the use of force, any techniques adopted and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. The incident report must be completed independently of other staff involved and The IOMS (or manual form) must be completed by all staff witnesses within two (2) hours of the incident or before the end of their shift.

Except in exceptional circumstances, the review of Incident report is also valuable in identifying good practice and sharing learning.

At the conclusion of the incident where force has been used all staff involved are to complete any IOMS reports as well as completing any use of force documentation.

Incident reporting is to be carried out according to the Prisons Operations Manual - IR.06 Incident reporting – (note that Health and Safety issues will take priority over the reporting of incidents).

As directed by the Chief Executive all death in custody investigations are carried out by the Inspectorate and investigations into escapes are conducted by Internal Audit. Generally a full operational review will be undertaken by Corrections Services of any emergency situation that is outside of a death or an escape. The scope of these investigations and the appointment of an investigator will be determined by the Regional Commissioner.

20 Instructor Resources

One Day Tactical Training Refresher Checklist

Pre Injury Checks/Admin / Introductions		
Legislation/Authority/Policy		
Tactical Options		
Tactical Communication Theory And Practice		
Tactical Exit Theory And Physical Moves		
Medical Considerations/Medical Emergency /DVD		
Appreciation/Planning		
Roles and Responsibilities		
OC Spray Planned /Unplanned		
Communication/Instructions To The Prisoner		
Passive Prisoner/Handcuffs		
Shield Work		
Wrist Locks Standing/Prone		
Arm Locks Standing/Prone		
Controlling The Head		
Controlling The Prisoner Standing		
Controlling The Prisoner To The Floor		
Rollover		
Sit Up		
Stand Up		
Searching Prisoner		
Stairs And Doorways		
Leg Restraints/Prone/Supine/Figure 4		
Complete Sequences		
What If Scenarios/Skills Practice		
Medical Emergency - Immediate Actions		
De-escalation – Looking For Opportunities		
Two In A Cell		
Pregnant Prisoners		
Weapon Removal		
Thumb Lock		
Pain Compliance		
Change Over		
Spit Hoods		
Application Of Waist Restraint (Compliant/Non Compliant)		
Vehicles		
Use Of Force Reporting		
Debrief /Injury Sign Off		

20.1 Lesson Plans

Control and Restraint - Initial 5 day Course (Day 1)

	Lesson content summary:
1	Standards
2	Instructor Brief
3	Student Introduction
4	Health and Safety
5	Rules for course
6	History of C&R
7	Injury Declaration
8	Warm-up (define activity)
9	Introduction to Drilling Lines
10	Wrist Locks <ul style="list-style-type: none">• Normal Extended• Triceps Grip• Hammer Lock• Final Lock• Goose
11	Ground Locks (all standing drilling line locks completed on floor)
12	Take the Head
13	Take the Head Standing
14	Take the Head to the Floor
15	Student de-brief

Control and Restraint - Initial 5 day Course (Day 2)

	Lesson summary:
1	Warm up and Recap
2	Warm Ups
	Communication (commands)
3	Wrist Lock (warm ups)
4	Drill Lines
5	Shut Down without arm/wrist locks
6	Shut Down with arm/wrist locks (5 locks)
7	Remove the Prisoner Standing
8	Take the Prisoner to the Ground
9	Prone to Standing
10	Supine to Standing
11	Medical Emergency
12	Students de-brief

Control and Restraint - Initial 5 day Course (Day 3)

	Lesson summary:
1	Warm up and Recap
2	Commands
3	Revision
4	Roll Over/Sit Up
5	Controlling Techniques
6	Leg Locks/ One legged Prisoner Leg Lock
7	Extend The Arms
8	Complete Sequences
9	Shields PPE Weapons
10	Searching Prisoner
11	Pregnant Prisoners
12	Spit Hood (demonstrate)
13	Pepper spray (team)
14	Supervisor (role play)
15	Student de-brief

Control and Restraint - Initial 5 day Course (Day 4)

	Lesson summary:
1	Warm up and Recap
2	Passive Prisoner
3	Guiding Holds
4	Handcuffs
5	De-escalation
6	Waist Restraint
7	Stairway/Doorway
8	Changeover
9	Relocation
10	Scenario Practice
11	Student de-brief

Control and Restraint - Initial 5 day Course (Day 5)

	Lesson summary:
1	Warm up and Recap
2	Place into Teams
3	Rehearsals
4	Final Assessments
5	Debrief
6	Closure

20.2 Pre injury Declaration form

Tactical Training Pre-Injury Declaration

Name Site

Details of all known injuries or medical problems are to be advised prior to undergoing any physical tactical training.

HEAD AREA

TORSO AREA

ARMS&LEGS

OTHER

Course Instructor

Staff Signature

20.3 Helpful hints for Tactical Instructors.

“It’s not about you it’s all about the learner”

A common trap instructors can fall into is not putting the learner in the centre of the picture. Instructors can become bored with continually repeating a topic and want to try and make it more interesting by adapting it somehow. Be aware that while you may have seen something 100 times the learner hasn't.

(If you're bored, your students will be bored)

“Back in the day”

Adult learners will switch off quickly with too many “war stories” however on point anecdotes are useful to reinforce a particular point. Anecdotes should never be about how good you are, it would be better to give an example of a mistake you made and let them point out and learn from your mistake

(Humility is more effective than ego, keep it short and keep it real)

“Rolling with resistance”

Adult learners often need extra time to process new information and at times will need to do some “unlearning” particularly if they have previous training from other jurisdictions or those who study martial arts. Sometimes these individuals like to show off by teaching, be aware for comments such as “my last instructor showed me this”. Or “I used to teach it like this”. This is often veiled with good intentions like “I just trying to help”

As instructor it is important that the learners only practice techniques that are approved by the New Zealand Department of Corrections and with the direct supervision of a certified and current Tactical instructor. Having a strong understanding of the rationale of why we do a technique a particular way is vital in being a credible instructor.

(Empower yourself with the knowledge of WHY)

Time and Place

Be careful not to isolate a learner when providing feedback. This will only serve to stall learning and entrench their resistance. Feedback should be neither positive nor negative. The purpose of feedback is to build confidence and competence therefore any feedback you give to an individual or group must be constructive. Timing is everything if you break a person's concentration with micro-management the learner will struggle. Gets the gross body movements sorted first then focus on fine tuning their technique.

If problem persist inform the lead instructor who can observe common problems and can adjust or correct the issue as a group.

It is important when demonstrating any technique to a group not to show the learners how to do it wrong. Despite what you say they will follow what you do. Demonstrations should always be viewed as the correct way.

(Monkey see monkey do)

As learners we respond better to a positive than a negative statement i.e. "Do it like this" has more effect than "don't do it like that" with a negative statement you have only told the learner what not to do now they are confused because you haven't told what to do.

Another example would be, "hold on to that arm firmly, that's it, well done" is better than "don't let go of that arm or you'll lose control"

(Constructive feedback is the key to growth)

'If it's not broken don't fix it'

Sometimes in an attempt to head off a problem an instructor may introduce the problem however unfortunately more often than not people then start replicating the problem that the instructor was trying to avoid in the first place. This can be frustrating for all parties therefore it is important to only teach the learner what they need to learn.

"The more ways we teach the more people we reach"

It is important not to be rigid in your instruction style. As we are all different a flexible approach has a greater effect as long as you achieve the same result. You may need to adjust the way you teach a technique if an individual isn't getting it. Sometimes coming at a problem from a different approach is beneficial. If you get stuck perhaps another instructor may provide the difference. Often female instructors can better relate to female learners to help them get past the perceived issue of physical size and strength

20.4 Learning Styles

There are many different theories concerning learning styles.

Two popular models are;

Neil Flemings VARK model

Visual - Information in a graphical form (diagrams, charts, symbols, icons, pictures)

Audio - Information in spoken form (listening speaking)

Read Write - Information displayed in words (reading note taking)

Kinaesthetic - information through experiences (hands-on, tactile activities)

Peter Honey and Alan Mumford's model

Pragmatist

Pragmatists need to see the link between the learning and its practical application, and they like to experiment with ideas to see if they work in practice. They prefer to get on with things and don't like 'beating about the bush'.

Reflector

Reflectors learn best when they are able to sit back and observe from various perspectives before reaching any conclusions. They are cautious in their approach, and like to take the time to thoroughly absorb, analyse and digest what they have learned before putting it into practice. They appreciate time to formulate their opinions and review their learning without pressure of deadlines.

Theorist

Theorists learn by questioning, exploring and probing the logic behind assumptions and concepts. They appreciate being intellectually challenged, and like to take the time to analyse disparate facts and synthesise them into coherent theories. They take a logical, rational approach, and tend to be detached and objective.

Activist

Activists enjoy being the centre of attention, and throw themselves into practical, hands-on activities with great enthusiasm, often throwing caution to the wind. They are enthusiastic and relish new experiences and opportunities for learning. However, as soon as one activity is finished, they want to rush into the next without taking the time to reflect on what they have done.

Be aware of the stages of group development (Bruce Tuckman 1965)

The **forming–storming–norming–performing** model of group development was first proposed by Bruce Tuckman in 1963, who said that these phases are all necessary and inevitable in order for the team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results.

While CODP learners may have been together as a group for a few weeks the C&R course will be a new dynamic on the group. The learners will redevelop themselves as a group in five separate stages. Below are listed some of the emotions and behaviour that will be present, and some strategies to help the learners.

Note these may be either overt or covert.

Stages	Emotions and Behaviour	Strategies
Forming	<ul style="list-style-type: none"> • confusion • uncertainty • anxiety • assessing situation • testing ground rules • feeling out others • defining goals • getting acquainted • establishing rules 	<ul style="list-style-type: none"> • Take the Lead • Reassurance • Relaxed • Directive • Clear • Set goals and objectives • Encouragement • Humour
Storming	<ul style="list-style-type: none"> • disagreement over priorities • struggle for leadership • tension • hostility 	<ul style="list-style-type: none"> • Normalise • Encourage • Show Tolerance • Show Patience • Challenge destructive behaviour
Norming	<ul style="list-style-type: none"> • leadership accepted • trust established • standards set • new stable roles • co-operation 	<ul style="list-style-type: none"> • Recognise individual and group efforts • Provide learning opportunities and feedback
Performing	<ul style="list-style-type: none"> • Successful performance • flexible, task roles • openness • helpfulness • delusion, disillusion and acceptance 	<ul style="list-style-type: none"> • Celebrate success • Encourage team decision making • Provide opportunities to share learning across teams • Guide from the side with minimal intervention
Adjourning	<ul style="list-style-type: none"> • disengagement • anxiety about separation and ending • positive feeling towards leader • sadness • self-evaluation 	<ul style="list-style-type: none"> • Celebrate the success • Acknowledge the growth • Provide opportunity for open feedback • Keep closing comments short

20.5 Famous teaching quotes

Tell me and I **forget**
Teach me and I **remember**
Involve me and I **learn**
Benjamin Franklin

If a person can't learn the way we teach, maybe we should teach the way they learn
Ignacio Estrada

When all else fails try doing what the coach suggested
Anonymous

It's the teacher's job to adjust the teaching style to the learner not the other way around
Anonymous

A good teacher must be able to put themselves in the place of those who find it hard to learn
Eliphas Levi

Instructors are handpicked to inspire
Anonymous

A coach is someone who can give correction without causing resentment
John Wooden

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