





CONTROL & RESTRAINT MANUAL

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Use of Force Policy

September 2012

NOTE: The Policy does not contain information on tactical options which would compromise the operational stability within the SPS whilst damaging operational capability, effectiveness and efficiency.

1. Introduction //

This Policy outlines the Scottish Prison Service (SPS) position on the use of force by Prison staff, Prisoner Custody Officers and those who come into contact or work in the vicinity of prisoners during the course of their duties within our Prison estate.

This Policy will recognise that each prisoner is an individual with their own unique needs and promote equality, deal sensitively and appropriately with all prisoners (or persons affected by the Policy), including but not restricted to children & young people, age, sex, disability, pregnancy, race, religion or belief, sexual orientation and vulnerability.

2. Purpose //

The purpose of this Policy is to demonstrate the SPS commitment to providing an appropriate, proportionate, effective and as safe as possible response to managing difficult, confrontational and threatening situations.

This Policy affects all Prison Staff, Prisoner Custody Officers or those staff who come into contact with or work in the vicinity of prisoners in the course of their duties.

The SPS will ensure staff are given clear guidance and are trained to the highest standard, and in doing so ensuring our actions are lawful, necessary, reasonable and proportionate to the situation presented.

This Policy can be reviewed at any time.

3. Aims of the Policy //

It is not possible to determine every violent incident which staff may face, however it is important to recognise under Section 2 of the Health and Safety at Work Act 1974, the SPS has a duty to ensure, as far as is reasonably practicable, the Health, Safety and welfare of all of its employees.

Personal Protective Training (PPT) and Control and Restraint techniques are a recognised safe system of work designed to enable all staff to comply with Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011.

The SPS will provide staff with appropriate training in order to detect, deter, de-escalate and if necessary to protect themselves, prisoners and others from violent acts.

Staff will wherever possible and practicable use communication skills and other non physical techniques to enlist the willing co-operation of prisoners in an attempt to de-escalate the situation.

The use of force will only be considered when all other means have been exhausted or are deemed unlikely to succeed.

De-escalation must be considered at the earliest opportunity after force has been used. A review of the circumstances around the use of force will take place and where appropriate the individual will be part of the discussions.

The SPS will ensure that all staff are aware of their responsibilities to provide and attend training.

4. Prison Rules //

The authority for the use of force, is provided in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 which states the following:

Control of Prisoners

In the control of prisoners, an Officer must seek¹ :

- (a) To influence behaviour by example and leadership; and***
- (b) To enlist the willing cooperation of prisoners.***

An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:

- (a) Proportionate to the risk posed by the prisoner in that situation; and***
- (b) No more than necessary for the purpose of that situation.***

Where an Officer uses force against a prisoner that Officer will keep a written record of that use of force.

An Officer will not deliberately provoke a prisoner.

The SPS recognises there are varying levels of violence therefore a flexible and graduated response which is targeted, transparent and justifiable will be embraced.

5. Local Authority //

In all pre-planned events the authority to deploy a restraint team will be consistent across all SPS sites with the approval of the Head of Operations being necessary. In the event of the Head of Operations not being available or high-risk factors existing, then the Supervising Officer or most Senior person present will have the authority to deploy a restraint team, however the Head of Operations must be informed as soon as reasonably practicable thereafter.

In spontaneous incidents where the use of force is necessary, for example where an Officer(s) needs to resort to using force in order to defend themselves from attacks, prevent crimes or serious breaches of discipline, the level of force used must be necessary, proportionate and reasonable to the threat presented.

In all cases when force is used prison staff will submit a written report on a **Use of Force Reporting Form** and may be called upon to fully explain the circumstances and their reasons for using force.

1// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

6. Risk Considerations //

Where the use of force is pre-planned the Supervising Officer will consider any potential risks associated to the environment and the individuals needs i.e. children or young persons, pregnancy, disabilities or additional needs. They will ensure that any relevant information is made available to the restraint team.

7. Use of Force Reporting //

In all cases where force has been used a “Use of Force Report” will be completed. All staff involved will submit a written report as part of the **Use of Force Reporting Form**.

Others who are not involved but who are witnesses to the incident will submit reports using the same format.

8. Monitoring //

The establishment Head of Operations will ensure there is a robust numerical recording process in place which accurately records all instances where force has been used. This will inform changes to Policy, techniques and inform management responses to general enquiries.

The Head of Operations will continually review situations where force has been used and where necessary will investigate any identified inconsistencies or anomalies.

9. Training Responsibilities //

The SPS will provide staff with training as appropriate to their role.

Governors will ensure each establishment maintains an operational capacity to respond to confrontational and threatening situations.

Staff will have personal responsibility for ensuring they attend and maintain competence in the identified compulsory to role elements of Control and Restraint Training.

The Staff Training Managers will ensure there are sufficient training opportunities available for all staff and will ensure that there are an adequate number of qualified instructors available to deliver local training.

Additionally Governors will ensure there are sufficient numbers of trained staff in the following elements of Control and Restraint techniques:

- // Cuffing techniques
- // The application of body belt
- // Method of entry.

The SPS College Operational Risk Management (ORM) Team will ensure that there are sufficient training opportunities available to support establishments in maintaining operational requirements. Additionally they will ensure an adequate number of qualified National Instructors are available to deliver National Training.

10. Training Requirements //

As an absolute minimum staff must attend and maintain competence as follows^{2/}:

10.1 Prison Officer Recruits

Prison Officer Recruits will attend a minimum of 6-days Control and Restraint Foundation Training as part of their Officer Foundation Programme.

This will include PPT, Baton, Control and Restraint Phase I and Operational Support Team Foundation training.

10.2 Prison Officers

All Prison Officers will attend refresher training on PPT, Control and Restraint Phase I and Baton training on an annual basis.

In addition Prison Officers can volunteer to participate in Operational Support Team Advanced training and will attend annual training and assessment.

10.3 Operational First Line Managers

All Operational First Line Managers will attend refresher training on PPT, Control and Restraint I, Baton training, Plastic cuffs, the use of Body Belt and the Role of the Supervising Officer.

10.4 Senior Managers (F-I)

Operational Senior Managers will attend a minimum of 4-hours foundation training on PPT and a 2-3 hour refresher on an annual basis.

10.5 Non – Operational Staff

All staff who come into contact with prisoners or work in the vicinity of prisoners at any time in the course of their duties must attend a 4-hour foundation training session on PPT and subsequently 2-3 hrs refresher on PPT on an annual basis.

10.6 Local Control and Restraint Instructors

Local Control and Restraint Instructors will be selected through a Local Trawl process and will meet the requirements of a pre-determined Person Specification. They will attend a 10-day Instructor Training Course and if deemed competent they will be licenced by the SPSC to deliver local training for a 12-month period.

Local Instructors will deliver a minimum of 35 hrs local training per annum comprising of 4 x Phase I and two x PPT sessions (non operational foundation or refresher).

^{2/} The National Learning and Development Strategy Executive Group may on occasion include compulsory to role training for specific or individual roles within establishments which are over and above the minimum requirements. This will be included in the occupational health and well being policy.

Instructors will only be eligible for re-licensing if the minimum delivery has been achieved³. Annual assessment will take the form of either a full observation of their session delivery or an observation of selected elements of the training.

10.7 National Control and Restraint Instructors

National Control and Restraint Instructors will be selected through a National Trawl process and must meet the Personal Specification. They will be inducted into this role by the ORM team and once complete they will be licenced to deliver National training.

National Instructors will deliver a minimum of 35 hrs local training per annum comprising

4 x Phase I and 2 x PPT sessions (non operational foundation or refresher).

Additionally they will deliver 12 x Phase III, one x 5 day recruit training and attend 4 out of 6 National Instructor workshops.

Instructors will only be eligible for re-licensing if the minimum delivery has been achieved. Annual assessment will take the form of either a full observation of their session delivery or an observation of selected elements of the training.

10.8 Operational Risk Management Managers (C&R Instructors)

Operational Risk Managers who are licensed control and restraint instructors will also be assessed for re-licensing on an annual basis.

Given the nature of their work they will be required to deliver a minimum of 35 hrs training per year which will consist of the following elements of control and restraint training.

- // Control and Restraint Foundation
- // Control and Restraint Phase One
- // Operational Support Team Foundation
- // Operational Support Team Advanced
- // Personal Protective Training Operational
- // Personal Protective Training Non-Operational

In addition they must also deliver at least one of these elements during their licence period.

- // Control and Restraint Instructors Course
- // Control and Restraint Section Leaders Course
- // Control and Restraint Operational Support Team Leaders Course
- // PAVA Training
- // Tactical Options and Risk Considerations

³// Instructors who have been unable to deliver due to absence from work will be reviewed on a case by case basis provided their return to work is during the 12 month licence period.

11. Competence //

To maintain competence all staff will attend compulsory to role training on PPT or Control and Restraint Phase I Foundation and an annual refresher thereafter. If they are assessed not to be competent a local development plan will be put in place and they will attend for re-assessment as soon as it is practicable to do so.

Failure to attend training, when required, or demonstrate competence in PPT or Control and Restraints Phase I Foundation or refresher on an annual basis may lead to the individual's ability to fulfil their contractual role⁴.

To maintain competence, Instructors will deliver the minimum delivery hours prior to being assessed on an annual basis. If deemed not competent by the ORM Manager, they are allowed up to 8 weeks to prepare for re-assessment. They will not be authorised to deliver further training until they have been re-assessed as competent to do so.

If an Instructor fails to attend on their assessment date they will have 8 weeks to attend. Should they fail to appear then their licence will be revoked.

If outside the assessment/observation process it is identified that an Instructor has not maintained the required standard or has deviated from the approved training processes, their licence will be temporarily suspended until a development meeting takes place between an identified ORM Training Manager and the Instructor.

They will both review the circumstances, identify any learning or development required and put adequate supervision and monitoring sessions in place. The Instructor will not be permitted to deliver training without supervision from the ORM Manager or until the Manager re-issues the licence.

Note: Any individual who has been deemed not competent or who has had their licence revoked has the right of appeal. Please see Appeal Process (Resource Library Sharepoint).

12. Health and Safety //

A hazard spotting exercise must be carried out on all training areas identified prior to training taking place. A safety checklist and safe system of work must be carried out by the lead instructor on the day, prior to training taking place.

13. Complaints //

Any complaints about this Policy or the application of this Policy or contents contained therein should be done using the agreed staff or prisoner complaints procedure.

14. Impact Assessment //

This Policy has been impact assessed.

⁴// Partnership document SPS Managing Attendance and Absence Policy and Procedures, Section 8, Long Term Ill Health and Sickness (capability) process.

Selection and Licensing Process
for Control and Restraint Instructors



CONTROL & RESTRAINT instructor APPOINTMENT & SELECTION

1. Purpose //

This document provides the standardised process for the appointment of Control & Restraint Instructors, both Local and National.

There will be no deviation from this process unless this is agreed in writing with the Training Operations Unit Manager, Operational Risk Management **prior to any change being made.**

2. Background //

This process has been established in order to ensure a transparent and consistent approach to the appointment of Control & Restraint Instructors.

3. Selection Process – Local Control & Restraint Instructor //

There will be no Application Form for the appointment of a Local Control & Restraint Instructor.

The establishment Head of Operations will issue a standard Notice to Staff which will provide details of the requirement for Local Instructors, and inform how applications should be made.

The Notice to Staff will include details of the standard Person Specification for the appointment of Local Control & Restraint Instructors.

A sift will be carried out to which a TUS Representative will be invited. The Head of Operations will convene the sift panel.

Applicants successful at the sift panel will be invited to attend an interview board.

Interview boards will be convened by the advertising establishment, but must include the Head of Operations and **either** an ORM Manager, C&R National Instructor or local C&R Co-Ordinator.

At the interview stage, applicants will be required to participate in a practical demonstration which will cover identified modules relating to C&R Phase 1 or PPT. Modules to be covered will be identified to applicants at the time of the interview. *No more than 2 modules are required to be demonstrated.*

Applicants successful at the interview stage will be invited to attend the 2 week Control & Restraint Instructors Course.

4. Selection Process – National Control & Restraint Instructor

//

There will be no Application Form for the appointment of a National Control & Restraint Instructor.

The Operational Risk Management Unit Manager will issue the standard Notice to Staff for the appointment of National C&R Instructors. This Notice will provide details of the requirement for National Instructors, and inform how applications should be made.

The Notice to Staff will include details of the standard Person Specification for the appointment of National Control & Restraint Instructors.

A sift will be carried out to which a TUS Representative will be invited. Operational Risk Management Unit Manager will convene the sift panel.

At the interview stage, applicants will be required to participate in a practical demonstration which will cover identified modules relating to C&R Phase 1 or PPT. Modules to be covered will be identified to applicants at the time of the interview. *No more than 2 modules are required to be demonstrated.*

Applicants successful at the sift panel will be invited to attend an interview board.

Interview boards will be convened by the Operational Risk Management, but will include the Training Operations Unit Manager and an Operational Risk First Line Manager.

5. Competency

//

Successful applicants who have attended, and been assessed competent at, a 2 week Control and Restraint Instructors Training Course run by the SPS College will be licensed to deliver Local Control and Restraint Training.

The period of licence is for 12 months.

C&R Instructors will be assessed for re-licensing on an **annual** basis.

Elements covered in the assessment process will include annual training hours and an audit of the Safe System of Work and any other relevant C&R paperwork.

C&R Instructors will **either** be assessed on 2 elements taken from the C&R Manual or will undergo a full Session Observation.

Session Observation and assessment on 2 elements taken from the C&R Manual will happen on alternative years, e.g.

For example: Re-Licensing due in March of each year.

2012: Assessment on selected elements taken from the C&R Manual

2013: Session Observation

Instructors going forward for re-licensing will be advised by an ORM Manager prior to the assessment if they are to undergo Session Observation or assessment on selected techniques taken from the C&R Manual.

In the event that an Instructor fails an annual assessment they will be given the opportunity of a 8 week period to refresh their skills and a further assessment will be carried out.

Note: Instructors are not permitted to deliver any Control and Restraint Training during the ‘refresher’ period.

Should an Instructor fail at the second assessment they will not be re-licensed and must not take part in the delivery of any further Control and Restraint Training. Should they wish to continue as an Instructor then they must again undertake, and be assessed as competent at, a full Control and Restraint Instructors Course. This is subject to approval by the establishment’s Head of Operations.

Should an Instructor not be available within an 8 week period of their due date for reassessment then they will be deemed to have failed and will not be re-licensed.

Instructors who have resigned from their Instructor duties or failed their reassessment will only be reconsidered for reappointment by the Operational Risk Management Team at SPSC and with the approval of the Head of Operations and must attend a two week Instructors course.

6. Conclusion //

Only the aforementioned process will be used for the appointment of Control & Restraint Instructors, both at a Local and National Level.

If it is felt necessary to deviate from this process, written agreement must be sought from the Training Operations Unit Manager (ORM) **prior** to any change taking place.

Further information regarding the selection and appointment of Control & Restraint Instructors can be obtained from the Operational Risk Management

CONTROL & RESTRAINT INSTRUCTOR'S METHOD OF INSTRUCTION

1. Behaviours and Attitude

//

Control and Restraint Instructors teach skills which are vitally important to staff, to the establishment and to the Scottish Prison Service.

Instructors must always be conscious of the fact that they influence the attitudes and actions of others by what they say and do. At all times, they must be mature, balanced and professional in attitude, actions and approach. The presentation of a “macho” approach is likely to influence the manner in which staff perform their duties-to the serious detriment of their performance, their inter-personal relationships with prisoners and, ultimately, to the reputation of the Scottish Prison Service.

Instructors will be training men and women of varying ages, physical competence, operational experience and aptitude to learn. Some may be over-confident, others apprehensive. The Instructor's task is to assess, reassure, teach and produce at the end of the course a group which is both confident and competent to cope with the various types of violent situations which may arise in the course of the officers' normal duties.

Every training course, in whatever discipline, depends crucially on the Instructor's sensitivity, powers of observation, skills and ability to draw together all who take part in achieving a shared objective. The Instructor should always remember that a good course is much more than the sum of its parts. The importance of team work should be emphasised in order that the less capable are constantly encouraged and supported by colleagues who learn more quickly or who have more operational experience.

It is most important for Instructors constantly to bear in mind that all members of a course are colleagues and not recruits to be “knocked into shape”. Apart from the operational command structures, no distinction of rank or gender is made in Control and Restraint. The same standards apply to all.

2. Presentation

//

Instructors will act as a **role model** to their learners.

Their turnout should be **exemplary** and they should ensure that whatever clothing or equipment they wear is presentable, well-adjusted and appropriate to the job in hand. The Learner will only reflect the example set.

Instructors should be enthusiastic and dynamic in their delivery; this will convey itself to the learners and enhance their absorption and retention of the content.

3. Preparation //

The Instructor should have planned the session in advance, taking account of what is known about the skills and attitudes of the learners and the time available. The session timetable is merely a guide, and Instructors should not feel that they must stick rigidly to it. Individuals learn at different paces; what one finds comparatively easy another may need more time to absorb and may require more attention. It is nonetheless of crucial importance that the full scope of the course is covered effectively.

The Instructor should ensure that all necessary equipment is immediately available, serviceable and sufficient for the session.

If instructional duties are to be shared, a lead Instructor will be appointed by the Staff Training Manager and each Instructor should know their particular remit and areas of responsibility.

4. Teaching Techniques //

Instructors should be enthusiastic, but avoid talking too much. Five minutes of practise are worth an hour of verbalising. As a general guide to teaching Control and Restraint skills.

Instructors should:

- // **Demonstrate** – the full technique;
- // **Describe** – the scenario when the technique can be used and the intent of the technique. demonstrate it once more;
- // **Dissect** – Highlighting points of instruction, points of safety (This can be done at same time as the demo or after);
- // **Drill** – let the learners try it out; circulate amongst course members, encouraging and coaching;
- // **Debrief** – draw the attention to the main faults occurring but take care not to identify individuals – faults are always shared. Follow this by more practise; and discuss any technical or operational difficulties, drawing on the experience of course members.

Instructors should also:

- // make sure that everyone can clearly see the demonstration;
- // speak slowly and distinctly;
- // allow time for, and invite, questions;
- // question the participants to check understanding;
- // 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 learners may be.

5. Warm-up

//

This session often sets the tone for the remainder of the training. Instructors should make it purposeful and enjoyable, but take no longer than is necessary.

All exercises **must** conform to the SPS Safe Systems of Work on Warm-up Exercises.

6. Safety Precautions

//

Instructors must 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 Scottish Prison Service.

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 recreate it exactly. It follows that 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.

APPENDIX 1

Person Specification – Local Control & Restraint Instructors

Qualifications/Experience	Essential	Desirable
Incident Management experience		//
Competent in Phase I and Operational Support Team Advanced	//	
A broad range of experience within a prison setting	//	
A1 or A2 assessors award		//
Achievement or commitment to working towards the instructors pathway for development which must be endorsed by the line manager		//
First Aid at work Certificate		//
Safe Working	//	
Experience in delivering staff training		//
Skills	Essential	Desirable
Problem solving and sound decision making abilities	//	
The ability to communicate clearly and concisely both orally and in writing	//	
The ability to demonstrate sound leadership qualities	//	
Key Behaviours	Essential	Desirable
Mature and Professional attitude	//	
High degree of interpersonal skills and awareness	//	
Self-motivation and the ability to motivate others	//	
Ability to work effectively as a team member	//	
Must promote high standards consistent with the organisational behavioural competency framework, policies and uniform standards	//	
Be able to act as a role model to learners, with the ability to be enthusiastic and dynamic in their delivery		//

APPENDIX 2

Person Specification – National Control & Restraint Instructors

Qualifications/Experience	Essential	Desirable
Licensed Control & Restraint Instructor	//	
A1 or A2 Assessors award – or working towards this or a similar training award	//	
Achievement or commitment to working towards the instructors pathway for development which must be endorsed by the Line Manager		//
First Aid at Work Certificate		//
Working Safely	//	
Skills	Essential	Desirable
Problem solving and sound decision making abilities	//	
The ability to communicate clearly and concisely both orally and in writing	//	
The ability to demonstrate sound leadership qualities	//	
Basic Presentation Skills	//	
Proven ability to assess, reassure and teach individuals	//	
Key Behaviours	Essential	Desirable
Mature and Professional attitude	//	
High degree of interpersonal skills and awareness	//	
Self-motivation and the ability to motivate others	//	
Ability to work effectively as a team member	//	
Must promote high standards consistent with the organisational behavioural competency framework, policies and uniform standards	//	
Be able to act as a role model to learners, with the ability to be enthusiastic and dynamic in their delivery		//



TRAINING PACKAGES

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- a) Personal Protective Training Operational Foundation (National Delivery Only)
- b) Personal Protective Training Operational Refresher
- c) Personal Protective Training Non Operational Foundation
- d) Personal Protective Training Non Operational Refresher
- e) Control & Restraint Phase 1 Refresher
- f) Control & Restraint Baton Techniques
- g) Control & Restraint Cuffing Techniques
- h) Roles and Responsibilities of a Supervising Officer
- i) Control & Restraint Use of the Body Belt
- j) Method of Entry

Course Title

Personal Protective Training Operational Foundation //

Target Group: All operational staff

Course Aim: To provide learners with the knowledge and skills to apply the techniques in the Personal Protective training Package (IN110)

LO 1:

Recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91).

GROUP Discussion

Trainer will facilitate discussion of the key principles of the Use of Force in the control of prisoners and ask the group to state the key principles of the Use of Force in the control of prisoners in line with accepted response.

Accepted responses:

The authority for the Use of Force, is stated in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 and states the following:

Control of Prisoners

- (1) *In the control of prisoners, an officer must seek⁵:*
 - (a) *To influence behaviour by example and leadership; and*
 - (b) *To enlist the willing cooperation of prisoners.*
- (2) *An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:*
 - (a) *Proportionate to the risk posed by the prisoner in that situation; and*
 - (b) *No more than necessary for the purpose of that situation.*
- (3) *Where an Officer uses force against a prisoner that Officer must keep a written record of that use of force.*
- (4) *An Officer must not deliberately provoke a prisoner.*

⁵™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

5// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

LO 3:

Explain what the SPEAR™ system is and illustrate the reasons for its incorporation into SPS Personal Protective Training (PPT).

GROUP Discussion

Trainer will ask the group to explain their understanding what the S.P.E.A.R™ system is and illustrate the reasons for its incorporation into SPS Self Defence Techniques.

Learners will be able to explain and illustrate the following:

- // The S.P.E.A.R™ is a gross motor system based on the body's genetic survival reflex that assists us in protecting ourselves from danger. It addresses moving tactically under stress, so that hesitation inside the reactionary gap can be reduced.
- // The new Personal Protective training is not a martial art nor is it based on one and is suitable for a diverse audience, as the system is not gender, age, or size specific. Everyone can learn it due to the fact that its core is "hard wired" into each of us.
- // A review of the SPS self-defence training has highlighted the need to develop a revised training product aimed at current threats and risks to staff and which are simple and easy to learn. These should enhance the individuals confidence and ability to identify and consider their respond to incidents of potential "violence or out of control moments" whilst in the workplace.
- // There is no single type of assault situation equally there is no single remedy for the problem of assaults on prison staff. There is however a number of measures which can be introduced which will assist prison staff to avoid being attacked and to avoid being injured if attacked.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 4:

Describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments.

GROUP Discussion

Learners will be asked to describe how they can detect signs of aggression and possible violence, deter and then de-escalate these situations.

Detect

Learners will be asked to list observable physical reactions from prisoners such as:

- // Clenching of fists
- // Aggressive posturing (chest forward, chin out)
- // Gritting of teeth
- // Adjusting stance to an offensive position
- // Raised voice
- // Closing distance between them (reducing reactionary gap)
- // It should be stressed that if during an encounter an officer perceives a conflict between the subjects' spoken word and their body language, the officer may be justified in believing the body language until proved otherwise
- // Adrenalised, whitening of face, repetitive gestures, tapping of foot, finger rubbing, tapping of fingers, repetitive humming as a response, glazing of eyes

Deter

Learners will be asked to list the key behaviours and actions:

- // Present as professional at all times
- // Appear confident, giving the impression you are capable of dealing with the situation
- // Control the situation
- // Adopting an approach that is positive, assertive and confident will help to reduce the likelihood of becoming the victim of unwelcome attention
- // Evaluate your environment, weapons, escape, alarm, barricade, audience/cohorts, staff assistance

De-escalate

Learners will be asked to list the key behaviours and actions:

- // Speak calmly
- // Appear calm and composed
- // Be mindful of body language, Paralinguistic's (eg. tone of voice, loudness, speed of speaking)
- // Adopt non-violent posture
- // Don't argue
- // Don't raise your voice, lower if possible
- // Listen and show that you are listening
- // Don't try to solve the problem prior to calming the prisoner

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 5:

Demonstrate the 4 non violent postures*.

Simulation

Learners will then demonstrate the Non-Violent Postures* as described in the session plan observed by the Trainer to ensure compliance with requirements of each posture:

- // Negotiator Position*
- // Arms Folded*
- // Thinker*
- // Hands On Hips*

LO 6:

Describe how the body responds to fear or extreme stress and how the A-SAP™ training model relates to performance in a conflict situation.

GROUP Discussion

Trainer will facilitate a discussion around how the body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

Learners will be able to explain their understanding by describing:

- // The human body responds to threat and danger in a prescribed way, this is affected by chemicals that are released into the bloodstream. These chemicals cause the fight or flight reaction, however before this reaction occurs the brain has already initiated what is known as the flinch response.
- // To fully grasp the significance of the priority system of survival two vital areas must be understood. (A), even when the officer has awareness, if the speed, aggression or proximity of the attack is strong enough to initiate the flinch response, the physiological survival mechanisms that are hardwired in the body's nervous system will by-pass any cognitively learnt muscle memory personal safety techniques.* This important principle is referred to as the A-SAP™ model.
- // While the Flinch response cannot be eradicated it can be modulated through training. This is known as "converting the flinch".

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

A-SAP™ Breakdown

- // **A = AWARENESS**- Having an understanding of subject danger and warning signs and the associated risks. To prepare for such a confrontation both Personal CONSENT (having the will and skills to confront and engage the threat) and Professional CONSENT* (the SPS policies and procedures that allow an officer to engage the threat) need to be in place. To act with conviction and to make appropriate decisions, an individual also needs SKILL.
- // The factors that afflict performance in a conflict situation are:
 - // **S = SUDDENNESS** – How explosively the subject attacks
 - // **A = AGGRESSION** – The emotional content of the attack
 - // **P = PROXIMITY** – How close the subject is at initiation
- // The greater the SAP ‘factor’ the greater the impact on the individuals total capability.

LO 7:

Demonstrate the 4 types of “flinch response”* and the characteristics of each.

Simulation

Learners will work in pairs to each practice the 4 types of “flinch response”* and illustrate the characteristics of each. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following:

- // No Flinch (This is a rare phenomenon)
- // Primal Flinch*
- // Protective (Converting the Primal Flinch)*
- // Micro Flinch*

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 8:

Identify the location of the 'sweet spot', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*.

Simulation

Learners will work in pairs to practice locating the 'sweet spot', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following techniques:

- // Open Hand Requirement
- // Outside 90* Degree Concept
- // Point of contact*
- // Point of impact*

LO 9:

Demonstrate the following range of techniques.

- // Dry fire drills*, incorporating both 'on contact*' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.(Using the 5D's*)
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

Simulation

Learners will work in pairs to practice and demonstrate their understanding of each of the following:

- // Dry fire drills**, incorporating both 'on contact*' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.(Using the 5D's*)
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 10:

Learners will be able to explain the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, what they heard and what they felt.

GROUP Discussion

Trainer will facilitate a group discussion highlighting the key requirements of report writing and the accurate completion of the **Use of Force Reporting Form** subsequent to any use of force.

Accepted responses:

// In all cases where force has been used the Supervising Officer will ensure the approved documentation is completed. This will include a written report from all staff and will include what they saw, heard and felt which led them to have an “honest and genuinely held belief” that the safety of themselves, colleagues or other person was in danger. On this basis I took the following action: describe.

Trainer will facilitate discussion to ensure learners adequately state the key requirements of report writing subsequent to any use of force, emphasizing accuracy in relating what they saw, heard and felt. Trainer will also emphasise and the legal implication of failing to do so.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

Course Title

Personal Protective Training Operational Refresher //

Target Group: All operational staff

Course Aim: To provide learners with the knowledge and skills to apply the techniques in the Personal Protective Operational Refresher Training Package (IN112)

LO 1:

Learners will be able to recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91).

Discussion

Trainer will facilitate discussion of the key principles of the Use of Force in the control of prisoners and ask the group to state the key principles of the Use of Force in the control of prisoners in line with accepted response.

Accepted responses:

The authority for the Use of Force, is stated in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 and states the following:

Control of Prisoners

- (1) In the control of prisoners, an officer must seek⁶:**
 - (a) To influence behaviour by example and leadership; and**
 - (b) To enlist the willing cooperation of prisoners.**
- (2) An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:**
 - (a) Proportionate to the risk posed by the prisoner in that situation; and**
 - (b) No more than necessary for the purpose of that situation.**
- (3) Where an Officer uses force against a prisoner that Officer must keep a written record of that use of force.**
- (4) An Officer must not deliberately provoke a prisoner.**

⁶™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

⁶// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

LO 3:

Learners will be able to describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments.

GROUP Discussion

Trainer will lead a discussion highlighting the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and explain how staff can detect, deter, de-escalate incidents of potential violence or 'out of control' moments. Learners will be asked to describe how they can detect signs of aggression and possible violence, deter and then de-escalate these situations.

Detect

Learners will be asked to list observable physical reactions from prisoners such as:

- // Clenching of fists
- // Aggressive posturing (chest forward, chin out)
- // Gritting of teeth
- // Adjusting stance to an offensive position
- // Raised voice
- // Closing distance between them (reducing reactionary gap)
- // It should be stressed that if during an encounter an officer perceives a conflict between the subjects' spoken word and their body language, the officer may be justified in believing the body language until proved otherwise
- // Adrenalised, whitening of face, repetitive gestures, tapping of foot, finger rubbing, tapping of fingers, repetitive humming as a response, glazing of eyes

Deter

Learners will be asked to list the key behaviours and action:

- // Present as professional at all times
- // Appear confident, giving the impression you are capable of dealing with the situation
- // Control the Situation
- // Adopting an approach that is positive, assertive and confident will help to reduce the likelihood of becoming the victim of unwelcome attention
- // Evaluate your environment, weapons, escape, alarm, barricade, audience/cohorts, staff assistance.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

De-escalate

Learners will be asked to list the key behaviours and actions:

- // Speak calmly
 - // Appear calm and composed
 - // Be mindful of body language, Paralinguistic's (eg. tone of voice, loudness, speed of speaking)
 - // Adopt non-violent posture
 - // Don't argue
 - // Don't raise your voice, lower if possible
 - // Listen and show that you are listening
 - // Don't try to solve the problem prior to calming the prisoner
-

LO 4:

Learners will be able to demonstrate the 4 Non-Violent Postures*.

Simulation and Observation

Trainer will describe and demonstrate the postures. Learners will then demonstrate the Non-Violent Postures* as described in the session plan observed by the Trainer to ensure compliance with requirements of each posture:

- // Negotiator Position*
- // Arms Folded*
- // Thinker*
- // Hands On Hips*

TM & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 5:

Learners will be able to describe how the body responds to fear or extreme stress and how the A-SAP™ training model relates to performance in a conflict situation.

Discussion

Trainer will facilitate a discussion around how the body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

Learners will be able to explain their understanding by describing:

- // The human body responds to threat and danger in a prescribed way, this is affected by chemicals that are released into the bloodstream. These chemicals cause the fight or flight reaction, however before this reaction occurs the brain has already initiated what is known as the flinch response.
- // To fully grasp the significance of the priority system of survival two vital areas must be understood. Firstly, even when the officer has awareness, if the speed, aggression or proximity of the attack is strong enough to initiate the flinch response, the physiological survival mechanisms that are hardwired in the body's nervous system will by-pass any cognitively learnt muscle memory personal safety techniques.* This important principle is referred to as the A-SAP™ model.
- // While the Flinch response cannot be eradicated it can be modulated through training. This is known as "converting the flinch".

A-SAP™ Breakdown

- // **A = AWARENESS** – Having an understanding of subject danger and warning signs and the associated risks. To prepare for such a confrontation both Personal CONSENT (having the will and skills to confront and engage the threat) and Professional CONSENT* (the SPS policies and procedures that allow an officer to engage the threat) need to be in place. To act with conviction and to make appropriate decisions, an individual also needs SKILL.
- // The factors that afflict performance in a conflict situation are:
 - // **S = SUDDENNESS** – How explosively the subject attacks
 - // **A = AGGRESSION** – The emotional content of the attack
 - // **P = PROXIMITY** – How close the subject is at initiation
- // The greater the SAP 'factor' the greater the impact on the individuals total capability.

Trainer will facilitate discussion to ensure learners adequately describe how the body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 6:

Learners will be able to demonstrate the 4 types of “flinch response”* and the characteristics of each.

Simulation

Trainer will describe and demonstrate the 4 types of “flinch response”.

Learners will work in pairs to each practice the 4 types of “flinch response” and illustrate the characteristics of each. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following as described in the SPS PPT Training manual:

- // No Flinch (This is a rare phenomenon)
- // Primal Flinch*
- // Protective (Converting the Primal Flinch)*
- // Micro Flinch*

LO 7:

Learners will be able to identify the location of the ‘sweet spot’*, illustrating the increased strength of the outside 90 degrees concept* and open hand concept*.

Simulation

Using the 5Ds* principle the Trainer will describe and demonstrate the location of the ‘sweet spot’*, illustrating the increased strength of the outside 90 degrees concept* and open hand concept*.

Learners will work in pairs to practice locating the ‘sweet spot’*, illustrating the increased strength of the outside 90 degrees concept* and open hand concept*. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following techniques to the standard described in the SPS PPT Training manual:

- // Open Hand Requirement
- // Outside 90 Degree Concept*
- // Point of contact*
- // Point of impact*

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 8:

Learners will be able to demonstrate the following range of key techniques.

- // Dry fire drills*, incorporating both 'on contact*' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements. (Using the 5D's*)
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

Simulation

Trainer will describe/explain and demonstrate the following techniques:

Learners will work in pairs to practice and demonstrate their understanding of each of the following to the standard described in the SPS PPT Training manual:

- // Dry fire drills*, incorporating both 'on contact*' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements. (Using the 5D's*)
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

LO 9:

Learners will be able to explain the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, what they heard and what they felt.

GROUP Discussion

Trainer will facilitate group discussions highlighting the key requirements of report writing and the accurate completion of the **Use of Force Reporting Form** subsequent to any use of force.

Learners will respond with:

// In all cases where force has been used the Supervising Officer will ensure the approved documentation is completed. This will include a **Use of Force Reporting Form** completed by all staff involved and will include what they saw, heard and felt which led them to have an “honest and genuinely held belief” that the safety of themselves, colleagues or other person was in danger. On this basis I took the following action: describe.

Trainer will facilitate discussion to ensure learners adequately state the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, heard and felt. Trainer will also emphasise and the legal implication of failing to do so.

Course Title

PPT Non Operational Foundation

//

Target Group: All non operational staff who work un-escorted with prisoners.

Course Aim: To provide learners with the knowledge and skills to apply the techniques in the Personal Protective training Non operational Package (IN109)

LO 1:

Learners will be able to recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91).

GROUP Discussion

Trainer will facilitate discussion of the key principles of the Use of Force in the control of prisoners and ask the group to state the key principles of the Use of Force in the control of prisoners in line with accepted response.

Accepted responses:

The authority for the Use of Force, is stated in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 and states the following:

Control of Prisoners

- (1) *In the control of prisoners, an officer must seek⁷ :

 - (a) *To influence behaviour by example and leadership; and*
 - (b) *To enlist the willing cooperation of prisoners.**
- (2) *An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:

 - (a) *Proportionate to the risk posed by the prisoner in that situation; and*
 - (b) *No more than necessary for the purpose of that situation.**
- (3) *Where an Officer uses force against a prisoner that Officer must keep a written record of that use of force.*
- (4) *An Officer must not deliberately provoke a prisoner.*

⁷// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

LO 3:

Learners will be able to describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments.

GROUP Discussion

Learners will be asked to describe how they can detect signs of aggression and possible violence, deter and then de-escalate these situations.

Detect

Learners will be asked to list observable physical reactions from prisoners such as:

- // Clenching of fists
- // Aggressive posturing (chest forward, chin out)
- // Gritting of teeth
- // Adjusting stance to an offensive position
- // Raised voice
- // Closing distance between them (reducing reactionary gap)
- // It should be stressed that if during an encounter an officer perceives a conflict between the subjects' spoken word and their body language, the officer may be justified in believing the body language until proved otherwise.
- // Adrenalised, whitening of face, repetitive gestures, tapping of foot, finger rubbing, tapping of fingers, repetitive humming as a response, glazing of eyes

Deter

Learners will be asked to list the key behaviours and action:

- // Present as professional at all times
- // Appear confident, giving the impression you are capable of dealing with the situation
- // Control the Situation
- // Adopting an approach that is positive, assertive and confident will help to reduce the likelihood of becoming the victim of unwelcome attention.
- // Evaluate your environment, weapons, escape, alarm, barricade, audience/cohorts, staff assistance.

De-escalate

Learners will be asked to list the key behaviours and actions:

- // Speak calmly
- // Appear calm and composed
- // Be mindful of body language, Paralinguistic's (e.g. tone of voice, loudness, speed of speaking)
- // Adopt non-violent posture
- // Don't argue
- // Don't raise your voice, lower if possible
- // Listen and show that you are listening
- // Don't try to solve the problem prior to calming the prisoner.

LO 4:

Learners will be able to describe how the body responds to fear or extreme stress and how the A-SAP™ training model relates to performance in a conflict situation.

GROUP Discussion

Trainer will facilitate a discussion around how the human body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

Learners will be able to explain their understanding by describing:

- // The human body responds to threat and danger in a prescribed way, this is affected by chemicals that are released into the bloodstream. These chemicals cause the fight or flight reaction, however before this reaction occurs the brain has already initiated what is known as the flinch response.
- // To fully grasp the significance of the priority system of survival two vital areas must be understood. Firstly, even when the officer has awareness, if the speed, aggression or proximity of the attack is strong enough to initiate the flinch response, the physiological survival mechanisms that are hardwired in the body's nervous system will by-pass any cognitively learnt muscle memory personal safety techniques.* This important principle is referred to as the A-SAP™ model.
- // While the Flinch response cannot be eradicated it can be modulated through training. This is known as “converting the flinch”.

A-SAP™ Breakdown

- // **A = AWARENESS** – Having an understanding of subject danger and warning signs and the associated risks. To prepare for such a confrontation both Personal CONSENT (having the will and skills to confront and engage the threat) and Professional CONSENT* (the SPS policies and procedures that allow an officer to engage the threat) need to be in place. To act with conviction and to make appropriate decisions, an individual also needs SKILL.
- // The factors that afflict performance in a conflict situation are:
 - // **S = SUDDENNESS** – How explosively the subject attacks
 - // **A = AGGRESSION** – The emotional content of the attack
 - // **P = PROXIMITY** – How close the subject is at initiation
- // The greater the SAP ‘factor’ the greater the impact on the individuals total capability.

Trainer will facilitate discussion to ensure learners adequately describe how the body responds to fear or extreme stress and explain how the A-SAP™ training

LO 5:

Learners will be able to demonstrate the 4 types of “flinch response”* and the characteristics of each.

Simulation

Learners will work in pairs to each practice the 4 types of “flinch response”* and illustrate the characteristics of each. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following:

- // No Flinch (This is a rare phenomenon)
- // Primal Flinch*
- // Protective (Converting the Primal Flinch)*
- // Micro Flinch*

LO 6:

Learners will be able to identify the location of the ‘sweet spot’*, illustrating the increased strength of the outside 90 degrees concept* and open hand concept*.

Simulation

Learners will work in pairs to practice locating the ‘sweet spot’*, illustrating the increased strength of the outside 90 degrees concept* and open hand concept*. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following techniques:

- // Open Hand Requirement
- // Outside 90* Degree Concept
- // Point of contact*
- // Point of impact*

LO 7:

Learners will be able to demonstrate the following range of techniques.

- // Dry fire drills*, incorporating both 'on contact*' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm.

The application of an accepted range of breakaway techniques for disengaging from an assailant.

Simulation

Learners will work in pairs to practice and demonstrate their understanding of each of the following:

- // Dry fire drills**, incorporating both 'on contact**' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

LO 8:

Learners will be able to explain the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, what they heard and what they felt.

GROUP Discussion

Trainer will facilitate group discussions highlighting the key requirements of report writing and the accurate completion of the **Use of Force Reporting Form** subsequent to any use of force.

Accepted responses:

- // In all cases where force has been used the Supervising Officer will ensure the approved documentation is completed. The **Use of Force Reporting Form** covers all individuals written reports and will include what they saw, heard and felt which led them to have an "honest and genuinely held belief" that the safety of themselves, colleagues or other person was in danger. Learner will describe what actions they took.

Trainer will facilitate discussion to ensure learners adequately state the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, heard and felt. Trainer will also emphasise and the legal implication of failing to do so.

Course Title

Personal Protective Training

Non Operational Refresher

//

Target Group: All non operational staff who work un-escorted with prisoners.

Course Aim: To provide learners with the knowledge and skills to apply the techniques in the Personal Protective training Non operational refresher Package (IN111)

LO 1:

Learners will be able to recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91).

GROUP Discussion

Trainer will facilitate discussion of the key principles of the Use of Force in the control of prisoners and ask the group to state the key principles of the Use of Force in the control of prisoners in line with accepted response.

Accepted responses:

The authority for the use of force, is stated in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 and states the following:

Control of Prisoners

- (1) *In the control of prisoners, an officer must seek⁸:*
- (a) *To influence behaviour by example and leadership; and*
 - (b) *To enlist the willing cooperation of prisoners.*
- (2) *An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:*
- (a) *Proportionate to the risk posed by the prisoner in that situation; and*
 - (b) *No more than necessary for the purpose of that situation.*
- (3) *Where an Officer uses force against a prisoner that Officer must keep a written record of that use of force.*
- (4) *An Officer must not deliberately provoke a prisoner.*

⁸ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

⁸// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

LO 3:

Learners will be able to describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments.

Group Discussion

Trainer will lead a discussion highlighting the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and explain how staff can detect, deter, de-escalate incidents of potential violence or 'out of control' moments. Learners will be asked to describe how they can detect signs of aggression and possible violence, deter and then de-escalate these situations.

Detect

Learners will be asked to list observable physical reactions from prisoners such as:

- // Clenching of fists
- // Aggressive posturing (chest forward, chin out)
- // Gritting of teeth
- // Adjusting stance to an offensive position
- // Raised voice
- // Closing distance between them (reducing reactionary gap)
- // It should be stressed that if during an encounter an officer perceives a conflict between the subjects' spoken word and their body language, the officer may be justified in believing the body language until proved otherwise.
- // Adrenalised, whitening of the face, repetitive gestures, tapping of foot, fingers rubbing, tapping of fingers, repetitive humming as response. Glazing of eyes.

Deter

Learners will be asked to list the key behaviours and action:

- // Present as professional at all times
- // Appear confident, giving the impression you are capable of dealing with the situation
- // Control the Situation
- // Adopting an approach that is positive, assertive and confident will help to reduce the likelihood of becoming the victim of unwelcome attention
- // Evaluate your environment, weapons, escape, alarm, barricade, audience/cohorts, staff assistance.

TM & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

De-escalate

Learners will be asked to list the key behaviours and actions:

- // Speak calmly
- // Appear calm and composed
- // Be mindful of body language, Paralinguistic's (e.g. tone of voice, loudness, speed of speaking)
- // Adopt non-violent posture
- // Don't argue
- // Don't raise your voice, lower if possible
- // Listen and show that you are listening
- // Don't try to solve the problem prior to calming the prisoner.

LO 4:

Learners will be able to describe how the body responds to fear or extreme stress and how the A-SAP™ training model relates to performance in a conflict situation.

Group Discussion

Trainer will facilitate a discussion around how the body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

Learners will be able to explain their understanding by describing:

- // The human body responds to threat and danger in a prescribed way, this is affected by chemicals that are released into the bloodstream. These chemicals cause the fight or flight reaction, however before this reaction occurs the brain has already initiated what is known as the flinch response.
- // To fully grasp the significance of the priority system of survival two vital areas must be understood. Firstly, even when the officer has awareness, if the speed, aggression or proximity of the attack is strong enough to initiate the flinch response, the physiological survival mechanisms that are hardwired in the body's nervous system will by-pass any cognitively learnt muscle memory personal safety techniques.* This important principle is referred to as the A-SAP™ model.
- // While the Flinch response cannot be eradicated it can be modulated through training. This is known as "converting the flinch".

A-SAP™ Breakdown

- // **A = AWARENESS** – Having an understanding of subject danger and warning signs and the associated risks. To prepare for such a confrontation both Personal CONSENT (having the will and skills to confront and engage the threat) and Professional CONSENT* (the SPS policies and procedures that allow an officer to engage the threat) need to be in place. To act with conviction and to make appropriate decisions, an individual also needs SKILL.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

- // The factors that afflict performance in a conflict situation are:
 - // **S = SUDDENNESS** – How explosively the subject attacks
 - // **A = AGGRESSION** – The emotional content of the attack
 - // **P = PROXIMITY** – How close the subject is at initiation
- // The greater the SAP 'factor' the greater the impact on the individuals total capability.

Trainer will facilitate discussion to ensure learners adequately describe how the body responds to fear or extreme stress and explain how the A-SAP™ training model relates to performance in a conflict situation.

LO 5:

Learners will be able to demonstrate the 4 types of “flinch response”* and the characteristics of each.

Simulation

Trainer will describe and demonstrate the 4 types of “flinch response”.

Learners will work in pairs to each practice the 4 types of “flinch response”* and illustrate the characteristics of each. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following as described in the SPS PPT Training manual:

- // No Flinch (This is a rare phenomenon)
- // Primal Flinch*
- // Protective (Converting the Primal Flinch)*
- // Micro Flinch*

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 6:

Learners will be able to Identify the location of the 'sweet spot'^{*}, illustrating the increased strength of the outside 90 degrees concept^{*} and open hand concept^{*}.

Simulation

Using the 5Ds^{*} principle the Trainer will describe and demonstrate the location of the 'sweet spot'^{*}, illustrating the increased strength of the outside 90 degrees concept^{*} and open hand concept^{*}.

Learners will work in pairs to practice locating the 'sweet spot'^{*}, illustrating the increased strength of the outside 90 degrees concept^{*} and open hand concept^{*}. Trainer will observe learners and provide guidance and support where appropriate.

Learners will be able to demonstrate the following techniques to the standard described in the SPS PPT training manual

- // Open Hand Requirement
- // Outside 90^{*} Degree Concept
- // Point of contact^{*}
- // Point of impact^{*}

[™] & ^{*} indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 7:

Learners will be able to demonstrate the following range of key techniques.

- // Dry fire drills*, incorporating both 'on contact**' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

Simulation

Trainer will describe/explain and demonstrate the following techniques.

Learners will work in pairs to practice and demonstrate each of the following:

- // Dry fire drills**, incorporating both 'on contact**' and the '2" strike'.
- // How to convert flinch responses to a defensive or tactical response*.
- // The whole arm striking tactics requirements.
- // The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton.
- // The application of an accepted range of breakaway techniques for disengaging from an assailant.

™ & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

LO 8:

Learners will be able to explain the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, what they heard and what they felt.

GROUP Discussion

Trainer will facilitate a group discussion highlighting the key requirements of report writing and the accurate completion of the **Use of Force Reporting Form** subsequent to any use of force.

Learners will respond with:

// In all cases where force has been used the Supervising Officer will ensure the approved documentation is completed. This will include a **Use of Force Reporting Form** completed by all staff involved and will include what they saw, heard and felt which led them to have an “honest and genuinely held belief” that the safety of themselves, colleagues or other person was in danger. On this basis I took the following action: describe.

Trainer will facilitate discussion to ensure learners adequately state the key requirements of report writing subsequent to any use of force, emphasising accuracy in relating what they saw, heard and felt. Trainer will also emphasise and the legal implication of failing to do so.

TM & * indicates terminology used with the permission of Tony Blauer and Blauer Tactical Systems Inc.

Course Title

Control & Restraint Phase 1 Refresher

//

Target Group: Operational Staff

Course Aim: To provide staff with the knowledge and skills to carry out their role to enable them to deal with limited incidents of violence and situations which require the deployment of a restraints team. (IN004)

LO 1:

Describe the approval process required in order to deploy a restraint team as specified in the SPS Use of Force Policy.

GROUP Discussion

Trainer will ask the group to state the authority required prior to the deployment of a restraint team.

Learners should respond with the following:

- // Permission from the Head of Operations if pre planned deployment
- // If the Head of Operations is unavailable or high risk factors exist then the Supervising Officer (FLM) can authorise
- // If FLM authorises the deployment the Head of Operations must be informed as soon as possible thereafter.

LO 2:

Describe the risk assessment process for the deployment of a restraint team as per SPS supervising officer's responsibilities.

GROUP Discussion

Trainer will ask the group to state the risk assessment process prior to the deployment of a restraint team and underpinning knowledge re their definition of a dynamic risk assessment.

The learner's response should cover the following key points:

- // Circumstances of the incident
- // Staff
- // History of prisoner
- // Environmental considerations
- // Dynamic Risk Assessment definition

LO 3:

Describe the 4 medical conditions that may be triggered by or exacerbated by the use of force and the signs associated with each condition.

GROUP Discussion

Whilst in open forum the instructor will ask the learners to state the 4 medical conditions and describe the signs associated with each condition.

Learners should respond with the following conditions and the warning signs associated with each:

- // Positional Asphyxia
- // Excited Delirium
- // Psychosis
- // Sickle Cell Disease

LO 4:

Describe and demonstrate the role for each member of a restraint team as per SPS approved techniques.

GROUP Discussion AND SIMULATION

Learners will split into groups to each practice the role for each member of a restraint team. Group members will play the roles of the prisoner and numbers 1, 2, 3 and 4 to aid demonstration. Trainer will observe learners and provide guidance and support where appropriate.

LO 5:

Describe the roles and responsibilities of the Supervising Officer as per SPS approved procedures.

GROUP Discussion

Trainer will ask the group to state the Role and Responsibilities of the Supervising Officer.

The learner's response should cover the following key points:

- // Role Purpose
- // Risk assessments
- // Authority
- // Search procedures
- // Responsibilities prior to during and following the deployment

LO 6:

Describe the policy requirement for considering de-escalation and demonstrate the range of de-escalation procedures.

GROUP Discussion

Trainer will ask the group to describe the legal requirements for considering de-escalation and the demonstrate the range of de-escalation techniques.

The learner's response should cover the following key points:

- // Rule 91
- // Risk assessment
- // Responsibility of Supervising officer /No 1 of Restraint Team
- // Process for de-escalation

SIMULATION

Learners will demonstrate de-escalation techniques

- 1) Standing position
- 2) Seated position
- 3) Plastic cuffs

LO 7:

Demonstrate the application of the following techniques in accordance with the competencies as per SPS approved techniques:

Simulation

Learners will split into groups to each practice the stated techniques. Group members will play the roles of the prisoner and numbers 1, 2, 3 and 4 to aid demonstration. Trainer will observe learners and provide guidance and support where appropriate.

- // Inward rotation
- // Outward rotation
- // Straight and bent arm-locks
- // Surrender procedure for unarmed violent prisoner
- // Removal and relocation procedures for a non-compliant or unresponsive prisoner
- // Removal of a violent prisoner through doorways
- // Removal of a violent prisoner on stairways
- // Relocation techniques for a prisoner with additional needs
- // Managing violence during interviews
- // Removal techniques from a fixed object
- // Search procedures used during a restraint team removal and relocation
- // Procedures for separating fighters
- // Removal and relocation techniques for a violent unarmed prisoner
- // Transfer of a prisoner under restraint to a secure vehicle
- // Application of personal protective equipment
- // Surrender procedure for an armed violent prisoner
- // Removal and relocation procedures for an armed and violent prisoner whilst working as part of a restraint team.

Course Title

C & R Baton Techniques

//

Target Group: Operational staff who are issued with an SPS approved operational Baton

Course Aim: To introduce staff to, and give practical experience in the use of SPS approved operational batons, including identifying target areas and the delivery of strikes. (IN107)

(NOS) – SFJGC10 – Manage Conflict

LO 1:

State the legal and SPS guidelines for the use of SPS approved operational batons.

GROUP Discussion

Whilst in open forum the instructor will ask learners to state the legal guidelines for the use of batons.

Acceptable responses will include:

- // Rule 91
- // Use of baton is an extreme measure and its use must be necessary, reasonable and proportionate.
- // It may be prudent as a de-escalation method to deter individuals.
- // It is the last resort for personal protection or the protection of another individual
- // Officer should aim for parts of the body that are least likely to cause serious injury
- // Head is not a target and must not be struck except when there is immediate danger to the life of a member of staff or another prisoner
- // Contact with genitals should be avoided.

LO 2:

Demonstrate drawing for use, SPS approved operational batons as per SPS approved techniques. TRAINER TO SELECT APPROPRIATE BATON FOR TARGET GROUP.

Extendable Baton

Simulation

Learners will demonstrate the following as per approved SPS techniques:

- // Drawing Baton for Use
- // Close Quarter Stance
- // Extending the Baton
- // Verbal command Stop Get Back
- // Locating Baton on shoulder

Operational Support Baton Simulation

Learners will demonstrate the following as per approved SPS techniques:

- // Drawing Baton for Use
 - // Close Quarter Stance
 - // Extending the Baton
 - // Verbal command Stop Get Back
 - // Locating Baton on shoulder
-

LO 3:

Identify the approved target areas, including nerve points, as per SPS approved techniques.

GROUP Discussion

Whilst in open forum the instructor will ask learners to identify the approved target areas including nerve points.

Target areas

Acceptable responses will include:

- // Major muscle group: Motor points in the legs
- // Minor muscle group: Motor points in the arms
- // Joints and bones
- // Head, only in life threatening situation.

Nerve points

- // Common Peroneal Nerve
 - // Femoral Nerve
 - // Radial Nerve
 - // Median Nerve
-

LO 4:

Demonstrate the application of baton strikes as per SPS approved techniques.

Simulation

Learners will demonstrate the following competences as per SPS approved techniques.

- // Demonstrate fluid shockwave strike to Common Peroneal and Femoral Nerves
- // Demonstrate forward and backhand blocking strikes

LO 5:

State lines of attack and actions when faced with an improvised weapon attack.

GROUP Discussion

Whilst in open forum the instructor will ask learners to identify lines of attack and actions when faced with an improvised weapon.

Lines of attack

- // Downward diagonal
- // Downward vertical
- // Lateral
- // Straight thrusts (high/low).

Actions

- // Adopt protective stance (where possible)
- // Block/deflect the weapon arm
- // Use a defensive strike (proportionate power)
- // Look for an exit route
- // Use loud repetitive verbal commands.

Course Title

C+R Cuffing Techniques

//

Target Group: Operational staff that have been identified by their establishment and are competent in Control and Restraint Phase I

Course Aim: To introduce staff to, and give practical experience of, removing and relocating compliant prisoners by the use of Plastic Handcuff techniques and the application of alternative techniques using standard escort handcuffs (IN113)

LO 1:

Recognise the legal implication when called upon to use force in the workplace in the control of prisoners, and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91).

Group Discussion

Open forum – Trainer will ask the group to describe the key principles of the use of force in the control of prisoners.

Accepted responses demonstrating the ability to describe the key principles of the Use of Force should include:

// The authority for the use of force, is stated in Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011 and states the following:

Control of Prisoners

- (1) In the control of prisoners, an officer must seek⁹ :**
 - (a) To influence behaviour by example and leadership; and**
 - (b) To enlist the willing cooperation of prisoners.**
- (2) An Officer may only use force against a prisoner when it is necessary to do so taking into account all of the circumstances of the situation and the force used must be:**
 - (a) Proportionate to the risk posed by the prisoner in that situation; and**
 - (b) No more than necessary for the purpose of that situation.**
- (3) Where an Officer uses force against a prisoner that Officer must keep a written record of that use of force.**
- (4) An Officer must not deliberately provoke a prisoner.**

9// Rule 91 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011

LO 2:

Describe the guidelines in relation to the use of Plastic Handcuffs.

Group Discussion

Trainer will ask the learners, whilst in plenary, to describe the guidelines in relation to the use of Plastic Handcuffs.

Learners will respond with:

- // Plastic Handcuffs can only be applied to a compliant prisoner
 - // Decision for the application of Plastic Handcuffs rests with the Supervising Officer
 - // Only trained/competent staff will apply/remove the plastic cuffs.
-

LO 3:

State who should carry/apply Plastic Handcuffs.

Group Discussion

Trainer will ask the learners, whilst in plenary, to state who should carry/apply Plastic Handcuffs.

Learners will respond with:

- // Control and Restraint Instructors
 - // Number 1 in a Restraint team
-

LO 4:

State the 3 component parts of a Plastic Handcuff.

Group Discussion

Trainer will ask the learners, whilst in plenary, to state the 3 component parts of a Plastic Handcuff.

Learners will respond with:

- // Pull ring
- // Handcuff tails
- // Centre block.

LO 5:

State the purpose of the “Scarab Cutter”.

Group Discussion

Trainer will ask the learners, whilst in plenary, to state the purpose of the “Scarab Cutter”.

Learners will respond with:

// This is used during the removal process (for cutting the cuff)

LO 6:

Demonstrate the application and removal of Plastic Handcuffs when applied to a compliant “prisoner” from the front.

Simulation

Trainer will split learners into pairs each will practice the application/removal of the plastic handcuffs.

Learners will demonstrate the following in accordance with the competencies described:

- 1) Application of Plastic Handcuffs to a compliant “prisoner” from the front.
 - 2) Removal of Plastic Handcuffs from a compliant prisoner cuffed to the front.
-

LO 7:

Demonstrate the application and removal of Plastic Handcuffs when applied to a compliant “prisoner” from the rear.

Simulation

Trainer will split learners into pairs each will practice the application/removal of the plastic cuff.

Learners will demonstrate the following in accordance with the competencies described:

- 1) Application of Plastic Handcuffs to a compliant “prisoner” from the rear.
- 2) Removal of Plastic Handcuffs from a compliant prisoner cuffed to the rear.

LO 8:

Demonstrate the application and removal of Plastic Handcuffs when applied to a “prisoner” when under restraint.

Simulation

Trainer will split learners into groups. The Number 1 of the restraint team will apply/ remove the plastic handcuffs.

Learners will demonstrate the following in accordance with the competencies described:

- 1) Application of Plastic Handcuffs to a prisoner under restraint.
- 2) Risk assessment and removal of handcuffs.

LO 9:

State the types of cuffs in use and the component parts.

Group Discussion

In open discussion the instructor will ask participants to state the types of cuffs in use and their component parts.

Accepted answers should include:

Cuffs

Standard escorting cuffs (ratchet or D-lock)

Component parts

Cuff inserts

Locking barrel

Double lock mechanism

Keys

Escorting chain**Component parts**

Ratchet cuffs

Double locking mechanism

Key

Chain

LO 10:

Demonstrate the application of alternative cuffing and the three methods used to control a prisoner should they become non-compliant/violent.

Simulation

Learners will demonstrate the following in accordance with the competencies described:

- // Application of alternative cuffing
- // Gooseneck position with cuff on
- // Restraining hold at rear – officer with hand on prisoners shoulder
- // Restraining hold at rear – gooseneck at lower back.

N.B. Please note 'Alternative cuffing' is the recognised technique when dealing with potential violent prisoners and prisoners with a history of disruptive behaviour.

Course Title Role and responsibilities of a supervising officer (C&R) //

Target Group: Operational managers who are competent in Control and Restraint Phase I

Course Aim: To provide learners with the knowledge required to effectively supervise the removal of prisoners under restraint (IN007)

LO 1:

State the authority required in order to deploy a Restraint Team.

Group Discussion

Trainer will ask the learners, whilst in plenary, to state the authority required in order to deploy a Restraint Team.

Learners will respond with:

- // Prison rules and SPS policy on use of force, Rule 91 and minimum use of force
 - // Seek permission of the Head of Operations prior to deploying a Restraint Team
 - // If the Head of Operations is unavailable or high-risk factors exist, then the Supervising Officer (FLM) can authorise
 - // If FLM authorises the deployment the Head of Operations must be informed as soon as possible there after
-

LO 2:

Describe the risk assessment process for the deployment of a Restraint Team.

Group Discussion

Trainer will ask the learners, whilst in plenary, to describe the risk assessment process for the deployment of a Restraint Team.

Learners will respond with:

- // Staff are capable, confident and competent
- // Circumstances of incident, was it sporadic, planned, is it a protest, have staff been threatened, is the prisoner armed/unarmed, has violence been displayed
- // Environment conditions including location where prisoner has to be taken from i.e. work shed, exercise yard, kitchen, agents visits, visit room, gymnasium. What is the relocation route distance, are there any stairwells to be negotiated etc. Is the route indoors/outdoors, is there transport required? Ensure no prisoners or observers are in the vicinity
- // Prisoner history will include, age, physical condition, psychological condition, medical issues, language barrier, previous history of violence present attitude

- // Ensure the Restraint Team is appropriately equipped and briefed re the aforementioned
- // Check protective equipment (appropriate; correctly worn; complete and in good condition), ensure all faulty equipment is removed, all jewellery has been removed where appropriate and staff keys accounted for
- // Appropriate authorisation has been given.

LO 3:

State the role of a Supervising Officer.

Group Discussion

Trainer will ask learners, whilst in plenary, to state the role of a Supervising Officer.

Learners will respond with:

- // Continually conduct a dynamic risk assessment prior to and throughout the removal
- // Ensure the deployment is justified, reasonable, proportionate and necessary to the risk presented
- // Ensure that all appropriate control and restraint procedures/techniques are adhered to and only appropriate techniques should be used
- // Act as an observer/witness
- // Ensure the safety of the Restraint Team and prisoner throughout the incident
- // Maximise the use of all equipment and resources to resolve the incident where appropriate, including, negotiator, competent Restraint Team(s), Personal Protective Equipment, 4ft shield(s) cell keys, recording equipment and operator, receiving location, inform Electronic Control Room to halt route, method of entry, plastic handcuffs
- // Protect the Restraint Team from interference or distraction by other staff
- // Ensure reporting procedures are completed; this will include officers reports, accident investigation reports, **Use of Force Reporting Forms**, medical report, discipline reports, intelligence reports, information reports
- // Ensure the appropriate authorisation has been given.

LO 4:**State the circumstances when force can be used.****Group Discussion**

Trainer will ask the learners, whilst in plenary, to state the circumstances when force can be used.

Learners will respond with:

When faced with violence:

- // Only as a last resort but must be justified, proportionate, reasonable and necessary to the risk presented
- // When all other methods of persuasion have failed including verbal persuasion and negotiations where available
- // Where the prisoner has the potential to injure themselves or others
- // The prisoners behaviour could lead to the escalation of the situation
- // When there is a risk to the security of the prison i.e. loss of keys, damage to property.

LO 5:**List the responsibilities of a Supervising Officer prior to the deployment of a Restraint Team.****Group Discussion**

Trainer will ask the learners, whilst in plenary, to list the responsibilities of a Supervising Officer prior to the deployment of a Restraint Team.

Learners will respond with:

- // From the onset the supervising officer will issue an **order** to prisoner(s) – **stop what you are doing and comply with my instructions**, the **order** will be consistent with what incident is taking place i.e. regardless of the various incidents which we may face the basic principles of the order will be the same
- // Continued attempts to resolve the situation through dialogue will include issuing a proclamation – **“Is there anything I can reasonably say or do that will make you comply with my orders, if you do not force will be used against you?”**
- // Carry out a Dynamic Risk Assessment
- // Attain appropriate authority
- // Assemble the team and confirm competence
- // Arrange support staff presence Estates, medical, others etc
- // Brief the Restraint Team and others involved
- // Communicate to have route clear of all prisoners and staff
- // Arrange medical officer or nurse to attend relocation area

- // Brief the team and others (location of incident, associated risks, relocation, prisoner armed and type and of number of weapons; prisoner details; possible reason for incident)
 - // Arrange resources: PPE, CCTV plastic handcuffs, body belt, productions officer, video equipment and operator, vehicles etc.
-

LO 6:

State the relevant information that should be made available to the Restraint Team prior to deployment.

Group Discussion

Trainer will ask learners whilst in plenary, to state what relevant information that should be included in the brief to the Restraint Team prior to deployment.

Learners will respond with:

- // Identity of prisoner and location
- // Other details of prisoner – age, physical, medical and psychological condition
- // Circumstances which have lead to removal
- // Whether prisoner is violent
- // Whether prisoner is armed
- // Condition of cell/area
- // Relocation area and route.

LO 7:

List the responsibilities of a Supervising Officer during the deployment of a Restraint Team.

Group Discussion

Trainer will ask the learners, whilst in plenary, to list the responsibilities of a Supervising Officer during the deployment of a Restraint Team.

Learners will respond with:

- // Observe the team throughout deployment.
- // Ensure Control and Restraint practices are consistently applied
- // Arrange removal and preservation of evidence or weapons
- // Arrange removal of debris
- // Arrange withdrawal of team for safety considerations
- // Secure area should team be withdrawn or for evidential purposes
- // Ensure free passage along relocation route
- // Arrange relocation of prisoner
- // Continually carry out dynamic risk assessment
- // Consider de-escalation throughout removal
- // Ensure planned removals are video recorded where appropriate
- // Consider stress and fatigue of team members.

LO 8:

List the responsibilities of a Supervising Officer following the deployment of a Restraint Team.

Group Discussion

Trainer will ask the learners, whilst in plenary, list the responsibilities of a Supervising Officer on the completion of the removal by the Restraint Team.

Learners will respond with:

- // Check Restraint Team for injury
- // Debrief Restraint Team
- // Check equipment used (report damage or failure)
- // Ensure evidence preservation procedure is followed
- // Obtain and collate reports from all staff involved
- // Submit full report including recommendations
- // Consider well being of those involved including dignity of prisoner with regards to searching options
- // Arrange medical examination by nurse /medical officer on completion of full removal, dynamically risk assess and enter cell when safe to do so
- // Brief new location manager.

LO 9:

List what the risk assessment considerations are with regards to the Searching of a prisoner.

Group Discussion

Trainer will ask the learners, whilst in plenary, to describe what the risk assessment considerations are with regards to the searching of a prisoner.

Learners will respond with:

- // Character of the prisoner.
- // Age of the prisoner.
- // Medical, physical and psychological condition of the prisoner.
- // Removal to temporary accommodation
- // Risk or potential for, concealed weapons/drugs
- // Carried out in accordance with prison rules.

LO 10:

State the 3 options available to a Supervising Officer with regards to searching the prisoner.

Group Discussion

Trainer will ask the learners, whilst in plenary, to state the 3 options available to a Supervising Officer with regards to searching the prisoners and in conjunction with **Prison and Young Offenders Institutions (Scotland) Rules 2011 – Searching of Prisoners – Rule 92.**

Learners will respond with:

Explain the search options that are available to the supervising officer. Give examples of the circumstances that would be considered when choosing the option.

- // No search
- // Rub down search
- // Body search

A record of the decision reached must be fully documented on the relevant removal form.

LO 11:

Following removal/relocation state what information must be included in the use of force reporting form and who will provide this information.

Group Discussion

Trainer will ask the learners, whilst in plenary, following relocation state what information must be included in the report and who will provide this information.

Learners will respond with:

// Content of report should include what individuals saw, heard, felt and what action was taken

Information from:

// Supervising officer

// Restraint Team

// Nurse/medical officer

// Initial reporting officer

// Witnesses

// If relocated to a secure area ensure all relevant documentation is completed.

Course Title

Control & Restraint Use of the Body Belt //

Target Group: Selected Operational Staff who are competent in Control & Restraint Phase 1

Course Aim: To introduce staff to, and give practical experience of techniques used for the application and removal of the body belt (IN115)

LO 1:

Recall the key elements of Rule 96 of the Prisons and Young Offenders Institution (Scotland) Rules 2011, including:

- // circumstance for use
- // authorisation
- // timescales.

Group Discussion

Learners should respond with the following:

Circumstances for use

When the prisoner:

- // Threatens to injure, or is in the course of injuring, himself or herself or other persons;
- // Threatens to damage, or is in the course of damaging, property; or
- // Threatens to create, or is in the course of creating, a disturbance.

Authorisation

Application:

- // The Governor
- // A Registered Medical Practitioner (Doctor).

Removal:

- // A Registered Medical Practitioner (Doctor).

Timescales

- // A prisoner must not be placed in a body belt for any longer than is necessary
- // A prisoner must not be placed in a body belt for more than 12 hours without the authority of the Scottish Ministers.

LO 2:**State the component parts of the Body Belt.****Group Discussion**

Open Forum – Instructor will ask the group to state the component parts of the Body Belt.

Learners should respond with the following:

- // Leather belt containing a metal strip
 - // Hasp
 - // D Lock cuffs/Ratchet cuffs
 - // Padlock
 - // Keys
-

LO 3:**Demonstrate the application of the Body Belt.****Simulation**

Trainer will split learners into restraint teams; each team will practice the application of the body belt. Each learner will play the roles of the prisoner and numbers 1, 2, 3 and 4 to aid demonstration. Trainer will observe learners and provide guidance and support where appropriate.

LO 4:**Demonstrate the removal of the Body Belt.****Simulation**

Trainer will split learners into restraint teams; each team will practice the removal of the body belt. Each learner will play the roles of the prisoner and numbers 1, 2, 3 and 4 to aid demonstration. Trainer will observe learners and provide guidance and support where appropriate.

Course Title Method of Entry

//

Target Group: Staff identified locally

Course Aim: To provide learners with the knowledge and skills to operate 'Method of Entry Equipment' as per manufactures guidance and SPS Method of Entry procedures

LO 1:

Demonstrate the specific method of entry in conjunction to the equipment used at their establishment

Demonstration could include the following equipment:

- // Hand held intruder Ram
- // Hydraulic Ram
- // Electrical Ram
- // Ratchet Hexagon Key

Simulation

Instructor will ask learners to demonstrate the use of the **Hand Held Intruder Ram**.

Learners will demonstrate the following:

- // Safe component Assembly
- // Correct lifting procedures
- // Correct ram position on door
- // Proper application to door
- // Unlocking door, Cocking door handle
- // Correct hydraulic pump order
- // Use of wedges
- // Correct removal from door

Simulation

Instructors will ask learners to demonstrate the use of the **Hydraulic Ram**.

Learners will demonstrate the following:

- // Correct barrow position
- // Correct Assembly
- // Correct Ram Position at Door
- // Proper Lifting Procedure
- // Proper Application to door
- // Correct Pumping Order
- // Unlocking Door cocking Door Handle
- // Use of Wedges
- // Use of Screw Jack (additional extension);

Simulation

Instructor will ask learners to demonstrate the use of the **Electric Ram**.

Learners will demonstrate the following:

- // Safe components assembly
- // Correct lifting procedure
- // Correct ram position on door
- // Proper application to door
- // Unlocking door, Cocking door handle
- // Use of wedges
- // Use of wired remote control
- // Correct removal from door.

Simulation

Instructor will ask learners to demonstrate the use of the **Ratchet Hexagon Key**.

Learners will demonstrate the following:

- // Correct application of Ratchet Hexagon Key
 - // Correct removal of Hexagon bolts
 - // Correct dismantling of door bracket
 - // Demonstrate how door can open both ways
 - // Safe storage of Ratchet Hexagon Key
-

LO 2:

Demonstrate the safe operation of the Hooligan bar and Sledge Hammer.

Simulation

Instructor will ask learners to demonstrate the use of the **Hooligan Bar** and **Sledge Hammer**.

Learners will demonstrate the following:

- // Mandatory PPE use
- // Carrying procedures
- // Application to door frame (Hooligan Bar)
- // Safe hand position on Hooligan Bar
- // Operator stance (Hooligan Bar and Sledge Hammer)
- // Operating procedure
- // Correct removal of Hooligan Bar from door
- // Safe storage of Hooligan Bar and lifting procedures
- // Safe storage of Sledge Hammer when not in use

LO 3:**Demonstrate the safe operation of the Enforcer.****Simulation**

Instructor will ask learners to demonstrate the use of the **Enforcer**.

Learners will demonstrate the following:

- // Correct lifting procedure
- // Safe carrying procedure
- // Hand position
- // Safety shield
- // Operator stance
- // Operating procedure
- // Application to door/bottom hinge
- // Joint Hooligan Bar and Enforcer use.
- // Safe storage
- // Mandatory PPE use



ASSESSMENT CHECKLIST

PPT OPERATIONAL FOUNDATION

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments (only to be completed if competency is not evidenced)
LO1 Recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportion at (Prison Rule 91)			
LO4 Describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments			
LO5 Demonstrate the 4 non-violent postures*			
LO7 Demonstrate the 4 types of 'flinch response*' and the characteristics of each			
LO8 Identify the location of the 'sweet spot*', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*			
LO9 Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> Dry fire drills*, incorporating both 'on contact' * and the '2" strike* 			
<ul style="list-style-type: none"> How to convert flinch responses to a defensive or tactical response 			
<ul style="list-style-type: none"> The whole arm striking tactics requirements (using the 5Ds*) 			

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ASSESSMENT CHECKLIST

PPT OPERATIONAL FOUNDATION

Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO9 Cont/. Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton 			
<ul style="list-style-type: none"> The application of an accepted range of breakaway techniques for disengaging from an assailant 			
LO10 Explain the key requirements of report writing subsequent to any use of force, emphasizing accuracy in relating to what they saw, what they heard and what they felt.			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input style="width: 40px; height: 20px; margin-left: 10px;" type="checkbox"/>	Not Yet Competent <input style="width: 40px; height: 20px; margin-left: 10px;" type="checkbox"/>
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Candidate Notified of Appeal Process

Instructor's Signature _____

Candidate's Signature _____

Instructor's Signature _____

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ASSESSMENT CHECKLIST

PPT NON OPERATIONAL FOUNDATION

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO1 Recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91)			
LO3 Describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments			
LO4 Demonstrate the 4 non-violent postures*			
LO6 Demonstrate the 4 types of 'flinch response*' and the characteristics of each			
LO7 Identify the location of the 'sweet spot*', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*			
LO8 Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> Dry fire drills*, incorporating both 'on contact*' and the '2" strike* 			
<ul style="list-style-type: none"> How to convert flinch responses to a defensive or tactical response 			
<ul style="list-style-type: none"> The whole arm striking tactics requirements (using the 5Ds*) 			

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ASSESSMENT CHECKLIST

PPT NON OPERATIONAL FOUNDATION

Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO8 Cont/. Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton 			
<ul style="list-style-type: none"> The application of an accepted range of breakaway techniques for disengaging from an assailant 			
LO9 Explain the key requirements of report writing subsequent to any use of force, emphasizing accuracy in relating to what they saw, what they heard and what they felt.			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>
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ASSESSMENT CHECKLIST

PPT NON OPERATIONAL REFRESHER

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments (only to be completed if competency is not evidenced)
LO1 Recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91)			
LO3 Describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments			
LO4 Demonstrate the 4 non-violent postures*			
LO6 Demonstrate the 4 types of 'flinch response*' and the characteristics of each			
LO7 Identify the location of the 'sweet spot*', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*			
LO8 Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> Dry fire drills*, incorporating both 'on contact*' and the '2" strike* 			
<ul style="list-style-type: none"> How to convert flinch responses to a defensive or tactical response 			
<ul style="list-style-type: none"> The whole arm striking tactics requirements (using the 5Ds*) 			

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ASSESSMENT CHECKLIST

PPT NON OPERATIONAL REFRESHER

Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO8 Cont/. Demonstrate the following range of techniques:			
<ul style="list-style-type: none"> The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton 			
<ul style="list-style-type: none"> The application of an accepted range of breakaway techniques for disengaging from an assailant 			
LO9 Explain the key requirements of report writing subsequent to any use of force, emphasizing accuracy in relating to what they saw, what they heard and what they felt.			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input style="width: 40px; height: 20px; margin-left: 10px;" type="checkbox"/>	Not Yet Competent <input style="width: 40px; height: 20px; margin-left: 10px;" type="checkbox"/>
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ASSESSMENT CHECKLIST

C&R PHASE 1 REFRESHER (incl PPT Operational)

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
PPT OPERATIONAL REFRESHER			
LO1 Recognise the legal implication when called upon to use force in the workplace and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91)			
LO3 Describe the range of pre-cues relating to prisoners increasing levels of anger or anxiety, and how they can detect, deter, de-escalate and if necessary defend themselves in incidents of potential violence or 'out of control' moments			
LO4 Demonstrate the 4 non-violent postures*			
LO6 Demonstrate the 4 types of 'flinch response*' and the characteristics of each			
LO7 Identify the location of the 'sweet spot*', illustrating the increased strength of the outside 90 degrees concept* and open hand concept*			
LO8 Demonstrate the following range of techniques:			
• Dry fire drills*, incorporating both 'on contact*' and the '2" strike*			
• How to convert flinch responses to a defensive or tactical response			
• The whole arm striking tactics requirements (using the 5Ds*)			
• The application of the single arm striking technique, whilst attempting to raise the alarm via personal alarm, radio or to access their baton			
• The application of an accepted range of breakaway techniques for disengaging from an assailant			
LO9 Explain the key requirements of report writing subsequent to any use of force, emphasizing accuracy in relating to what they saw, what they heard and what they felt.			

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ASSESSMENT CHECKLIST**C&R PHASE 1 REFRESHER (incl PPT Operational)**

Learning Outcome	Competent	Not Yet Competent	Comments (only to be completed if competency is not evidenced)
C&R PHASE 1 REFRESHER			
LO1 Describe the approval process required in order to deploy a restraint team as specified in the SPS Use of Force Policy.			
LO2 Describe the risk assessment process for the deployment of a restraint team as per SPS Supervising Officer's responsibilities.			
LO3 Describe the 4 medical conditions that may be triggered by or be exacerbated by the use of force and the signs associated with each condition.			
LO4 Describe and demonstrate the responsibilities for each member of a restraint team as per SPS approved techniques.			
LO5 Describe the roles and responsibilities of the Supervising Officer as per SPS approved procedures.			
LO6 Describe the policy requirement for considering de-escalation and demonstrate the range of de-escalation procedures.			
LO7 Demonstrate the application of the following techniques in accordance with the competencies as per SPS approved techniques:			
• Inward rotation			
• Outward rotation			
• Straight and bent arm-locks			
• Surrender procedure for unarmed violent prisoner			
• Removal and relocation procedures for a non-compliant or unresponsive prisoner			
• Removal of a violent prisoner through doorways			
• Removal of a violent prisoner on stairways			
• Relocation techniques for a prisoner with additional needs			
• Managing violence during interviews			

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ASSESSMENT CHECKLIST

C&R PHASE 1 REFRESHER (incl PPT Operational)

Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO7 Cont/. Demonstrate the application of the following techniques in accordance with the competencies as per SPS approved techniques:			
• Removal techniques from a fixed object			
• Search procedures used during a restraint team removal and relocation			
• Procedures for separating fighters			
• Removal and relocation techniques for a violent unarmed prisoner			
• Transfer of a prisoner under restraint to a secure vehicle			
• Application of personal protective equipment			
• Surrender procedure for an armed violent prisoner			
• Removal and relocation procedures for an armed and violent prisoner whilst working as part of a restraint team			

Other Training Options	Individual Assessment Checklist Annotated		
	Yes	No	Comments <i>(only to be completed if not attached)</i>
C&R Baton Techniques			
C&R Use of the Body Belt			
C&R Cuffing Techniques			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
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ASSESSMENT CHECKLIST

C&R – BATON TECHNIQUES

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO1 State the legal and SPS guidelines for the use of SPS approved operational batons			
LO2 Demonstrate drawing for use, SPS approved operational batons, as per SPS approved techniques			
LO3 Identify the approved target areas, including nerve points, as per SPS approved techniques			
LO4 Demonstrate the application of baton strikes as per SPS approved techniques			
LO5 State the lines of attack and actions when faced with an improvised weapon attack			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
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ASSESSMENT CHECKLIST

C&R – CUFFING TECHNIQUES

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments (only to be completed if competency is not evidenced)
LO1 Recognise the legal implication when called upon to use force in the workplace in the control of prisoners, and to be able to clearly demonstrate when their actions would or would not be seen to be necessary, reasonable and proportionate (Prison Rule 91)			
LO2 Describe the guidelines in relation to the use of plastic handcuffs			
LO3 State who should carry/apply plastic handcuffs			
LO4 State the 3 component parts of a plastic handcuff			
LO5 State the purpose of the “Scarab Cutter”			
LO6 Demonstrate the application and removal of plastic handcuffs when applied to a compliant “prisoner” from the front			
LO7 Demonstrate the application and removal of plastic handcuffs when applied to a compliant “prisoner” from the rear			
LO8 Demonstrate the application and removal of plastic handcuffs when applied to a “prisoner” when under restraint			
LO9 State the types of cuffs in use and the component parts			
LO10 Demonstrate the application of alternative cuffing and the three methods used to control a prisoner should they become non-compliant/violent			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>
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ASSESSMENT CHECKLIST

C&R – SUPERVISING OFFICER

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments (only to be completed if competency is not evidenced)
LO1 State the authority required in order to deploy a restraint team			
LO2 Describe the risk assessment process for the deployment of a restraint team			
LO3 State the role of the Supervising Officer			
LO4 State the circumstances when force can be used			
LO5 List the responsibilities of a Supervising Officer prior to the deployment of a restraint team			
LO6 State the relevant information that should be made available to the restraint team prior to deployment			
LO7 List the responsibilities of a Supervising Officer during the deployment of a restraint team			
LO8 List the responsibilities of a Supervising Officer following the deployment of a restraint team			
LO9 List what the risk assessment considerations are with regards to the searching of a prisoner			
LO10 State the 3 options available to a Supervising Officer with regards to the searching of a prisoner			
LO11 Following removal/relocation state what information must be included in the Use of Force Reporting form and who will provide this information			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>
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ASSESSMENT CHECKLIST

C&R – USE OF THE BODY BELT

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO1 Recall the key elements of Rule 96 of The Prisons and Young Offenders Institutions (Scotland) Rules 2011, including: <ul style="list-style-type: none"> • Circumstance for use; • Authorisation; • Timescales 			
LO2 State the component parts of the body belt			
LO3 Demonstrate the application of the body belt			
LO4 Demonstrate the removal of the body belt			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input style="width: 40px; height: 20px;" type="checkbox"/>	Not Yet Competent <input style="width: 40px; height: 20px;" type="checkbox"/>
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ASSESSMENT CHECKLIST

METHOD OF ENTRY

NAME:	PAY REF NO:	DATE:
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Learning Outcome	Competent	Not Yet Competent	Comments <i>(only to be completed if competency is not evidenced)</i>
LO1 Demonstrate the specific method of entry in conjunction to the equipment used at their establishment. Demonstration could include the following equipment: <ul style="list-style-type: none"> • Hand Held Intruder Ram • Hydraulic Ram • Electrical Ram • Ratchet Hexagon Key 			
LO2 Demonstrate the safe operation of the Hooligan Bar and Sledge Hammer			
LO3 Demonstrate the safe operation of the Enforcer			

CANDIDATES MUST DEMONSTRATE COMPETENCE IN ALL LEARNING OUTCOMES

Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
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Control and Restraint Governors and Managers Actions
Notices and Documentation



INDEX OF RELEVANT GOVERNOR AND MANAGERS ACTION NOTICES

1. **24 A/02**
REVISED POLICY FOR CONTROL AND RESTRAINTS
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/24A-02.pdf>
2. **11 A/10**
CONTROL AND RESTRAINT INSTRUCTORS: ESTABLISHMENT REQUIREMENTS AND DELIVERY HOURS
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/11A-10.pdf>
3. **15 A/10**
CONTROL AND RESTRAINT INSTRUCTORS: TRAINING SHOE ALLOWANCE
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/15A-10.pdf>
4. **21A/10**
Uniform – Control and Restraints Instructor
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/21A-10.pdf>
5. **53A/11**
SAFETY DURING CONTROL AND RESTRAINT TRAINING
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/53A-11.pdf>
6. **23/12**
PERSONAL Protective TRAINING (PPT)
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/23-12.pdf>
7. **42A/12**
REVISED POLICY FOR CONTROL AND RESTRAINTS PERSONAL Protective TRAINING (PPT)
<http://spsportal/sites/psd/prl/DocLibrary/Document%20Library/42A-12.pdf>
8. **47A/12**
Safe System of Work Number: SPSC C&R 1 & PPT June 2012 Version)
<http://spsportal/sites/psd/prl/DocLibrary/Document Library/47A-12.docx>
9. **27A/13**
ADVICE RELATING TO STAFF RECEIVING ANTICOAGULANT TREATMENT
<http://spsportal/sites/FABS/ED/SS/Notices/2013%20Notices/Governors%20and%20Managers%20Notices/27A-13.pdf>

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