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**POLICE
SCOTLAND**

Keeping people safe

**NATIONAL OPERATIONAL
SAFETY TRAINING**

**TEACHING PACK
NATIONAL RECERTIFICATION 2
DAY COURSE**

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Version Control Table

Initial OST Course Teaching Pack

Version	History of Amendments	Date	Amended by
1.0	Initial Word Version		
2	Amended Safety briefing added	11/08/2021	[REDACTED]
3	Minor amendments to assessment criteria and Taser input, removal of shields and 4 person lift	15/05/2022	[REDACTED]
4	Come Along hold technique 2 added	25/05/2022	[REDACTED]
5	Come along hold 2 Technique removed and changes as to which officers attend course	06/10/2022	[REDACTED]

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Introduction

This teaching pack is intended to provide operational safety instructors with guidance on delivering the National Operational Safety 2 day recertification Course.

Safety Briefing

Safety Briefing (to be read out prior to commencing training)

The training you receive will be fundamental to your safety in your operational role.

The training has been designed to reduce the possibility of injuries being sustained whilst these techniques are being learned and practised. Whilst you are on this course, your safety is of paramount importance.

All the training you need to undertake on this course will carry a degree of risk and there will be the potential for you to become injured. To reduce this risk to a minimum, it is essential that the following instructions are strictly adhered to at all times.

- If you are on light or protected duties, under the care of Occupational Health & Welfare Unit or cited for court on this date, you must declare this to a trainer. This may result in you being removed from the training
- You will obey the Instructor's instructions. When you hear the whistle/vocal command to stop, you will immediately stop what you are doing.
- Listen to all instructions and observe carefully all demonstrations undertaken by the Instructor. If you are **unsure** or **unclear** or **do not understand** what is required of you, you must ask the Instructor before you commence practise of the technique yourself.
- If you behave in a manner which is considered by the Instructor to be dangerous, reckless or unprofessional, you will be removed from the course and may be subject to disciplinary action. All students are responsible for their actions as outlined under the Health & Safety Work Act 1974.
- You will remove all rings, watches and other jewellery (including piercings) prior to the commencement of training. Long hair should be neatly tied up, no ponytails will be permitted, nails will not be excessively long and all must comply with the S.O.P concerning uniform standards.
- You will wear all protective equipment as provided and instructed, specific to your role (including body armour), unless directed otherwise by the Instructor.
- If you think there may be any reason why you cannot take part in any element of the course, you must declare this to an Instructor before commencement of the training. He/she will take direction as to whether you will undertake the training.
- You will take cognisance to the levels of resistance/response detailed in the situational training.
- During the situational training, the Instructor (at their discretion), may call out further information/instructions, in order to navigate the situational training for both the students and the subject's benefit.

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- During the situational training you will not carry out empty hand or baton strikes at any time on a subject.
- Aspects of the course will include searching techniques therefore it is advised to remove any items that are personal to you or may cause injury.
- Any injury sustained must be reported at the time to an Instructor.
- If any student is involved in an incident which might have resulted in an injury, i.e. a near miss, this must be reported at the time.
- If whilst practising techniques with your partner, your partner feels pain. He/she will indicate this by either:

Patting out
OR
Shouting “pain”

If any of these signs are displayed, the practising officer will slowly relax the technique.

Ensure that you pay attention very carefully to the Instructor whilst he/she is speaking and/or demonstrating. Failure to do so may result in you suffering an unnecessary injury.

Risk Assessments/Health and Safety checklist

Preparation for training

Full safety briefing regarding Operational Safety Training including aims and objectives are available

Identify and document the generic risks associated with the delivery of the training elements and techniques contained within the programme

Determine the control measures required to eliminate/reduce the risks

Accident / incident reporting procedures are in place

Instructors are required to hold a current First Aid at Work Certificate however, if this is not the case it is permissible to engage in Operational Safety Training providing a qualified First Aider is readily available within the venue for the duration of the course

Instructors will be aware of the available First Aid provision

Appropriate wipes will be available

In the event of fire, instructors to ensure there are sufficient exits for everyone to get out easily and identify primary and secondary escape routes

Check that the fire exits and escape routes are clear, unobstructed and can be opened if required, prior to training starting. Identify and resolve any problems prior to the training beginning

If fire extinguishers and fire fighting equipment are readily accessible, is there evidence of them being regularly inspected and in good repair?

Know what the fire alarm sounds like, and know where the assembly point is. If there is no designated assembly point outside the building, designate one yourself!

Liaise with the host's management (if the venue is at another organisation) to make sure you know what to do and where to assemble if the fire alarm is sounded

Inform the class at the start of the training what to do in the event of the fire alarm being sounded, and how to raise the alarm

Mats are to be cleaned after each use

Lungs in CPR Manikins to be changed regularly

Building Sustainability

Training arena to be maintained and kept clear of any obstacles or hazards which may cause risk to students and instructors

Furniture and equipment stored in the training area must be moved to give unrestricted training areas. Where this is not possible, it should be padded so as to protect against students falling or impacting against same

Heating system to be in place and working during periods of reduced temperature

During periods of excessive heat, ventilation of the training area to be maintained

The venue will be in good repair, particularly internally. Electrical fixtures and fittings will also be in good repair

Any electrical equipment must be in good condition and safe to use. If you are in any doubt as to a piece of equipment's safety, do not use it

If you notice any electrical equipment defects, report them immediately and arrange for repair. In the interim, do not use the equipment and if possible remove the plug if considered dangerous

Instructors to ensure that all electrical equipment has been checked for safety. If inspection dates are out of date, get the equipment checked and tested as soon as possible by calling Property Services and requesting a test

In the event that electrical equipment, fixture and fittings are not owned by Police Scotland, and appear to be unsafe or in poor condition, and there is a possibility that trainers or students may come into contact with them. Immediately inform the venues nominated contact and inform him/her of the problem. DO NOT continue or start training in an unsafe environment

All fire exits and routes must be easily operable, clearly signed and unobstructed

Access routes will be kept clear and free from obstruction.

If glazing is present in vulnerable areas/positions, it must be protected, toughened or of sufficient thickness so that it will not break if impacted by a falling person or baton

All venues must have good levels of lighting; natural or artificial

The floors must be of a sound fabric and in good condition and be kept clean at all times during training

All training venues will have available on-site adequate toilet facilities in a clean and good condition

Washing facilities must have hot and cold running water. They must also have soap and clean towels, or other means of drying themselves for trainers and students

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There should be separate toilet/washing facilities for men and women. If this is unavailable, the facility should be a separate room with a lockable door

An adequate supply of drinking water must be available

Nature and Type of Training

Safety briefings at commencement of training and declaration of any injuries/medical conditions

Any declared injury by a student must be recorded and if a trainer feels that the adjustments required are not reasonable or the injury is significant and taking part in the training may further exacerbate the injury then the trainer may refuse the student to take part.

If this occurs trainers will contact a Coordinator ASAP to allow the students line manager to be informed

All students must be operationally fit to undertake the training

Students will not be training as a test for competency or assessment for Occupational Health

Any student obviously wearing any type of support strapping or showing a sign of injury to be spoken to, and their ability to participate in the training confirmed

Students should be in possession of all uniform personal protection equipment, including holders and body armour

Students will inspect their issued PPE, holders and body armour for defects

Students will clean their handcuffs with appropriate wipes prior to commencement of training

All Instructors to be certified and authorised as per national guidelines

Instructors must ensure their own fitness levels are adequate to conduct the planned training session

At least one qualified First Aider to be present during training

Agreed standards for Student to Instructor ratio as per national guidelines

Injury checks to be conducted throughout the training session, and at the conclusion of training

All injuries sustained to be reported prior to participants leaving venue, by notifying Instructors. Accident reporting documentation to be completed

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Near Miss / Dangerous Occurrences to be reported

Teaching methods – Problem, Solution, Breakdown to be followed

Undertaking Training

If applicable, mats to be made available for students

Verbal briefing to students re; hazard when mats utilised

Instructors to ensure any training aids, when not in use, to be placed in an identified safe area

Verbal briefing re; hazard when water sprays utilised during training

Verbal briefing re; hazard of wearing personal PPE during certain drills

Verbal briefing re; hazard of spatial awareness when moving

Verbal briefing re; hazard of spatial awareness when drawing a baton

Verbal briefing re; hazard of wearing personal PPE during drills

Verbal briefing re; holding of pads during drills

Instructors should strategically place themselves to ensure they can observe fully what is going on, are not at risk from being struck and are close enough to intervene if necessary

Multi directional drills may be conducted and these will be under strict control, using loud verbal commands and/or a whistle, and the instructors need to remain outside the area of practice and be extremely vigilant of the behaviour of students conducting the drill

Equipment Checklist
Inventory of equipment
Location:

ITEM DESCRIPTION	MAKE/ MODEL	SERIAL NO	S.P. CODE	QUANTITY AT (date)	CHANGES DURING THE YEAR		
					QUANTITY +/-		
Floor Mats							
Strike Pads							
First Aid Manikins							
Training Defibrillators							
Pressure Bandages							
Choking Rescue Vests							
First aid kit							
Wipes							
Ampel Probes							
Training Batons							
Water Spray and Lids							
Training Knife							
Water Safety Kit							

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Metal Detector							

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Teaching Methods

The recognised teaching method for National Initial Operational Safety Training is Problem, Solution, and Breakdown.

The techniques/theory should be demonstrated by the instructors followed by comprehensive practice.

Techniques will be practiced by the students in isolation; however the techniques will be further practiced and enhanced by situational training and consolidation drills. Instructors will emphasise throughout the training the realities of operational policing, and the challenges faced when dealing with non-compliant persons.

A copy of the timetable is in Appendix A.

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Lesson Plan

COURSE: Initial Operational Safety Training

Day 1 - Lesson Plan

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Lesson Title	Operational Safety Training Course – Day 1
Trainer	Operational Safety Training Instructors
Students	Operational Officers/staff
Duration	8 hours
Date Prepared	20/05/2022
Prepared by	[REDACTED]
<p>The learner will be able to;</p> <p>Apply the principle techniques involved in Emergency Life Support</p> <p>Explain the theories, principles and concepts relating to OST.</p> <p>Demonstrate appropriate techniques and procedures in line with the current Operational Safety Manual</p> <p>Demonstrate correct edged weapon tactics in line with the current Operational Safety Manual</p> <p>Demonstrate all Custody awareness techniques in line with the current Operational Safety Manual</p>	

References used	National Operational Safety Manual, Instructors Guidance, Teaching Pack, Risk Assessments, and PowerPoint. Operational First Aid PowerPoint and Lesson Notes/Manual	
Resources/Equipment required	Classroom, PowerPoint Facilities, Sound Facilities, Training AEDs, CPR Manikins, Choking Rescue Vests, Pressure Bandages, Trigene wipes, Water Safety equipment and PPE.	
Content/Delivery	Student activity	Timings
<p>First Aid Input</p> <p>This is a combination of PowerPoint input and practical demonstrations and practical exercises.</p>	Watch, listen, practical exercises, question and answer	195 minutes
<p>Introduction to the programme</p>	Watch, listen, question and answer	0-15 mins


<p>The content of the course should be explained to the course participants</p> <p>Advise course participants that the nature of the course may prove emotionally difficult for personal reasons. Should this be the case, encourage course participants to identify this to the instructor(s) if they feel it is pertinent to do so</p> <p>Personal experiences should be encouraged to be shared for the benefit of the course</p> <p>Explain personal hygiene considerations for the course</p> <p>Health and Safety/Personal Hygiene in an operational sense should be referred to. This is to include protection from blood borne viruses and needlestick injuries. Actions to be taken in the event of these issues occurring should be identified</p> <p>Explain the priorities of treatment for a casualty</p> <div data-bbox="443 949 864 1125" style="border: 1px solid black; padding: 5px;"><ol style="list-style-type: none">1) <i>Catastrophic Bleeding</i>2) <i>Airway</i>3) <i>Breathing</i></div> <p>Explain the correct initial management in a situation involving multiple casualties</p>		
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<p><u>The Primary Survey</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to conduct a primary survey of a casualty.</p> <p>Instructor to demonstrate the Primary Survey:</p> <p><C> – Catastrophic Bleeding</p> <p>D – Danger</p> <p>R – Response (AVPU)</p> <p>S – Summon Help</p> <p>A – Airway (Head Tilt/Chin Lift)</p> <p>B – Breathing</p> <p><u>External Bleeding</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to identify catastrophic bleeding, treat external bleeding.</p>	<p>Watch, listen, practice, question and answer</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs</p> <p>One student will be the officer/staff</p> <p>One student will be the casualty</p> <p>Student will demonstrate the Primary Survey (no catastrophic bleeding evident)</p> <p>Rotate roles</p> <p>Watch, listen, practice, question and answer.</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs</p> <p>One student will be the officer/staff</p> <p>One student will be the casualty</p> <p>Student will demonstrate the use of a pressure bandage</p>	<p>15-30 mins</p> <p>30-50 mins</p>
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<p>Instructor to demonstrate the use of pressure bandages.</p> <p><u>Cardiopulmonary Resuscitation</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to perform CPR and the use of an Automated External Defibrillator (AED).</p> <p>Instructor to demonstrate CPR and the use of an AED.</p> <p><u>The Recovery Position</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to place a casualty into the Recovery Position.</p> <p>Instructor to demonstrate the Recovery Position.</p>	<p>Rotate roles</p> <p>Watch, listen, practice, question and answer.</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs to become a partnership CPR/AED will be practiced on a CPR Manikin, with students working as a team</p> <p>Watch, listen, practice, question and answer.</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs One student will be the officer/staff One student will be the casualty Student will demonstrate the Recovery Position</p> <p>Rotate roles</p>	<p>50-85 mins</p> <p>85-95 mins</p>
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<p><u>Choking</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to identify and treat a casualty who is choking.</p> <p>Instructor to demonstrate the correct procedure for treating a choking casualty, including Back Slaps and Abdominal Thrusts.</p>	<p>Watch, listen, practice, question and answer.</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs</p> <p>One student will be the officer/staff</p> <p>One student will be the casualty</p> <p>Student will demonstrate the Back Slaps and Abdominal Thrusts using the choking rescue vest</p> <p>Rotate roles</p>	<p>95-105 mins</p>
<p><u>Chest Pains</u></p> <p>Facilitated discussion, practical demonstration and relevant PowerPoint slides used to teach students how to identify and treat a casualty experiencing chest pains</p>	<p>Watch, listen, practice, question and answer</p> <p>STUDENT PRACTICE</p> <p>Students split into pairs</p> <p>One student will be the officer/staff</p> <p>One student will be the casualty</p> <p>Student will manage the casualty as appropriate (instructor can navigate the practice of this section as the wish)</p> <p>Rotate roles</p>	<p>105-115 mins</p>

<p><u>Seizures</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify and manage a casualty experiencing a seizure.</p>	<p>Watch, listen, question and answer</p>	<p>115-125 mins</p>
<p><u>Positional Asphyxia</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify risk factors and signs and symptoms of a Positional Asphyxia. The treatment of such a casualty should be discussed.</p>	<p>Watch, listen, question and answer</p>	<p>125-145 mins</p>
<p><u>Acute Behavioural Disturbance (ABD)</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify risk factors and signs and symptoms of ABD. The management of such a casualty should be discussed.</p>	<p>Watch, listen, question and answer</p>	<p>145-165 mins</p>
<p><u>Head Injuries</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify and manage head injuries.</p>	<p>Watch, listen, question and answer</p>	<p>165-175 mins</p>
<p><u>Alcohol Intoxication</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify and manage alcohol intoxication.</p>	<p>Watch, listen, question and answer</p>	<p>175-185 mins</p>
<p><u>Drug Intoxication</u></p> <p>Facilitated discussion and relevant PowerPoint slides used to teach students how to identify and manage drug intoxication</p>	<p>Watch, listen, question and answer</p>	<p>185-195 mins</p>

<p>OST Theory</p> <p>This is a PowerPoint input, and is located within the OST share-point site. Instructors should provide students with a brief overview of the information and encourage discussion. Detailed instructors notes are contained within the notes section of each slide.</p>  <p>All OST theory should be continually reinforced throughout the practical element of the course and scenario de-briefs.</p> <p>Water Safety</p> <p>Water Safety materials are contained within Module 14 of the current OST Manual</p> <p>Instructors will:</p> <p>Explain the theory associated with water safety using teaching method 1</p> <ul style="list-style-type: none">• Explain Police Scotland Water Safety Policy• Explain an officers actions at a water related incident	<p>Watch, listen, question and answer</p> <p>Watch, listen, question and answer</p>	<p>195-225</p> <p>225-227</p>
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<ul style="list-style-type: none"> • Explain when an officer should/should not enter water <p><u>Student practice</u> No practice required</p> <p>OST Warm up</p> <p><u>Part 1 –</u> 5 Laps of the gym hall incorporating the following exercises Arm swings Front to Back Punches to the front Punches to the Side Jumping jacks High knees</p> <p><u>Part 2 – Duration 3 mins</u> Officers should be afforded 3 minutes of their own time to perform any other preparatory mobility/flexibility exercise prior to the start of the training session</p> <p>Tactical Positioning</p>	<p>Watch, listen, question and answer</p>	<p>227-232</p>
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<p>Two trainers will demonstrate and explain the come along hold with one officer by using teaching method 1</p> <ul style="list-style-type: none"> • Correct approach • Correct control • Apply technique <p>Student practice:</p> <ul style="list-style-type: none"> • No student practice <p>Escort Position</p> <p>Full breakdown of Escort position contained within Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain the escort position by teaching method 1.</p> <ul style="list-style-type: none"> • Correct approach • Correct control <p>Student practice:</p> <ul style="list-style-type: none"> • No practice 	<p>watch, listen, practice, question and answer</p> <p>Watch, listen, question and answer</p>	<p>236-238</p> <p>238-240</p>
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<p>Handcuffing</p> <p>The handcuffing materials are contained within Module 8 of the current OST manual. Handcuffing will be reinforced throughout the training, and instructors should reinforce good practice throughout the full course.</p> <p>Handcuffing Back to Back Rear</p> <p>Instructors will :</p> <p>Two instructors will demonstrate and explain back to back from the subjects arms being outstretched or held using teaching method 2</p> <ul style="list-style-type: none"> • Correct approach • Correct control • Rigid Handcuff Removal • Apply handcuff • Correct rotation • Checking procedure • Statement given that handcuffs may injure with movement when applied • Correct removal 	<p>Watch, listen, practice, question and answer</p>	<p>240-250</p>
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<p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles <p>Handcuffing Interlocking</p> <p>Instructors will :</p> <p>Two instructors and a student will demonstrate and explain back to back handcuffing interlocked as a teaching method 1</p> <ul style="list-style-type: none"> • Correct approach • Correct control • Rigid Handcuff Removal • Apply handcuffs • Checking procedure • Statement given that handcuffs may injure with movement when applied • Correct removal <p>Student practice:</p> <p>No practice required</p>	<p>Watch, listen, practice, question and answer</p>	<p>250-252</p>
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<p>Handcuffing Stacked to Rear</p> <p>Instructors will :</p> <p>Two instructors will demonstrate and explain stacked to the rear using teaching method 2</p> <ul style="list-style-type: none"> • Correct approach • Correct control • Rigid Handcuff Removal • Apply handcuff • Checking procedure • Statement given that handcuffs may injure with movement when applied • Correct removal <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles 	<p>Watch, listen, question and answer</p>	<p>252-260</p>
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<p>Handcuffing Stacked to Front</p> <p>Instructors will :</p> <p>Two instructors will demonstrate and explain stacked to the front using teaching method 2</p> <ul style="list-style-type: none">• Correct approach• Correct control• Rigid Handcuff Removal• Apply handcuff• Checking procedure• Statement given that handcuffs may injure with movement when applied• Correct removal <p>Student practice:</p> <ul style="list-style-type: none">• Students split into pairs• One student will be the officer/staff• One student will be the subject• Student will demonstrate technique• Rotate roles <p>Searching Persons</p>	<p>Watch, listen, practice, question and answer</p>	<p>260-265</p>
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<p>Full breakdown of searching is contained within Module 13 of the current OST manual. Searching will be reinforced throughout the training where appropriate.</p> <p>Instructors will:</p> <p>Explain the theory associated with searching using teaching method 1</p> <ul style="list-style-type: none"> • Definition of search • Infectious diseases • Explain different types of search; initial, detailed, prone, strip, intimate, vehicle • Explain the search of transgender subjects and people with disabilities and impairments • S.66 Search – Officer Safety Search <p>Student practice:</p> <p>No practice required</p> <p>Detailed Search</p> <p>Instructors will:</p> <p>Two instructors and a student will demonstrate a detailed search and explain safe and systematic searching procedures (using teaching method 1</p> <ul style="list-style-type: none"> • Demonstrate appropriate stance and tactical position • Explain if subject handcuffed 	<p>Watch, listen, practice, question and answer</p> <p>Watch, listen, practice, question and answer</p>	<p>265-267</p> <p>267-270</p>
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<ul style="list-style-type: none"> • Explain method of holding subject • Explain and the 'sectioning' of the subjects body • Demonstrate use of searching equipment • Demonstrate search using the 'sliding' method • Explain the searching of a subject in the prone position <p>Student practice:</p> <ul style="list-style-type: none"> • No practice <p>Ground Pins</p> <p>Instructors will:</p> <p>Two instructors and a student will demonstrate and explain Ground Pins Teaching Method 2</p> <ul style="list-style-type: none"> • Standing Ground Pin • Shoulder Ground Pin • Side Ground Pin <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>270-275</p>
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<p>Baton Arm Lock</p> <p>Full breakdown of technique is contained within Module 7 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain baton arm locks on the ground/sitting and standing by using teaching method 2</p> <ul style="list-style-type: none"> • Subject in a prone/standing/ sitting position • Arms pulled under or close to body • Baton tip inserted between subjects arm and body • Baton rotated removing subjects arm to a handcuffing position <p>Student practice:</p> <p>Students split into pairs</p> <ul style="list-style-type: none"> • One student will be the officer/staff • One student will pull arms in to body • Student will demonstrate technique • Rotate roles <p>Violent prisoner removal</p> <p>A full breakdown of the technique is contained within Module 9 of the current OST Manual.</p> <p>Instructors will:</p>	<p>Watch, listen, practice, question and answer</p>	<p>275-280</p>
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<p>Two instructors and a student will demonstrate and explain the violent prisoner removal by using teaching method 3</p> <ul style="list-style-type: none"> • Tactical communications should be utilised by one officer/staff • Officer/staff should lean the subject forward at the waist, by using entangled armlock in conjunction with handcuffs. • Safety officer will control the head whilst moving through the cell area, if required/available. • On entry to a cell, the subject should be taken to the rear of the cell and turned to face the door • One officer/staff will instruct the subject to go onto their knees. When taking the subject to their knees, both officers/staff will drop their inside knee onto the ground • The subject will be lowered to the ground, face down, in a controlled manner both officers/staff will drop their inside knee onto the ground • Safety officer will find a suitable position within the cell area to oversee the technique • The officer's/staff outside foot will be placed against the subject's elbow. The officer's/staff inside knee should be placed against the subject's forearm • Officer/staff 1 will control the handcuffs • Officer/staff 2 places one of the subject's hands into the wristlock position • Officer/staff 1 will release officer/ staff 2's handcuff • Officer/staff 2 will move into a shoulder ground pin with a wristlock 	<p>Watch, listen, practice, question and answer</p>	<p>280-290</p>
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<ul style="list-style-type: none">• Officer/staff 1 moves into a shoulder ground pin with a wristlock whilst controlling the rigid handcuff• Officer/staff 2 controls the subject's arms by holding them in a double straight arm bar position with wristlocks engaged• Officer/staff 1 should remove the handcuffs• Safety officer should exit the cell and be ready with the door to close after all officers/staff have exited• Officer/staff 2 reaches over and maintains control of the double straight arm bar with wristlocks, whilst officer/staff 1 vacates the cell• Officer/staff 2 then releases the hold and safely exit the cell• Safety officer closes the cell door, provided it is safe to do so <p>Student practice: Students split into groups of 3</p> <ul style="list-style-type: none">• Two students will be the officers/staff• One student will be the subject• Students will demonstrate technique• Rotate roles <p>Suicide Intervention</p> <p>Instructors will:</p>		
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<p>Two Instructors and a student using teaching method 3 will demonstrate and explain the Suicide intervention technique –</p> <ul style="list-style-type: none"> • Correct approach • Officer take control of the individual's right hand with their right hand. • Officer goes under the arm with their left hand along the inside of the individual's arm until finger make contact with the outside of the thumb. This allows the individuals elbow/arm to be controlled by the officer. • At this point pressure is applied with the fingers in a rotating movement around the thumb The thumb is rotated into the palm of the hand and the fingers release their grip • The technique can be transferred into a wrist lock. <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into groups • Two students will be officer's/staff • One student will be the subject • Students will demonstrate technique • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>290-300</p>
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<p>Scenarios</p> <p>Instructors will :</p> <p>Run 2 Passive/office based scenarios as per scenario teaching pack. Students to be given detailed de-brief to reinforce principles taught so far.</p> <p>Reflection Time</p>	<p>Role Play, Watch, listen, practice, question and answer</p>	<p>300-320</p> <p>320-380</p>
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Day 2 - Lesson Plan

Lesson Title	Operational Safety Training Course – Day 2
Trainer	Operational Safety Training Instructors
Students	Operational Officers/staff
Duration	8 hours

Date Prepared	20/05/2022	
Prepared by	[REDACTED]	
<p>The learner will be able to;</p> <p>Explain the theories, principles and concepts relating to OST, particularly in relation to the National Decision Model, Tactical Options Model ECHR and Police Scotland’s criteria for the use of force</p> <p>Demonstrate appropriate techniques and procedures in line with the current Operational Safety Manual</p> <p>Demonstrate correct edged weapon tactics in line with the current Operational Safety Manual</p> <p>Demonstrate all Custody awareness techniques in line with the current Operational Safety Manual</p>		
References used	National Operational Safety Manual, Instructors Guidance, Teaching Pack, Risk Assessments, and PowerPoint.	
Resources/Equipment required	Classroom, PowerPoint Facilities, Sound Facilities, Floor mats, Strike Pads, training knives, Training AEDs, CPR Manikins, Pressure Bandages, Trigene wipes and PPE.	
Content/Delivery	Student activity	Timings

<p>Two instructors will demonstrate and explain break falls using Teaching method 3</p> <p>A break fall is to cushion a falling person to lessen the impact, the fall is broken when one or both arms with open palms strike downwards at the Mat/Ground at about 45 Degrees angle to the body. The feet will also absorb some of the impact when they strike the surface just before or at the same time as the arms.</p> <p style="text-align: center;">Front Break fall</p> <ul style="list-style-type: none"> • Students initially start with bent knees either in a squat position or slightly bent over , leaning forward to the point of imbalance as they approach the ground with both hands out in front with elbows bent absorbing the impact as they land. <p style="text-align: center;">Break falls to the rear</p> <p>Students Start with bent knees either in a squat position or slightly bent over , leaning slightly to the left to the point of imbalance and as the student fall towards the ground there left hand palm down striking downwards as they land . Repeat this</p>	<p>Watch, listen, practice, question and answer</p>	<p>10-13</p>
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<p>process to the right hand side and then straight back, when falling backwards utilise both hands to absorb the impact.</p> <p>Rear Leg Sweep</p> <p>Full breakdown of the technique is contained with Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain Rear Leg sweep using teaching method 3</p> <ul style="list-style-type: none">• Correct approach• Correct control• Apply technique <p>Student practice:</p> <ul style="list-style-type: none">• Students split into groups• One students will be officer's/staff• One student will be the subject• Students will demonstrate technique• Rotate roles	<p>Watch, listen, practice, question and answer</p>	<p>13-25</p>
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<p>Side Ground Control</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain Side Ground control teaching method 3</p> <ul style="list-style-type: none"> • officer/staff should aim to control one of the arms of the subject at the wrist or elbow, and place there other arm around the opposite shoulder of the subject supporting the back of their neck. • To control the subject on the ground (where the subject is on their back) Keeping body pressure to the rib or sternum area of the subject minimising the movement of the subject. • If the subject is compliant at this time control should be maintained allowing a second officer/staff to assist with handcuffing. • If the subject is not compliant and the officer/staff is in Jeopardy the officer/staff should take the wrist from the wrist control and place it over the upper body of the subject, thereafter the officer/staff places the back of their head on the back of the arm/Triceps of the subject reducing the subjects arm movement and the risk of assault, at the same time the officer should utilise a 	<p>Watch, listen, practice, question and answer</p>	<p>25-45</p>
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<p>cable grip with their hands minimising movement of the subject.</p> <p>Handcuff drills</p> <p>Two Instructors will explain the handcuff drills (see appendix D)</p>	<p>Watch, listen, practice, question and answer</p>	<p>45-50</p>
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<p>Escort Position to the ground</p> <p>Full breakdown of the technique is contained with Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two Instructors will demonstrate and explain the escort position by one officer to the ground (including variation) by using teaching method 3</p> <ul style="list-style-type: none"> • Correct approach • Correct control • Apply technique <p>Student practice:</p> <p>Students split into pairs</p> <ul style="list-style-type: none"> • Two students will be officer's/staff • One student will be the subject • Students will demonstrate technique • Rotate roles 	<p>Watch, listen, question and answer</p>	<p>50-55</p>
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<p>Ground Control subject face down</p> <p>Instructors will:</p> <p>Two instructors and 1 student will demonstrate and explain Ground Control subject face down using teaching method 3</p> <ul style="list-style-type: none"> • Subject is on the ground in the prone position face down. • Officer is on top position adopting a balanced position with hips to hip on subjects, minimising weight across abdomen. • Be in correct zone and keep upper body close to or preferably in contact with subjects back. • Keep head low and out of striking range • If subject puts hands into press up position then feed officers/staff hands from back under subjects arm pit • Reach towards pinkie on fingers of subject and pull hand back under body collapsing the position • Do not overreach and compromise position and balance • This technique requires 2 officers to be successful operationally • Officer 2 to control the legs 	<p>Watch, listen, practice, question and answer</p>	<p>55-75</p>
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<p>Fastraps</p> <p>A full breakdown of Fastraps is included within Module 11 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two Instructors and a student will demonstrate and explain the application of fastraps by using teaching method 3</p> <ul style="list-style-type: none"> • Start from a prone position and subject handcuffed • Proper method of controlling legs • Application technique of fastraps with a single officer and with two officers • Remove subject from prone (Demonstrate, supported by students, lift of non-compliant subject) • Stand subject • Removal of fastraps <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into groups of 3 • One student will be the subject • Students will demonstrate the application of fastraps • Students will demonstrate how to move the subject • Students will demonstrate how to remove the fastraps • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>75-85</p>
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<p>Entangled Arm Lock to the ground</p> <p>Full breakdown of the technique is contained with Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two Instructors will demonstrate and explain the entangled arm lock to the ground by one officer (Including variation) using teaching method 3</p> <ul style="list-style-type: none">• Correct approach• Correct control• Apply technique <p>Student practice:</p> <ul style="list-style-type: none">• Students split into pairs• One student will be officer's/staff• One student will be the subject• Students will demonstrate technique• Rotate roles	<p>Watch, listen, practice, question and answer</p>	<p>85-95</p>
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<p>Scenario</p> <p>Instructors will :</p> <p>Run 1 Active resistance based scenario as per scenario teaching pack. Students to be given detailed de-brief to reinforce principles taught so far.</p> <p>Push</p> <p>A full breakdown of the technique is included within Module 6 of the current OST Manual.</p> <p>Instructor will:</p> <p>Two instructors will demonstrate and explain the Push by using teaching method 1</p> <ul style="list-style-type: none"> • Explain zone • Application of hands on subject • Method of delivery <p>Student practice:</p> <p>No student practice</p>	<p>Role Play, Watch, listen, practice, question and answer</p> <p>Watch, listen, discussion, question and answer</p>	<p>95-110</p> <p>110-111</p>
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<p>Double Palm Fend Off A full breakdown of the technique is included within Module 6 of the current OST Manual.</p> <p>Instructor will: Two Instructors will demonstrate and explain the Double Hand Fend Off by using teaching method 1</p> <ul style="list-style-type: none">• Explain zone• Demonstrate stance• Application of hands on subject• Method of delivery <p>Student practice: No student practice</p>	<p>Watch, listen, practice, question and answer</p>	<p>111-112</p>
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<p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique <p>Rotate roles</p> <p>Low Block</p> <p>A full breakdown of the technique is included within Module 19 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain the low block using teaching method 2</p> <ul style="list-style-type: none"> • Position of arm and forearm used • Pressure used <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>116-118</p>
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<p>A full breakdown of the technique is included within Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <ul style="list-style-type: none"> • Two Instructors will demonstrate and explain the Offensive stance with one officer by using teaching method 2 • Adopt a wide base with feet shoulder width apart with support leg forward and strong leg back • Distribute balance evenly between legs • Have a low centre of gravity, relax legs and have a flex in knees with head forward • Support hand forward and strong hand back • Arms with a bend in a relaxed position • Elbows in towards body • Hands up to protect face and not obscuring vision • Fingers closed with loose clenched fists Use tactical communications <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into groups • One student will be officer/staff • One student will be the subject • Students will demonstrate technique • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>121-125</p>
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<p>Punch</p> <p>A full breakdown of the technique is included within Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two instructors will demonstrate and explain the Punch strike using teaching method 3</p> <ul style="list-style-type: none"> • Close hands to make a fist • Keep thumb on the outside hand • When punching connect with knuckle of index and middle finger • Keep hands relaxed until point of contact • Keep slight bend in arm • Strike towards selected target area • Rotate hips <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the subject • Student will demonstrate technique • Students will simulate the technique • Rotate roles 	<p>Watch, listen, practice, question and answer</p>	<p>125-130</p>
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<p>Strikes</p> <p>A full breakdown of the techniques is included within Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Explain that the strikes can be utilised in other parts of the programme specifically the edged weapon defence with high and low blocks.</p> <p>Two Instructors will demonstrate and explain the empty hand strikes using teaching method 1</p> <ul style="list-style-type: none"> • Thrust Kick • Palm Heel Strike • Elbow Strike (regardless of angle of strike) • Knee Strike • Club Fist • Shin strike <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the subject • Student will demonstrate technique • Students will simulate the technique 	<p>Watch, listen, practice, question and answer</p>	<p>130-132</p>
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<ul style="list-style-type: none"> • Take the appropriate tactical position <p>Student practice:</p> <ul style="list-style-type: none"> • One student will be the officer/staff • One student will be the aggressor • Student will demonstrate technique <p>Rotate roles</p> <p>High Block 3</p> <p>A full breakdown of the technique is included within Module 6 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two Instructors will demonstrate and explain the high block 3 using teaching method 2</p> <ul style="list-style-type: none"> • Turn head away from the attacking arm and tuck chin into body • Officers/staff should put hand behind their head, with their forearm on their cheek, elbow pointing forwards and wrap fingers behind head. This should be done on the side of the attack. • Opposite arm comes across face horizontally and grabs hold of bicep area • Keep a bend in arm 	<p>Watch, listen, practice, question and answer</p>	<p>140-145</p>
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<p>Student practice:</p> <ul style="list-style-type: none">• Students split into pairs• One student will be the officer/staff• One student will be the subject• Student will demonstrate technique• Rotate roles <p>Scenarios</p> <p>Two Instructors will :</p> <p>Run 1 Assaultive resistance based scenario as per scenario teaching pack. Students to be given detailed de-brief to reinforce principles taught so far.</p> <p>Spit Hood</p> <p>A full breakdown of the Spit Hood is included within Module 12 of the current OST Manual.</p> <p>Instructors will:</p>	<p>Role Play Watch, listen, practice, question and answer</p>	<p>145-151</p>
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<ul style="list-style-type: none">• No practice <p>Forward Baton Strike</p> <p>A full breakdown of the Baton strike is included within Module 7 of the current OST Manual.</p> <p>Instructors will:</p> <p>Two Instructors will demonstrate and explain a forward baton strike by using teaching method 1</p> <ul style="list-style-type: none">• Zones• Rotation of hips and generation of power• Target area of subject• Part of baton to strike with <p>Student practice:</p> <ul style="list-style-type: none">• No practice <p>Rapid Response Strike</p> <p>A full breakdown of the Baton strike is included within Module 7 of the current OST Manual.</p>	<p>Watch, listen, practice, question and answer</p>	<p>163-165</p>
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<ul style="list-style-type: none">• Officers/staff should thereafter straighten the arm with the baton out in a striking down motion, care must be given not to lock out the arm as this could result in a hyper extension of the elbow.• The support hand will remain out in front of the body palm open with a bend in the arm.• Officers/staff should thereafter move towards safety whilst checking their surroundings and giving consideration to other tactical options.• Apply CUTT principle <p>Student practice:</p> <ul style="list-style-type: none">• Students split into pairs• One student will be the officer/staff• One student will be the subject• Student will demonstrate technique• Rotate roles <p>Zone 2 Arm Grab</p> <p>A full breakdown of the technique is included within Module 19 of the current OST Manual.</p>		
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<p>Instructors will:</p> <p>Two Instructors will demonstrate and explain Zone 2 Arm grab using teaching method 3</p> <ul style="list-style-type: none"> • Take control of subjects arm as close to the wrist as you can. Lock elbows out keeping subject at arm's length. • Keep a balanced stance • Consider other possible threats • Take the appropriate tactical position • Choose a tactical option <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles <p>Arm Grab Zone 2 Drills</p> <p>Two Instructors will explain the Arm grab zone 2 drills (see appendix D)</p>	<p>Watch, listen, question and answer</p>	<p>174-180</p>
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<ul style="list-style-type: none"> • Check the surroundings for further risk • Take the appropriate tactical position • Choose a tactical option <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the subject • Student will demonstrate technique • Rotate roles <p>Zone 1 Arm Wrap Drills</p> <p>Two Instructors will explain the zone 1 Arm wrap drills (see appendix D)</p> <p>Student practice:</p> <ul style="list-style-type: none"> • Students split into pairs • One student will be the officer/staff • One student will be the aggressor • Student will demonstrate technique <p>Rotate roles</p> <p>Scenarios</p> <p>Instructors will :</p>	<p>Watch, listen, practice, question and answer</p>	<p>190-195</p>
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<p>Run 1 Serious/Aggravated resistance scenario Inc First aid as per scenario teaching pack. Students to be given detailed debrief to reinforce principles taught so far.</p>	<p>Role Play Watch, listen, practice, question and answer</p>	<p>195-205</p>
<p>Instructors will:</p> <p>Assess the students as per First aid criteria within the guidance for assessment</p>	<p>Assessment</p>	<p>205-240</p>
<p>Instructors will:</p> <p>Assess the students as per OST criteria within the guidance for assessment</p>	<p>Assessment</p>	<p>240-270</p>
<p>Assessment resit time</p>		<p>270-390</p>

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Appendices

Appendix A

National Recertification 2 day Course Timetable

	DAY 1
0900-0945	Operational First Aid
0945-1030	Operational First Aid
1030-1045	BREAK
1045-1145	Operational First Aid
1145-1230	Operational First Aid
1230-1315	LUNCH
1315-1430	OST PowerPoint
	Compliant/Verbal resistance Phase
1430-1515	Compliant/Verbal resistance Phase
	Compliant/Verbal resistance Scenario
1515-1530	BREAK
1530-1615	Office Environment Phase
1615-1700	Office Environment Phase
	2 x Passive/active resistance scenarios Reflection Time

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	DAY 2
0900-0945	Active Resistance Phase
0945-1030	Active Resistance Phase
1030-1045	BREAK
1045-1145	Assaultive Resistance Phase
1145-1230	Assaultive Resistance Phase
	Assaultive Resistance Scenario
1230-1315	LUNCH
1315-1430	Serious/Aggravated resistance Phase
1430-1515	Serious/Aggravated resistance Scenario x 1
1515-1530	BREAK
1530-1700	Operational First Aid Assessment
	OST Assessment

Assessment Guidance

National OST Recertification 2 day Course

Students must demonstrate competency as outlined below in one technique from the following sections.

TECHNIQUES	Assessment Marking Criteria for Instructors <i>(All the below criteria's MUST be met in order for student to be deemed COMPETENT in each technique)</i>
Handcuffing Back to Back	Utilises safe approach and positioning. Establish and maintain control Able to apply handcuffs correctly (i.e. 'touch and cuff', application point, appropriate tightness checks, Visual Verbal, Physical, handcuff hand closest first). Correct handcuff removal, hand furthest away first, able to reset single bar.
Escort hold	Able to maintain balanced stance. Able to apply correct technique.
Side Ground Control	Demonstrate safe application of technique (no excessive pressure on neck area). Correct hand grip. Officers head must be lower than subjects elbow Able to recognise the dangers of Positional Asphyxia (officer should be positioned to the side of the subject).
Ground Pins	Able to maintain balanced stance. Demonstrate correct techniques Able to recognise the dangers of Positional Asphyxia
Knife Defence	Able to adopt the correct stance for the situation faced. Able to utilise the correct position and movement of the baton.

The above techniques form the summative assessment.

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A full breakdown of each technique is included within the OST manual, however for this assessment if students fails to display any of the above criteria then they will be marked as not yet satisfactory.

SCENARIOS

Instructor to Student Ratio: 1:9	
Aim:	To provide students with realistic scenarios in which to apply learning from the OST Initial Course
Overview	
<p>These scenarios are written to replicate violent and/or life threatening incidents and designed to provoke a response from the student. They are not strict and can be adjusted to suit learning needs and/or training venues. Students can be deployed either in pairs or individually, however most scenarios require pairs.</p> <p>To signal the end of each scenario “end ex” should be called by the instructor and the welfare of all scenario participants should be checked.</p> <p>Instructors should debrief each scenario on student’s decision making and actions, making reference to the Competency Values Framework (CVF). Points not brought out during the scenario itself can be explored during the debrief process and should include discussion around other use of force options. The scenarios can be completed with/or without the FIST suit at the instructors discretion. The following list of debrief considerations is provided to assist in covering most aspects, there is no requirement to debrief every point, however the most pertinent should be addressed.</p>	
Debrief Considerations	
<ul style="list-style-type: none"> • NDM, officer response, decision making under pressure/dealing with conflict • Rationale for use of force/Human Rights considerations • Powers and policy in the Use of Force • Identification of Behavioural Indicators for example person in crisis etc. • Identification of Positional asphyxia and Acute Behavioural Disturbance if applicable • Tactical positioning • Communication skills • Team Work and Co-operation • Holds and restraints • Correct use of PPE including baton, handcuffs and Irritant Spray • Contingency plans/public perception issues • Recognition of ABD, positional asphyxia etc. 	
Assessment	

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Assessment (formative) will be carried out by the instructor by way of observations of student and through question and answer during and at the conclusion of each scenario.

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PRACTICAL SCENARIOS INDEX	
1	Vulnerable Person in the Street
2	Suicidal subject in house
3	Licenced premises A
4	Mental health
5	Suicidal vulnerable person in house
6	Warrant at door
7	Drug dealer
8	Passive protester (cop 26)
9	<u>Domestic Incident – (Buckler shield) when added to program</u>
10	Licenced premises B
11	HB – baseball bat
12	Domestic incident - Violent
13	Non-compliant knife
14	Robbery
15	Violent drug addict
16	Concern for person
17	Custody – 2 person team
18	Custody – Suicidal
19	Custody - search

SCENARIO 1	
Scenario Type	Vulnerable Person in the Street
Scenario Requirements	1 Role player, Officer PPE, FIST suit (if appropriate)
Student Brief	<p>The Control Room have received a '999' call from an unknown person via a mobile telephone. The caller stated that there was a person in Main Street annoying members of the public. No further details were obtained as the reporter's mobile cut off.</p> <p>You have been tasked as a uniform response to the incident.</p>
Role Player 1 Brief	<p>You have a developmental difficulty and will display the following behaviour;</p> <ul style="list-style-type: none"> • You have difficulties in interpreting both verbal and non-verbal language like gestures or tone of voice. • You will repeat what the officer has just said (this is called echolalia). • You will be over sensitive to touch/sounds etc.. • If the officer approaches you will become visibly upset and frightened. • You have not been taking your medication.
Objective	The aim of this scenario is for the responding officers to be able to identify that the subject has developmental difficulties and to follow Police Scotland procedures in relation to vulnerable persons.

SCENARIO 2	
Scenario Type	Suicidal subject in House
Scenario Requirements	1 Role player, Officer PPE, FIST suit (if appropriate)
Student Brief	<p>You have been asked to attend an incident at Main Street following a report that there is a suicidal person sitting on their bed within bedroom, threatening to kill themselves.</p> <p>No further details have been or can be obtained at this stage.</p>
Role Player 1 Brief	<p>You are a suicidal person. Your partner has just left you and you cannot cope with this fact. You are in crisis and now intent on killing yourself.</p> <p>You will sit in a seat shown to you by the Instructors. As the Officer(s) approach and get within 3m-4m of you, stand up shouting to stay away and that you are going to kill yourself.</p> <p>De-escalation tactics will be effective.</p>
Objective	The aim of this scenario is for the officers to demonstrate use of effective tactical positioning and de-escalation tactics.

SCENARIO 3	
Scenario Type	Licensed Premises A
Scenario Requirements	Role player, Officer PPE, FIST suit (if appropriate)
Student Brief	<p>You have been called to the report of an aggressive drunk individual refusing to cooperate and leave a licensed premise.</p> <p>You have been deployed in your role as a uniform officer.</p>
Role Player Brief	<p>You are to act very drunk and verbally un-cooperative with the Officer(s).</p> <p>When approached gesture aggressively and shout at them; you are not armed.</p> <p>If officers approach, continue behaviour, however if they back-off and increase their reaction gap and display effective de-escalation tactics then calm down. but refuse to leave and be arrested without resisting (Fail to quit licence premises).</p>
Objective	The aim of this scenario is for the officers to demonstrate effective de-escalation skills, tactical positioning and use of PPE, if required.

SCENARIO 4	
Scenario Type	Vulnerable Person
Scenario Requirements	Role player, Officer PPE, FIST suit (if appropriate)
Student Brief	<p>An anonymous caller has reported a suspicious person (no further description) near a bench.</p> <p>This individual keeps shouting out to members of the public and appears very agitated.</p> <p>The caller states that the person appears to have mental health issues.</p>
Role Player Briefing	<p>You have been feeling unwell lately and have been hearing voices in your head telling you that you are a martial arts expert. You are in the street shouting out and mumbling to yourself.</p> <p>As Officer(s) approach, you will display karate type 'chops' and kicks to prevent them getting close to you. You are no threat to any other person, but shout random phrases.</p> <p>If any Officer gets too close to you, attempt to take hold of their arm, ask for help then quickly let go.</p> <p>Any use of baton, PAVA or empty hands will have no effect.</p> <p>If officers demonstrate effective communication skills you will become compliant and ask for help.</p>
Objective	The aim of this scenario is for the responding officers to be able to identify that the subject has developmental difficulties and to follow Police Scotland procedures in relation to vulnerable persons.

SCENARIO 5	
Scenario Type	Suicidal Vulnerable Person in house
Scenario Requirements	Role player, Officer PPE 1x plastic edged weapon, FIST suit (if appropriate)
Student Brief	<p>The reporter states their adult son/daughter, who suffers from learning difficulties, depression and suicidal tendencies has been showing a decline in their emotional state over the last 3 days due to a break-up.</p> <p>They have indicated that they wants to take their own life as they have nothing to live for. They have a knife and threatened to kill themselves.</p> <p>The parents state that their son/daughter has, in the past, tried to self-harm, but medication has normally suppressed this tendency.</p>
Role Player Brief	<p>You will be seated in a room in the corner furthest from the door holding a duvet/blanket out to your front. A knife will be placed within reach. You will act in a suicidal manner and keep quoting that you have nothing to live for.</p> <p>Speak to the officers and if effective communication skills have been displayed then become compliant, however if not attempt to grab the knife and self-harm.</p>
Objective	The aim of this scenario is for the responding officers to be able to identify that the subject has learning difficulties and to follow Police Scotland procedures in relation to vulnerable persons. Any use of force needs to be justified.

SCENARIO 6	
Scenario Type	Warrant at door.
Scenario Requirements	Role player, Officer PPE, set out notional room (use cones or pads), FIST suit (if appropriate)
Student Brief	<p>You are attending to arrest a subject who is wanted on a 'Grade A' apprehension warrant.</p> <p>The subject is well known for violence and resist arrest offences, with several previous convictions for police assault.</p> <p>It is known that the subject lives at the property with his wife and two children. The subject is aware of the warrant and has evaded police capture.</p>
Role player briefing	<p>You will be upset and angry with the police for the intrusion to your family life.</p> <p>You will claim that the warrant has been dealt with and is no longer live.</p> <p>Refuse to let them into the house and after some discussion <i>lightly</i> push 1 officer away from door. Once taken control of, tense arms until proper control used and handcuffs applied.</p>
Objective	The aim of this scenario is for the officer to use effective tactical communication, tactical positioning, demonstrating empty hand restraint and appropriate handcuffing technique, whilst observing appropriate use of force.

SCENARIO 7	
Scenario Type	Drug Dealer
Scenario Requirements	1 Role player, FIST suit, Officer PPE, FIST suit (if appropriate) Ample probe, metal detector
Student Brief	You have been dispatched by the Area Control Room to attend Main Street. They have received a report from a member of the public who stated they had seen a person dealing drugs in the street. They have approached the subject, who was verbally abusive and threatened him.
Role Player 1 Brief	You have been supplying drugs to school children in the vicinity of Main Street. Earlier today you were involved in an altercation with the reporter, whereby you threatened the reporter and then left the area. As the Officer(s) approach you. You will look nervous, fidgeting and looking to escape. Question their power to search. If no control established escape/run-off.
Objective	The aim of this scenario is for the officers to demonstrate effective tactical positioning and de-escalation tactics. Demonstrating proper control and completing a systematic search utilising appropriate equipment along with powers for search.