

CHINO POLICE DEPARTMENT

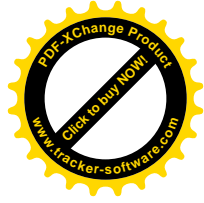
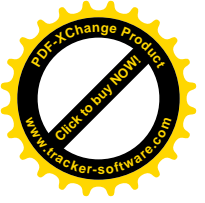
Arrest & Control

Course Outline

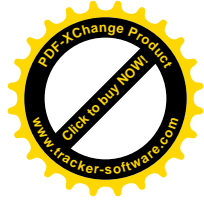
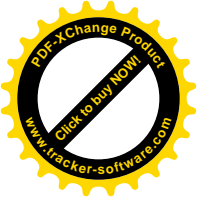
Purpose:

Students will demonstrate continued proficiency in the use of arrest and control tactics.

- I. Introduction
 - a. Check-in
 - i. Class roster
 - ii. Facility discussion (first aid locations, restrooms, exits)
 - iii. Course Overview
 - b. Safety Orientation
 - i. Everyone is a safety officer
 - ii. If you see an unsafe activity / situation shout "Stop Action"
 - iii. No weapons and/or live ammo in the classroom
 - iv. Students will be allowed adequate recovery time between exercises.
 - c. Students will individually identify any pre-existing injuries or limitations of students to determine if the student is able participate without further injury.
 - d. Rules of the mat
 - i. No outside footwear allowed on the mat
 - ii. Work at the pace of the class
 - iii. Be considerate of your partners
 - iv. During the class if you feel pain and/or discomfort, saying the word: **Stop Action** is notifying the class and instructors to cease action / or use the "Tap-out" method
 - e. Fully stocked first aid kit will be available for use.
 - f. *Student Evaluation / Testing: Students will be evaluated throughout the technique performance / exercises. Students will remediate as needed.*
- II. Use of Force application and Case Law
 - a. Chino Police Department Use of Force Policy
 - i. Explain different levels of force.
 - ii. Use of force considerations.
 - iii. De-Escalation (Compliance v. Tactical Repositioning)
 - b. PC 835(a)
 - i. Objectively Reasonable force to affect an arrest.



- ii. When feasible *shall use* other available resources (deadly force)
 - iii. Consistent with Law and Department Policy
 - iv. Imminent threat
 - c. Case Law
 - i. Smith v. Hemet
 - 1. Goal Oriented/Force Option and Intent
 - a. Group discussion
 - ii. Graham v. Connor
 - 1. 3-prong test defined
 - a. Group discussion
 - iii. Deorle v. Rutherford
 - 1. Use of Force Warnings
 - a. When safe and feasible
 - b. Conflict Resolution
 - i. Attitude and Tone
 - ii. De-Escalation
 - d. Report Writing
 - i. Elements of Graham v. Connor
 - ii. Warnings need to be addressed
 - iii. Intent of force used
 - iv. De-Escalation, Tactical Repositioning
 - v. Hobble/ positional asphyxia
 - vi. Ethical, Truthful documentation all force used
- III. Warm-up
 - a. Instructor to demonstrate the following warm up exercises
 - i. Slow to moderate jog around the training room
 - ii. Inward and outward side steps slow to moderate speed (around training room)
 - iii. While standing, arms extended out to the side, small to big arm circles forward and backward
 - iv. Standing with feet together bend over and touch toes
 - v. Separate feet stretch to right side then to left side
 - vi. From the push up position the student will lower his/her hips to the ground and push upwards with arms close to their body to stretch out abdominals and lower back.
 - vii. student will do 10 pushups to warm-up the arms, chest and shoulders.
 - viii. While standing, student will do 10 air squats to warm up the legs and abdominals.



IV. Searching

a. Cursory

- i. All searching is to be done to the rear of the subject.
- ii. Subjects to be searched will be placed into a position of disadvantage (hands behind their backs, legs separate apart making the ability of the subject to maintain their balance difficult).
- iii. All searching is to be done with one hand while the other hand maintains control of the subject through the appropriate control technique.
- iv. The use of verbal skills to calm and/or control the subject.
 1. Clear and concise
 2. Calm and deliberate
 3. Authoritative
- v. Student will be aware that a restraining device has not been applied and that extreme caution must be exercised due to the proximity of the suspect.
- vi. The search should be conducted in an overlapping, zigzag pattern to cover the entire high-risk area (the area where the subject would have immediate access to a secreted weapon).

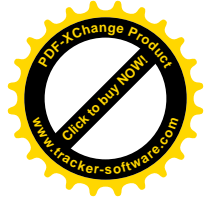
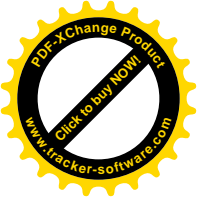
b. Incident to Arrest

- i. Instructors will demonstrate the following searching positions.
 1. Standing and Prone
 - a. The subject is to be controlled using a restraining device prior to any physical search.
 - b. The search will be conducted such that one hand searches while the other maintains control of the subject.
 - c. The search will be done from the rear of the subject.
 - d. When searching subjects of the opposite sex, an attempt to have a same sex officer on scene to conduct the search is preferred. However, if the availability and time does not allow it, have a witness officer present and conduct the search with "back of the hand" techniques to avoid claims of inappropriate touching.

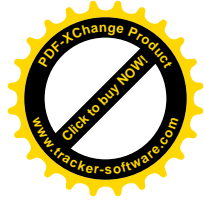
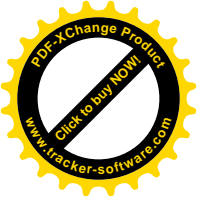
V. Handcuffing

a. Handcuffing nomenclature

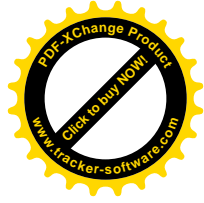
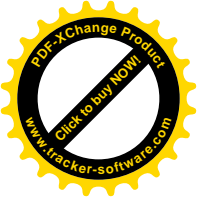
- i. Blade



- ii. Keyhole
- iii. Double lock
- iv. Chain
- b. Preparatory application
 - i. The gripping of the handcuffs
 - ii. Placement of the handcuffs
 - iii. Presentation
- c. Arrest Positions
 - i. Instructors will demonstrate the following handcuffing positions.
 - 1. Standing
 - a. The subject is ordered to turn away from the student.
 - b. The subject is ordered to separate their legs apart with their toes pointing outbound and to move their hands to their rear with the palms facing out.
 - c. The student draws their handcuffs, establishes a grip, and approaches the subject.
 - d. Establishing the proper control grip, the student applies the handcuff.
 - 2. Kneeling
 - a. The subject is ordered to turn away from the student.
 - b. The subject is ordered to drop down on both knees.
 - c. The subject is ordered to separate their knees apart.
 - d. The subject is ordered to move their hands to their rear with the palms facing out.
 - e. Repeat the same steps during handcuff application.
 - 3. Prone
 - a. The subject is ordered to turn away from the student.
 - b. The subject is ordered to drop down to their knees.
 - c. The subject is ordered to place their right hand on the ground to the front of their body.
 - d. The subject is then ordered to place their left hand on the ground to the front of their body.
 - e. The subject is then ordered to slide their body to the rear assuming the prone position.



- f. The subject is ordered to move their legs apart and extend their hands to the side with their palms facing up.
 - g. The student lowers their center of balance and establishes a modified twist lock at a 45-degree angle to the rear.
 - h. The student kneels over the mid-back area of the subject's back pinning the subject to the ground in attempt to limit the subject's movement. Be mindful of knee and body placement to avoid sensitive areas (Neck, Head, Groin and Spine). The student applies the handcuff and repositions himself facing the far hand.
 - i. The student grips the wrist of the subject's second arm by grabbing the wrist at the base of the palm and applies the second handcuff.
 - j. The student conducts a search of the high-risk area.
 - k. Place student in a recovery position and monitor closely.
- VII. Control holds- Instructors will show how to control a subject through position, verbal and physical contact
- a. All techniques will be applied in conjunction with verbal commands from the student, telling the subject to get down and or stop resisting.
 - b. Fulcrum Control
 - i. While trying to prevent a subject from bringing their arms to their chest, the officer will use the arm closest to the subject's body and slide it forward and near the crease of the subject's arm. The officer's opposite hand will grip underneath the suspect's fist. Using a fulcrum method, the officer will push down on the arm that's in the crease, while the arm that has the subject's fist pulls toward the officer's chest. This fulcrum movement applies discomfort to the subject's forearm and forces their upper body to lower.
 - c. Rear Wrist Lock
 - i. Officers will attempt to control the subject's arm behind their back by placing the subject's arm in a position that causes momentary discomfort to the wrist.



VIII. Team Takedown

- a. Two officers will grab each arm of a passive resistant subject. The two officers will secure the subject's arm in a manner that controls the suspect's wrist and that supports under the suspect's armpits. A third officer will be behind the suspect and grab both the suspect's knees. The rear officer will lift up on the suspect's knees (while the other two officers are supporting under the suspect's armpits to prevent injury to the suspect)- this will make the suspect in an elevated position and parallel with the ground. The two front officers will lunge forward, slowly gliding the suspect's upper body to the ground. The rear officer will also lunge forward, making sure the lower body is aligned with the upper body on the glide down.

IX. Getting up in "Base"

- a. A technique used to quickly and effectively move the student from the ground to a standing position.

1. From a sitting position the student will extend one leg straight out while placing the other leg/foot flat on the ground, so the knee is pointed in the air. While using one hand to brace themselves behind themselves (if the left leg is bent close to the body use the left hand to brace if the right leg is bent use the right hand to brace). While pushing off the ground and lifting the hips off the ground, the student will quickly move the bent leg behind them, causing them to come into a bladed fighting stance and providing optimum balance against an attack.

X. Sprawl

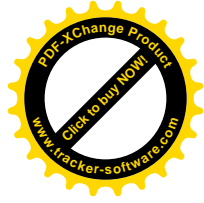
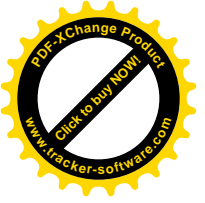
- a. To prevent a suspect from conducting a double or single-leg takedown on the officer, the officer will rapidly throw their legs back and place their bodyweight on the top of the suspect's back. This movement prevents the suspect from grabbing the officer's legs.

XI. Bridge

- a. If an officer is on their back and a suspect is mounted on top of them, the officer will thrust their hips up and to the right or left in order to roll the suspect off of them.

XII. Defending an attack while on the ground

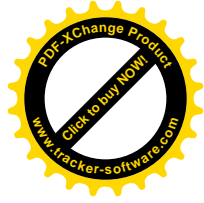
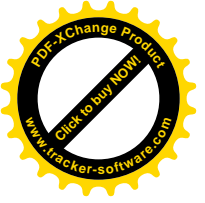
- a. The instructor will demonstrate the ground defense while on his/her back



- i. The defense will be with the student's legs and feet used to create distance in six separate positions.
 1. Position# 1- Student will start the defense on their back with the attacker in their guard (in between their legs). The student will first place their legs around the attacker's waist controlling the attacker's posture.
 2. Position# 2- The student will move their knees up in front of the attacker's biceps and the student's hands will grab the back of the attacker's triceps, trapping the attacker's arms between the student's shins and hands. Preventing the attacker from striking the student.
 3. Position# 3- The student will transition their feet to the attacker's hips and their knees on the attacker's chest/shoulder areas. The purpose is to gain space and protect the student from punches from the attacker.
 4. Position# 4- The student will gain space from the attacker by extending their legs pushing the attacker away from the student.
 5. Position# 5- The attacker will gain distance and attempt to obtain another angle on the student. The student will move with the attacker using their feet to move and strike the attacker if the attacker is to gain space.
 6. Position# 6- When presented with the opportunity and distance, the student will stand up and base during Position# 1 or Position# 5.

XIII. Practical Application/Scenario

Stress Test: The students will begin the stress test by running to a designated location to simulate the stress they might encounter out in the field during a physical altercation. Once the student is back in the training room (mat room), the student will begin in Position# 1 and cycle through the six positions. Once the student gets back to their feet (stand up and base), the student will confront an attacker with verbal commands/use of force warnings and their intended force option. The attacker will comply with commands and the student will de-escalate the scenario by placing the attacker into custody. The stress test will conclude with the student placing the attacker in handcuffs (per department policy) and searching the attacker for weapons/contraband.



- XIV. Course Conclusion
 - a. Debrief
 - b. Ensuring no injuries have occurred
 - i. Treat minor injuries (scrapes, bumps, etc.)
 - ii. Assess any other injuries as needed
 - iii. Document all injuries
 - c. Answering questions