Date Revised: 11/06/19

Event Goal: To teach recruit officers when and how to use reasonable force.

Session Goal: To teach recruit officers how to take a handgun away from a suspect.

Learning Objectives:
- Discuss a peace officer's tactical considerations when confronted by an armed subject [33.VI.C]
- Discuss tactical considerations when disarming a subject [33.VI.D]
- Discuss the justification for a peace officer to continually train in arrest methods, weapon retention, and takeaway [33.VI.E]
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.

Session Time: 2 hours

Resources:
- Mat room
- First aid kit/AED
- Replica firearms (1 per student)

Session Summary: The instructor will lead the class in a facilitated discussion about handgun takeaways, reverence for human life, and de-escalation. The students will learn and practice gun takeaways from both the front and the rear.

Outline	Instructor Notes

I. Gun takeaways
   A. General guidelines **[33.VI.C]**
     1. Using deadly force **[1]**
       a. If a suspect is armed with a gun, it is a deadly force situation
       b. Officers should first evaluate the feasibility of using their firearm
     2. Communication **[2]**
       a. Notify your partner that the suspect is armed
       b. "Gun, gun, gun!"
     3. RCAT **[3]**
	Facilitated discussion (in classroom formation, 10 minutes):
	
	[1] Ask – What level of force is reasonable if the suspect is armed with a weapon?
	
	[2] Ask – Why is communication with your partner important?
	[3] Explain – RCAT – emphasizing the importance of the attack to disarm the suspect.

a. Acronym to help remember the steps of gun takeaways
b. Redirect
c. Control
d. Attack
e. Take

4. Ongoing training **[4] [33.VI.E]**
   a. Necessary to maintain a high level of skill
   b. Officers do not know when they will need to use these techniques
   c. All arrest and control techniques are perishable
   d. Particularly applicable to gun takeaways and weapon retention because it is rare that officers must use these techniques

B. Reverence for human life **[5]**
   1. Guiding principle in any use of force situation
   2. It is both moral and ethical to place the highest value on human life
   3. Not policy, but a philosophy for how to approach police work
   4. Consistent with the department's mission, vision, and values
   5. Helps build public trust
   6. Using tactical de-escalation techniques and reasonable force demonstrates this principle

C. Tactical de-escalation policy **[6]**
   1. Officers shall attempt to control an incident
   2. By using time, distance, communications, and available resources
   3. To de-escalate the situation
   4. Whenever it is safe and reasonable to do so

D. Front gun takeaway **[7] [33.VI.D]**
   1. Key points
      a. Redirect the muzzle with your support side hand
      b. Blade your shoulders and step forward with both feet
      c. Control the gun by pinning it to the suspect's waistband
      d. Keep your support side arm locked out with bone alignment
      e. Attack with strikes to the suspect's face
      f. Reach under the gun and grab the rear sights with your primary hand
      g. Turn the slide towards the ground, breaking the suspect's grip

[4] Ask – Why is it important to continue training these techniques after the academy?

➢ Warm up and stretch
➢ Note: All instructor notes regarding the number of repetitions may be modified by the instructor based on the needs of the students, to achieve proficiency.

[5] Ask – How can using gun takeaways demonstrate a reverence for human life?
• Give some examples of when it would be reasonable to use gun takeaways.
• Give an example of when it would not be reasonable to use gun takeaways.

[6] Ask – What is the department policy on attempting to de-escalate prior to using force?

[7] Demonstrate and drill – Front gun takeaway
• Demonstrate
• Break down key points and common mistakes
• Drill step by step
   o Start slow, one step at a time (6-8 reps per step)
   o Combine steps until the students are fluid in their technique
   o Allow students to practice on their own with increasing speed (8-10 reps)

h. Take the gun by pulling it directly to your primary side hip
i. Shuffle step back and tuck the suspect's gun behind your support side
j. Draw your firearm and give high risk commands
  2. Common mistakes
    a. Failing to keep your arm locked out when controlling the gun
    b. Ineffective strikes
    c. Attempting to take the gun prior to breaking the grip
    d. Transferring the gun to the support side too soon
E. Rear gun takeaway **[8]**
  1. Key points
    a. Look over your shoulder and identify the gun
    b. Redirect the muzzle by blading your shoulders and sweeping your support side arm
    c. Control the gun by wrapping deep on the suspect's arm
    d. Attack with an elbow strike to the suspect's face
    e. Utilize a forearm frame to the suspect's neck and collarbone area
    f. Cinch down the control on the gun from the suspect's forearm to their wrist
    g. Attack with a knee kick to the suspect's midsection
    h. Grab the slide of the gun and break the suspect's grip straight down
    i. Take the gun out at an angle, unthreading their finger from the trigger guard
    j. Deliver an elbow strike after taking the gun
      1) Depending on distance, a hammer strike is also an option
    k. Tuck the gun behind your support side and back up
    l. Draw out your firearm and give high risk commands
  2. Common mistakes
    a. Failing to take a big, deep step to the outside of the suspect's feet
    b. Ineffective strikes
	[8] Demonstrate and drill – Rear gun takeaway
	• Demonstrate
	• Break down key points and common mistakes
	• Drill step by step
	    ○ Start slow, one step at a time (6-8 reps per step)
	    ○ Combine steps until the students are fluid in their technique
	    ○ Allow students to practice on their own with increasing speed (8-10 reps)

c. Ineffective frame, not keeping a bend in the framing arm d. Failure to effectively control the suspect's gun by cinching down tight at the wrist e. Attempting to take the gun prior to breaking the grip f. Transferring the gun to the support side too soon	