Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force
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The handbook “Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force” (hereinafter referred to as the handbook), which is developed within the Erasmus+ programme Key Action No.2 (KA2) “Strategic partnerships in the field of vocational education and training”, shall be considered as a summary of the general international and national laws and regulations and the opinions of the competent institutions. It is developed for police academies, colleges and training centres to provide the training for both young police officers and the professional development of working police officers.

To develop the handbook, the Project management formed the working group that included representatives from the State Police College, Lithuanian Police School, Police School in Katowice and Police and Border Guard College of Estonian Academy of Security Sciences (hereinafter referred to as the developers).

A new three-level professional training model offering methodical-pedagogical preparing, training, developing and improving the skills required for police officers to repel an attack and detain an offender is prosed and widely described in the handbook.

In the handbook the developers have focused on the techniques and tactics of repelling an attack and defence, as well as provided methodological recommendations - references to the information in other chapters, in order to allow the reader to find comprehensive, innovative information in a variety of complex situations.
However, developers acknowledge that the content of the handbook may be losing objectivity or topicality, in accordance with changes in international or national laws or changes in the actual opinions of competent authorities. There will be provided electronic access to the updated version of the handbook on the webpages of the State Police College and project member states. The developers of the handbook recommend that the reader of the handbook, before using it, ascertain whether the regulatory enactments referred to in the handbook have not substantially changed, and to independently explore international and national laws and regulations in the field and the latest opinions of the competent authorities.
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Introduction

Erasmus + programme basic activity No 2 (KA2) “Strategic partnerships in the vocational education sector” of the Project “Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force”

According to the existing law, one of the main duties of the police officer is to ensure the order on roads, streets, squares, parks, public transport, airports, ports, stations and other public places in order to guarantee the safety of persons and society.

Consequently, the daily lives of police officers are not only related to preventive measures, but also, if necessary, the detention of offenders.

When performing official duties, situations often arise when the attack on the police officers is to be rectified and the attacker must be unarmed and apprehended, which is not conceivable without the management of a special fighting technique (hereinafter - combat techniques). Police academies, colleges and training centres provide training for young policemen as well as professional development of police officers in the field. During the training/study period, increased attention of trainees is paid to the acquisition of self-defence, disarmament and detention techniques.

Having assessed the different techniques used in the various training/study programs and adult non-formal education programs, it has been concluded that certain elements cannot be considered proportionate when police officers apply physical force. These elements are morally and
physically incompatible with modern requirements, and their use can cause significant physical damage to the person to be detained. The importance of this issue is also illustrated by the practice of the European Court of Human Rights in recent years, in which the actions of police officers and other state institution officials are considered in court proceedings, disproportionally and incorrectly using physical force and special fighting techniques against the offender.

Consequently, this issue needs to be addressed in the development of a new training program. However, at the same time, the arsenal of techniques and tactics to be included in the program should be such as to ensure that police officers are protected against life and health risks by stopping the offender.

The training of Latvian police officers in the field of close combat techniques, as in other countries, takes place in accordance with the methodological principles of gradualness and continuity.

The aim of the Project program is police officers’ skill training necessary to repel the attack and detain the offender.

The program is designed so that it can be acquired even by a person who
has never experienced close combat training before training at the State Police College (hereinafter -College). The program of close combat is designed in accordance with the Law “On Police”, according to which the use of physical force, special fighting techniques, special means, firearms is carried out with increasing intensity, according to the danger of the offender’s actions.

Within the framework of the Erasmus project, we offer a new professional training methodology model, which forms three level programs.

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THE THIRD LEVEL

- **High level of preparedness.**
  - The target audience of the training program: (professional) physical training trainers (coaches) of the Project partners' educational institutions or the police officers of the project member states who carry out special police tasks.
  - Project curriculum contact lessons: 40 teaching units. The third level contents of the project curriculum will include not only special (professional) physical training skills, but also pedagogical skills and competences.

- The total number of contact lessons for the implementation of the three levels of the project curriculum is preliminary - 240 contact lessons, however, as indicated above, implementation of the project curriculum would be possible as one whole or separately according to the target audiences and actual needs.

**In the first phase of the training**, “Attack Repelling and Detention Tactics”, cadets are scheduled for 160 teaching units, which are divided into 10 main themes:

1. Introducing issues in training of close combat tactics: Methodical recommendation in training of close combat tactics;
2. Elementary skills used in close combat tactics: Exercise complex for close combat activities;
3. Techniques of incapacitating a person while using a physical force: Detention and pain techniques;
4. Release technique training;
5. Defensive technique training while kept, grabbed, smothered;
6. Defensive and offensive techniques using objects while attacked by a man with dangerous tools;
7. Techniques of using special means (baton);
8. Techniques of use of means of binding/handcuffing1 (handcuffs, rope, belt);
9. Techniques using gas cylinders;
10. Security check techniques and convoying.

⇒ **In the second phase of the training**, “Professional Development Program” is foreseen for police officers with advanced knowledge at the completion of the first training phase. In addition, this training program is intended for police officers who work in the service area and who need this professional competence by developing skills and abilities in dealing with the detention of offenders. The professional development program is planned for 40 teaching units, which are divided into 8 main themes:

1. Legal aspects of force application;
2. Detention of an offender with close combat, pain and strength techniques;
3. Technique and tactics of the use and application of special and other binding means/handcuffing;
4. Baton usage methods, techniques and tactics;
5. Techniques and tactics for application of irritating spraying devices;
6. Techniques and tactics for the use of service firearms;
7. Detention of the offender, body searches;
8. Modelling the situation of physical force, special fighting techniques, special means use - solving (intervention).

⇒ **In the third phase of the training**, “Professional (Pedagogical) Improvement Program” is foreseen for police officers (instructors, experts and educators) working with cadets, police officers training them with the aim: to acquire new, innovative pedagogical knowledge paradigms in

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1 In Poland there are means of handcuffing. In Lithuania ropes and belts are used, but the special preparation is needed for it.
program acquisition, methodology and their implementation in police training institutions and places of service. The professional (pedagogical) improvement program for instructors is designed for 40 teaching units, which includes 5 main themes:

1. Professional competences in methodology of training close combat;
2. Basic principles of special fighting technique and professional physical training;
3. Teaching and training methods in martial sports;
4. Methodological principles of trainings;
5. Assessment criteria for the acquisition of project programs.
During the draft of the project, developing the training programs for close combat for police officers the need to educate them was emphasized, respecting the respective legal provisions of the Project member states regarding the rights, duties and responsibilities of police officers. If this is not done, the police officer may fall into the scope of personal responsibility, as evidenced by allegations made by victims in various state or local government institutions, as well as violations of the European Convention for the Protection of Human Rights and Fundamental Freedoms, as established by the European Court of Human Rights.

This means that a police officer must not engage in or support any activity involving torture or other cruel, inhuman or degrading treatment or punishment. No police officer may rely on the orders of higher official or exceptional circumstances such as wartime or threat of war, threats to national security, internal political instability or extraordinary circumstances to justify torture or other cruel, inhuman or degrading treatment or punishment.

A deliberate execution of an illegal order or instruction does not release the police officer from responsibility. The criminal sentence a police officer serves according to general provisions but separate from the other convicts. For an administrative offense, a police officer is punished in accordance with the procedure established by law.
In accordance with the legislation in force in Latvia, a police officer must comply with the norms of the law “On Police” III Chapter Section 12, which regulate the general rights of a police officer and which, in the performance of their duties under the jurisdiction of the service, provides a significant amount of rights.\(^2\)

**Whereas, the provisions of Section 13 of the Law “On Police”** allow a series of activities that affect the rights of a police officer to use physical force, special means, special vehicles, use service dogs and horses and place detainees in temporary places of detention.\(^3\)

Legislation of force application in Lithuania are regulated by Police Law of the Republic of Lithuania and subordinate legal acts. In accordance with the legislation in force in Lithuania:

**Powers of the Police Officer**

In the fulfilment of police tasks the police officer shall have the right to give lawful instructions or requests to the individuals who are not directly under him/her and to use coercion in case of non-compliance or opposition by such individuals. Requests and instructions by the officer must immediately be complied with. Legitimate and well-grounded requests and instructions by officers are compulsory to all natural and legal entities, organisations lacking the status of a legal entity and to structural units of these organisations and legal entities. Individuals shall be held liable for non-compliance with such requests or instructions in accordance with a procedure prescribed by law.

**Conditions for the Use of Coercion**

1. The police officer shall only have the right to use coercion in the cases of official need and only to the extent required to fulfil official duties. The use of coercion by the officer shall be adequate to the existing

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\(^2\) [https://likumi.lv/doc.php?id=67957](https://likumi.lv/doc.php?id=67957)

\(^3\) [https://likumi.lv/doc.php?id=67957&version_date=10.05.2005](https://likumi.lv/doc.php?id=67957&version_date=10.05.2005)
circumstances and proportionate to the underlying danger, taking into account a specific situation, nature and intensity of an offence and individual features of the offender. Physical coercion shall only be used in the cases where psychological coercion has been used with no effect or where any delay presents a threat to the life or health of the officer or any other individual.

2. The officer may resort to psychological coercion in the cases laid down in Paragraphs 3 and 4 of this Article or Paragraph 2 of Article 28 of this Law.

3. The officer shall have the right to resort to physical coercion in the following cases:
   1) when defending himself/herself or attempting to defend other individuals whose life or health become exposed to danger;
   2) when individuals avoid executing officers’ requests or instructions (in order to make individuals obey) and when detaining individuals (in case of their resistance);
   3) when repelling the encroachment on a firearm, explosives, special means and communication means and seeking to recover these objects;
   4) when repelling the attacks on buildings (including premises), vehicles, other property and territories, or on setting the above-mentioned occupied objects free;
   5) when entering territories, premises or vehicles as part of a search or seizure, or when hostages are, based on available data, potentially kept or individuals who allegedly committed administrative or criminal offences are hiding in those facilities;
   6) when stopping vehicles, vessels or aircrafts (in case of official need);
   7) In preventing administrative offences or criminal offences.

4. The officer shall have the right to use handcuffs and binding means:
   1) against aggressive individuals or ones predisposed to self-injury;
   2) when convoying or bringing to a police agency, another institu-
tion or establishment the individuals who committed (allegedly committed) administrative or criminal offences, when conducting examination of these individuals and carrying out the transportation of individuals from the Republic of Lithuania or their repatriation to the Republic of Lithuania.

5. Where there is no imminent danger to the life or health of an officer or other individuals, the use of special means (except for handcuffs, means for detention or binding of individuals and repressive means or devices) is prohibited:
   1) against individuals who are, obviously, or to the officer’s knowledge, disabled;
   2) against individuals if they have, to the officer’s knowledge, the right to inviolability;
   3) against women who are, obviously, or to the officer’s knowledge, pregnant;
   4) against minors if their appearance corresponds to their age.

6. Upon the use of psychological or physical coercion and, as a result, exposing human life and health to danger, the officer shall provide emergency medical aid and other urgent assistance required by an individual and take all other necessary measures to eliminate the consequences of his/her actions. The use, by the officer, of the psychological or physical coercion shall immediately be reported to the prosecutor if it caused a person’s death or dangerous health impairment.

In Estonia legislation of force application is regulated by Estonian Law Enforcement Act.4

The Decision on the Use of Force (the Avoidance of the Use of Force)

In accordance with the decisions that are expected from the actions of a police officer: always try to resolve the situation without using force. In

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practice, it is understood that a police officer has the skills that allows them to use other methods that are not related to the use of force (verbal persuasion) in order to prevent a potential violent situation.

If the use of force is unavoidable, it is considered that the police officer achieves the aim (detention of the offender, self-defence or third party protection) choosing less radical methods of force. Here the principle of necessity and proportionality is observed.

It is necessary to distinguish between the use of force by physical force (here we can distinguish between minimal and maximum physical force effects) and the use of force using a firearm. A police officer is not expected to discharge whole magazine at the person to be detained if he threatens with a stick. In a similar case (if it is not possible to persuade the detained person verbally) the police officer can try to use the baton. If a police officer does this, he is considered to have applied the proportionality principle. If one or more beats are enough to stop the detainee from resisting, then the further beats are unnecessary. The attack a person will not be right.

The decision model described above is not easy to implement in practice. Police officers are often forced to (sometimes act quickly) in different situations. They cannot “freeze the situation”, for example, a bank robbery: arriving at the scene, there is not time to rethink what action would be the best? The situation is developing even without police intervention. If it continues, the police officer is forced to make a number of decisions. The question: is the police officer’s psyche in a real time able to provide a decision-making process. If several police officers participating in the same dangerous incident report each other independently about the situation, the interpretation of the situation may sometimes be even diametrically opposed. It is therefore important to consider the psychological aspects that are relevant to the decision-making process. It is important to understand what constraints are being encountered in dealing with different situations and how these limits can be maximally compensated.
In order to be able to use physical means in real conditions, they should be tactically correct and justify their goal, they must meet certain criteria:

1. They must be simple, gradual, easy to learn and easy to execute under severe stress conditions.
2. They must be effective, in accordance with the physical force application.
3. They must be based on an accurate anatomical process of the body and understanding of biomechanics.
4. They must be an integral part of an extensive and diverse system (applying techniques according to the resistance to blind disobedience, uncoordinated movements of an intoxicated person, a person with mental illness, sudden assault, perceived and planned aggression by a dangerous criminal, etc.).

Basic principles on the use of force:

1. First try to use the methods of non-violent influence;
2. The police officer must first try to resolve the situation without using force, for example, using verbal methods of persuasion. In this way, it is possible to avoid unnecessary use of force. The more police officer has information about the situation and the person to be detained, the easier it is possible to determine which approach will be most effective and the less will be the use of inappropriate or incorrect force or the risk of misuse of force;
3. It is necessary to apply force only in situations where it is absolutely necessary;
4. Only in situations where it is impossible to resolve a crisis situation without resorting to violent methods, the police officer may, after assessing the necessity, use force;
5. Force can only be used for the legitimate purpose;
6. Force can be used only for extreme necessity situations and public order maintenance purposes;
7. No derogation or justification shall be allowed by unlawful use of force;
8. Each police officer is personally responsible for the use of force, even if it is executed in accordance with an order or instruction of a superior officer;
9. The use of force must always be in proportion to the legal objectives;
10. The use of force must be balanced and proportionate to the purpose to be achieved;
11. Using force composure must be demonstrated;
12. Depending on the nature of the situation, the police officer must determine which one of the most considerate and most effective means of force is needed to be used to resolve the situation;
13. The possibility of harm and injury should be minimized;
14. By using force, the police officer shall endeavour to cause as little damage or injury as possible;
15. There should be a wider choice of different means of application;
16. Police officers must have at their disposal different means for action in dangerous situations: batons, tear gas, firearms, etc.
17. All police officers should be trained about different ways of using different means;
18. Police officers should be trained in the application of various force-related means, such as self-defence techniques, the use of baton and firearms, etc.;
19. All police officers should be trained to apply non-violent methods of influence;
20. Police officers must undergo training on the use of verbal methods of persuasion, as well as assessing the situation and approaching the suspect.
2.

Methodical Recommendation in Training of Close Combat Tactics

Safety regulations for close combat training. The combination of self-defence techniques is based on the types of martial arts sports used in dynamic and practical training. Therefore, many techniques are potentially dangerous and traumatic if applied inappropriately and technically incorrectly. High motor activity, considerable physical and mental load, diverse modes of execution, application of mock weapon - all this creates preconditions for possible traumas and bodily injuries during trainings.

Well organized methodical lessons, an unremitting teacher / trainer's focus on safety and injury prevention, a thoroughly planned location, prevents or minimizes the risk of injuries.

The purpose of the safety regulations is to provide the officer participating in physical training or close combat training basic knowledge of working environment risk factors and safe techniques.

In this chapter are detailed and described:

1. Trainer/ instructor’s duties during training.
2. Requirements to be met before close combat trainings.
3. Specific requirements in the martial arts gym
4. Emergency response.

More detailed layout of the material view in methodological material on p. 20-25
5. Requirements for the location of training.
6. Pain points in the use of close combat.\(^6\)
7. The location of pain points on the human body.
8. Basic principles of force application.\(^7\)

\(^6\) Policijas taktika bīstamās situācijās, Č.Remsbers, 1994
\(^7\) Spēka un šaujamieroča pielietošana. Studenta rokasgrāmata, 2002, LPA
3. Technical Activities of the Close Combat Basis

Exercise complex for close combat activities.
Physical exercises are a basic tool for physical fitness. They can carry out any physical fitness task. They are fulfilled actively by using health-promoting tasks, strictly observing measures to prevent trauma, hygiene and safety regulations. One of the most important prerequisites for trauma prevention is the organization of trainees’ work and the methodology of the chosen exercises.

The technique of close combat is a complex combination of movements, therefore, according to the chosen program; a special exercise complex should be selected, according to the principles of gradation and physical exercise methodology. Special exercises are used to strengthen the muscle and ligament system, create strong muscle cords, develop static strength, perform various endurance exercises. Special exercises that are performed correctly allow the body to function in a more efficient way. Close combat activities should be based on basic exercises; they should be simple, with a relatively small amount of work and responsive to the speed, strength, coordination and other physical qualities necessary for the training of close combat techniques.

Practical classes are held in pairs, which are constantly changing.

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8 More detailed layout of the material view in methodological material on p. 26 - 36
Different people are trained, regardless of their character, physical development, gender, age or temperament. All are given the same tasks and exercises. Warming up is a part of a workout lesson. Its task is to prepare the body for intensive work: to speed up blood circulation, lung function, and to make joints more flexible in order to prevent possible injuries. Usually, before each lesson, a joint warm-up for the whole group is organized, but it is also advisable to give time for individual warming up (that is, doing the exercises that you need most). The main goal of the exercises is not so much learning their terms and conditions, such as the need to feel the movement, weight, body language and the energy of your partner. At the beginning of the training period, the training group is devoted to training and warming up. Each exercise or its execution technique is displayed at a slow pace explaining the importance of each movement. When engaging in close combat training, partners cannot be divided into comfortable and inconvenient or beneficial and disadvantaged. It is necessary to learn to work with any partner, regardless of their internal or external qualities. In order to prepare for the training of close combat techniques, each class must begin with warm-up exercises that prepare the body, joints, and muscles for work with increased physical activity. The lesson can be started with a slow run, during which various leaps, leg crossings, lateral steps, coordination exercises, squats and other acrobatic exercises are performed. Exercise in motion improves the way of movement on the mat, feeling, confidence, development of various physical qualities and, at the same time, performs the tasks set for the introductory part of the lesson. Then the exercises are done which are needed in the main part of the lesson. Exercises are specifically relevant to the theme of the close combat lesson. All exercises are closely related to the development of physical strength by improving combat skills and abilities. Table No.2 lists only a few exercises (recommended for all combat techniques) that are recommended for lesson-training work planning.
Special exercises for falling techniques, close combat stances and acrobatic elements.

The purpose of the special exercise falling technique\(^9\) is to gain knowledge of the safety enforcement technique of attack repression and detention methods, to create positive motivation and emphasize the need for the practical application of the techniques in close combat. When mastering the technique of close combat, you must first learn how to fall right to avoid injuries. Therefore, at the beginning of each lesson, the warm-up should be completed by repeating the fall technique. Self-defence exercises should be applied to all sides to teach the trainees to take proper position. Falling techniques begin to be learned with simple exercises such as somersaults (forward - back, from straddle, from squat and upright) and various rolls.

The methodological material offers various special exercises for the close combat training in the start-up period. (See pictures and descriptions in the methodological material in table No.3).

\(^9\) https://www.lspa.lv/files/study/lection_materials/U.Svinks/Sporta_vardnica.pdf; Sporta vārdnīca LSPA
1. Somersault backwards.
2. Forward roll.
3. Forward roll with a help of a partner.
4. Backwards roll.
5. Falling on the back.
6. First stage of falling sideways.
7. Second stage of falling sideways.
8. Sideways fall.
9. Second stage of falling forward.

By mastering the techniques of falling, the partner must be careful with the partner. Inadvertently, you must not use force or unauthorized actions that can harm a partner. You should not intentionally fall on the partner at the beginning and end stages, performing different exercises.

After completing the learning process, all exercises - falls can already be subdivided into a thorough and detailed stage of teaching, already at the initial stage of the technique.
The techniques of pain and detention are the methods of force used by the police officer to stop the resistance of the person to be detained. These techniques are effective if the police officer is physically and psychologically prepared sufficiently to suppress the offender's resistance.

**Pain Techniques.** Pain techniques consist in activating different and sensitive parts of a body i.e. hands and legs. Pain techniques are applied to the arm and leg joints using the leverage law to get rid of and hold the opponent. A very effective way of expelling an opponent is to turn the palm inward or outward. The use of techniques does not require a dominant power over an opponent. Enough of speed and agility will neutralize a physically stronger opponent. **Pain techniques are used predominantly when the opponent does not comply with your requirements or shows physical resistance during detention.** In addition to the pain and detention techniques, pain techniques can also be used: the “knot” at the top of the arm, “elbow lever over the forearm”, “the gooseneck”, which in turn requires additional special, physical and technical training.

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The most important principles of using force during detention techniques:

1. First, try non-violent influence methods.
2. A police officer should try to solve a situation without the use of force, for example, by means of negotiation (communication) techniques.
3. Force must be applied only when it is necessary. Only if it is impossible to resolve the crisis by means of non-violent methods, evaluating the necessity of a method.
4. The use of force shall be permitted only for exercising legal powers and shall be proportionate to the legitimate goals.

The task of the training process is not to traumatize the partner, therefore:

1. Keep focus on what is going on around;
2. Focus on the action;
3. The technique must be carried out in a gentle mode (powerless, effortless);
4. Monitor the partner’s ability to track the intensity of the movement.
In order to better understand detention techniques and apply them under realistic work conditions, they should be technically - tactical correct and meet their goals, they must meet certain criteria. They should be simple, gradual, and easy to learn and quick to apply even under high stress conditions.

Therefore, it is important at the beginning of the training process to teach the correct basic technique, which should be worked off and strengthened by repeating as many times as possible using different training (methodological) approaches. For example, creating role-plays, staging work situations working in pairs - using physical force. During the given task, one should not forget and understand the difference between the techniques that he can use and which are allowed to apply.
Training “Release Technical Training” is intended for cadets, at different levels of programs. During the course, cadets (students) are introduced with the basics of different forms of fighting, their origin, development, content and differences in technical performance. During the program, the knowledge, skills and abilities of martial arts (judo, sambo, wrestling, modern Jiu-jitsu) are provided.

The training program will include various technical training from different sports in order to fully understand the (uniform) grip-lock activities, using their own and partners’ weight - by exercising their physical strength by coordination, agility, speed, and other necessary actions to stop the offender.

Tasks of the program in the training of release technique

1. To give practical skills and theoretical knowledge about martial arts technique, providing self and partner, terminology, teaching methodology, technical-tactical basis, and safety rules.
2. To raise interest in martial arts as a tool for education and mean of defence without weapons.

11 More detailed layout of the material view in methodological material on p. 44 - 54 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projects/KA2_FOTO_VIDEO_DIGITAL_MANUAL
3. To improve cadets’ (students) physical qualities (abilities) and moral qualities (morality) in practical classes.

**Release - defence tactics.** At the moment when you decide to touch a person, you force them to make a decision - to use force or to obey. Therefore, you should not touch the suspicious person as long as it should be necessary. However, if you start up, then you will have to act quickly and efficiently. If you do not work efficiently from the start, another police officer might already be at greater risk.

First of all, it must be remembered that the grip technique is necessary to calm the person to be detained if resistance is shown, then the release technique and its further technical actions are carried out, which helps to detain the person.

However, it should be remembered that grips and techniques of release are inappropriate for the first contact with a person who is already showing active resistance or attack, respectively, with non-controllable persons. Just like other force techniques may not always be effective. If an

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12 Policijas taktika bīstamās situācijās. Spēka paņēmienu pielietošana Taktisko paņēmienu apguve, 1994
easily operated or fluctuating person can efficiently operate these tech-
niques, it automatically enters the category of non-controllable persons. Therefore, these techniques of release can only be used with greater force.

It is advisable to train only those techniques that are simple and
effective to execute and which are the most suitable. Close combat train-
ing uses a variety of grip - lock techniques that are suitable for carrying out
technical activities. Grips can be made behind the legs, arms, collars, flaps
and belts. A good grip helps you succeed in attacking. You can show and
teach many release techniques, but you can use only a few (as long as they
fit your possibilities) that can be applied quickly and effectively. Always be
prepared to use more force if the person to be detained reinforces the
resistance. Whatever method is used, the goal is always one and the same
- to force the person to be detained to lose balance. If you achieve that,
then he is not able to fight effectively. You must act 100% confidently and
immediately. The power of these techniques also includes other compon-
ents: balance, durability, flexibility, mental processes, and coordination of
physical movements, speed and simplicity. All of these components can be
greatly enhanced by physical and psychological exercises. By proper train-
ing, you can double your strength in a couple of months.

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In the training process, our task is not to traumatize a partner, therefore:

1. Keep focus on what is going on around.
2. Focus on action.
3. The technique must be carried out in a gentle manner (powerless, controlling the effects of pain).
4. Partner grips (at least initially) should be relatively free (enabling them to acquire and develop the necessary skills).
5. Monitor the partner’s ability to track the intensity of the movement.
6. Defensive Technique Training

Different types of combat techniques - defence technique training for cadets, in different levels of programs. During the course, cadets (trainees) are introduced with the basics of different types of combat-defence and attack, their origin, development, content and differences in technical performance.

During the program, knowledge, skills and abilities on the basics of sport combat protection (boxing, karate, and kickboxing) are provided. Blows are an effective defence and attack mean when you block an opponent, but they can cause serious injuries. Therefore, blows are used only in emergencies. It is advisable to beat with hands and feet (beating with hands, beating with lower part of the palm, beating with an elbow, beating with a knee, beating with the toe-cap, beating with a foot).

Program tasks in defence technique training

1. To give practical skills and theoretical knowledge about defence techniques against blows (arms and feet), providing self and a partner, terminology, teaching methodology, technical-tactical basis, safety rules;

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More detailed layout of the material view in methodological material on p. 55 -62 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projectcts/KA2_FOTO_VIDEO_DIGITAL_MANUAL
2. To create interest in boxing, taekwondo basics and other martial arts;
3. To improve the physical qualities (abilities) and moral qualities (morality) of cadets in the practical classes.

**What should be paid attention to performing blows with hands and feet?**
The impact effect depends on the force, speed, and its direct execution, as well as the way the blow is executed and the part of the opponent’s body it is made. Strength and speed in blows are achieved by gradually involving big muscle groups in movement and shifting body weight towards the blow. For example, when blowing a straight hit with a hand, the movement starts with the straightening of the active back leg, the turning of the hip in the direction of the hit and ends with the punch at the target. With maximum muscle strength involved in the movement. It is very important to learn to defend yourself against any type of blows, as a possible attack from the opponent is not foreseen.
Depending on the circumstances, in the defence is used: avoiding the impact by stepping back, bending, turning to the side. In the defence from blows, using returns and hand-tightening, their muscles must be tense. After defending movements, blows must be made to stop the opponent’s attack and move on to detention using detention techniques.

**What should attention be paid to protecting from blows?**
Depending on the situation, for defence are used blows, hand-tightening, avoiding the blows moving aside, stepping back or bending. Immediately after the defence movements are executed, blows must be made to stop the attacker’s resistance, and then turn to detention of the opponent with blows or using pain techniques. When in a defensive position, try to deviate from the blow trajectory.
Some police officers consider better not to use physical force techniques. From the verbal orders, they immediately turn to the rubber batons or firearms to stop any resistance. However, the use of such force is rarely an appropriate response: it also does not achieve the goal of stopping resistance. Even if you are a specialist in modern combat techniques, you may also be in danger.

Police officers’ mistakes in using physical techniques are rather the result of improper training. What is taught by many self-defence (tactical) specialists is simply an unstructured combination of special techniques. For example, they can demonstrate 10 different techniques, but they will not enter a resistance movement. Occasionally, the technique is so specifically complex, that even well trained professionals make them with effort. Some techniques ignore the principles of physiology. Some school (club) recommends a high kick to beat out a knife or a gun, despite the fact that the police officer cannot even lift his leg and make an exact blow. Therefore, one should not be surprised that a large part of the strength techniques taught to a police officer during preparation are rapidly forgotten, or once applied, under real circumstances, are rejected as inappropriate for the purpose.

More detailed layout of the material view in methodological material on p. 63-71 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projects/KA2_FOTO_VIDEO_DIGITAL_MANUAL
In order to be able to use physical techniques in real conditions, they must be tactically correct in order to achieve their goal, they must meet certain criteria. They should be simple, gradual, easy to learn, effective, fast to apply even under severe stress conditions.\textsuperscript{15}

The most recent and fast-paced techniques give you the best chance of suppressing resistance with minimal effort within the tactics and the law. These are resistance resignation forces techniques. It is best to learn these techniques through practical professional training, which should be run by qualified professionals. It is necessary to learn - the basic movements of great strength and improving them through physical exercises - can achieve speed, agility and accuracy of the action. After that, further development of techniques in practical classes should be continued. During classes, it is advisable to act out a variety of practical situations that are close to actual practical episodes, and are effective. The acquired skills must be supplemented with psychological readiness for activities in critical situations.

\textbf{One of the topics in this program is defensive and offensive activities using various objects}\textsuperscript{16}

The knife is a quite dangerous weapon, because it can be used to stab and cut. Each not repelled opponent’s attack can cause more or less serious injuries. Therefore, it is very important to follow the movements of the opponent from the very beginning, in order to choose the defence methods in a timely manner. It is necessary to block the hand of the opponent holding a knife in the shortest possible time between the swing and the stab or be closely monitored from the start of the attack. Before the opponent’s attack, when you see how he holds the knife in his hand, you have to consider the expected type of stab.

\textsuperscript{15} Policistu profesionālā fiziskā sagatavošana,2005
\textsuperscript{16} More detailed layout of the material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_project/KA2_FOTO_VIDEO_DIGITAL_MANUAL
If an opponent is close enough to avoid a stab when approaching with the knife, his attention can be prevented by throwing any objects into the face that are nearby (scarf, mug, sand, etc.). You can often surprise an opponent by striking its leg with your foot on the lower part of his body. This section will simulate situations in which a partner will run a threat-or an attack with a weapon (a gun or a knife), as well as a variety of simpler variations of how to dispose from them.

The offered section deals with common and prevalent situations, for the reason - that in the program training process cadets (trainees) would have the most convenient option for pain technique or other method, as well as faster acquisition and understanding of the chosen technique.

It should be taken into account that it is possible to get out of one situation using different techniques, as well as from different situations, you can get out with the same technique (as the athletes often use their “crown” technique at fights).

⇒ **In our training process, our task is not to traumatize a partner, therefore:**
1. Keep focus on what is going on around.
2. Focus on action.
3. The technique must be carried out in a gentle manner (powerless, controlling the effects of pain).
4. Partner activities (at least initially) should be relatively slow (enabling them to acquire and develop the necessary skills).
5. Monitor the partner’s ability to track the intensity of the movement.

Proposed defense techniques (see methodological material) suggest that an opponent is threatening with a firearm by holding it in an outstretched arm forward and giving command to stop and raise hands, as well as the distance between the attacker and the police officer is quite short. Many believe that it is impossible to defend against an attacker who is armed with a firearm. Such beliefs have their own reasons, because the opponent is shooting at once or threatens with a firearm far enough to repel his threat. It is understood that it is quite difficult to consider physical force techniques when the gun barrel is close, or (the barrel) touches the back.

However, a firearm is not a mean that can make an attacked person completely powerless. Any weapon, a stick or a knife gives the attacker a sense of supremacy. A weapon gives confidence in their own power, and the attackers feel confident. The index finger triggering the gun works because of reflex. This, in turn, slows down the attacker’s reaction to the sudden action of the attacked person.

Prior to using a firearm, the police officer should ask the question to himself/herself whether it would be wiser to step back, thus avoiding threats and possibly threatening the lives of others. If a police officer is unable to back off, a situation may arise in which he/she can shoot. In Latvia, before firing, he/she must:

- Loudly and clearly alert the person to be detained and tell him what to do to not get shot (“Put the gun down or I will shoot!”).
- Make sure that if he fires, no one gets hurt.

In Poland before firing, he/she must:

- shout „Police”;

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• call a person to follow his/her order and start to react properly, for example „Put the gun down”;
• If a person doesn`t follow, a police officer must warn a person „Stop or I will shoot”;
• The last step is a warning shoot given in a safe direction if previous steps will not be followed.

However, in Poland, if there is the life or health are threatened and the action is very dramatic, a police officer can skip every step of the procedure.

The decision-making model described above is not easy to implement in practice. Police officers are often forced to take action (sometimes - quick action) in different situations. They cannot “freeze” the situation, such as a bank robbery. Arriving at the scene, there is no time to rethink what action would be the best.

**First, you have to start with tactics, which is a very important moment in the use of special fighting techniques. The work of the police officer must be aimed towards solving problems:**

1. Firstly, to carry out the initial task and to overcome the danger, which requires good, persuasive communication.
2. Second, take action to justify your own actions.
3. Know the tactical techniques of defence.
4. Apply special fighting techniques.

In the curriculum, it is necessary to include various types of defence and attack (pain techniques) with a knife, a pistol, and various objects. The more the training methodology will have different options, the more successful and versatile these physical exercise techniques can be used in real-world situations.

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17 Policijas taktika bīstamās situācijās, 1994
8.

Special Mean - Baton Usage Techniques

Despite the fact that more and more new special means have recently appeared in the police officer’s equipment, however, a special mean - the baton- occupies a stable place on the list. In practice, it can be seen that a wide range of batons is used - both taller and shorter, harder and softer, in some places it is possible to observe that “tonfas” are worn instead of the baton - which are used in the Municipal Police officers while patrolling. It is forbidden to strike intentionally around the head, neck, stomach or groin in order to stop the offender from non-complying with the lawful requirements of the police officer.

The popularity of the baton is because during the long period, effective defence and attack techniques were developed for the use of a stick, a crowbar, or other object. The proper stance, technique-tactics, and the use of pain techniques in relation to the opponent (the offender) plays an important role in the use of the baton.

Police use a baton in duty to prevent an attack attempt or to protect against various types of blows, attacks with knives, sticks, or any other object and getting rid of grips and locks. The right choice of stance and distance combined with good skills in using a baton gives you the

18 More detailed layout of the material view in methodological material on p. 72-77 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projectcts/KA2_FOTO_VIDEO_DIGITAL_MANUAL
opportunity to not only protect yourself, but also take the necessary steps to detain the offenders.

Program tasks in baton training

In the training process, our task is not to traumatize a partner, therefore:

1. Do not use the baton with force.
2. Focus on the action;
3. The performance of the technique must be carried out in a gentle manner (without force, controlling the effects of the pain).
4. Partner activities (at least initially) should be relatively slow (enabling them to acquire and develop the necessary skills).
5. Monitor the partner’s ability to track the intensity of the movement.
9.

Special and Other Tying Mean (handcuffs\textsuperscript{19}, rope, belt) Using Tactics And Techniques\textsuperscript{20}

Handcuffing Techniques
The first step for safe handcuffing is to have control over the offender and keep them in a stable position. This means forcing the offender to take a position that ensures the distance required for the cuffing that does not allow him to move and ensures that the handcuffs can be applied quickly and easily. If the offender tries to resist and is not in a state that allows you to apply handcuffs, do not try to do so, because there are few offenders whose arms can be sustained by force. First, the person to be detained must be controlled, forced to take the proper position, and then the handcuffs must be applied.

Police officers do not need a special permit for the use of handcuffs in their daily work, as they are an integral part of their equipment. Only accordingly trained police officers should be allowed to use them, both in the application and in the first aid application. For all cases of use of

\textsuperscript{19} In Poland only handcuffs are used. In Lithuania ropes and belts are used, but the special preparation is needed for it.

\textsuperscript{20} More detailed layout of the material view in methodological material on p. 78 - 82 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projectcts/KA2_FOTO_VIDEO_DIGITAL_MANUAL
handcuffs, except for convoying, a report must be written to the head of the unit, stating reasons and duration.

**Handcuffing techniques included in the training program:**\(^{21/22}\)

1. At the wall;
2. On the ground;
3. On the knees;
4. Upright (leaning forward).

By using detention techniques, hands are forced behind the detained person’s back and they are **brought to the wall**. Keeping the right arm forearm in the elbow joint, a pain technique is made. Thus, the detained person becomes controllable. The police officer keeping handcuffs in their right hand, first places the cuffs on the right hand of the person to be detained, pressing them against the wall, forcing their left hand behind the back and applying the handcuffs. The person to be detained is closely controlled during this activity, thanks to the pain caused by the application of force.

\(^{21}\) Likumpārkāpēja aizturēšana pielietojot fiziskos paņēmienus un speciālos līdzekļus, 1998.

\(^{22}\) Grozījumi likumā “Par policiju” https://likumi.lv/doc.php?id=177271
The problematic technique is when the detainee is placed **on the knees** with his hands behind his head and his fingers crossed, but then a pain technique is used to apply handcuffs. In this case, if you are smaller and weaker than the detainee, you may lose control when applying handcuffs.

To handcuff an aggressive detainee, first give them the orders “hands up, turn around, and bend”. This state will allow you to see underneath the eventually concealed object. The following orders are given: “**lean forward**, head back”. Next, give them the order to spread their arms out, keeping their palms down. In this position, you can easily apply handcuffs. To excel at applying handcuffs, always keep them ready.

An uncontrollable person needs to be handcuffed in a **prone position** in which it will be after the use of force. The person to be detained should lie flat on the abdomen; the face should be turned to the opposite side. This position not only helps to handcuff quickly, but also prevents the person to be detained from pulling out a hidden object. As soon as the person to be detained is on the ground, you can safely control them.

Once you have searched the detainee and brought it to the required place, you need to remove the handcuffs, which requires extra risk. Maximum control over the detainee while removing the handcuffs requires an additional police officer’s presence.

The person to be detained must be placed with their face against the wall, the head must be turned sideways and they should spread their legs. On each side of the person to be detained must stand a police officer holding the detainee from both sides. The third police officer removes the handcuffs. When the ring is open on the left hand, the police officer on the right side executes the pain technique known as the “goose neck” when the other hand is released from handcuffs; then the other police officer performs one of the detention techniques, which minimizes the risk of resistance.
10. 

Gas Cylinder Usage - Techniques and Tactics

Currently, with the decision of the Department of Health of the Ministry of Welfare of April 15, 1993 in special means legalized in Latvia, it is permitted to use the toxic substances of the following irritant activity, taking into account the general clinical effect:

1. Lachrymators (tear gases), chloroacophenone (CN).
2. The concentration of these irritants in the special means used must not exceed one percent.
3. A concentration of CN and CS of more than one percent may be hazardous to human health, and in these cases the effect of these substances shall be assessed as the result of an action of strong influence substances.
4. In special means, the use of neuroparalytic substances or their combination with lachrymators is not permitted.

CN and CS-type lacrymators are slightly toxic if not used:

1. From a short distance, which can cause mechanical damage, barotrauma, mostly in the eyes (tear gas cylinders).

*More detailed layout of the material view in methodological material on p. 83 - 88 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projectcs/KA2_FOTO_VIDEO_DIGITAL_MANUAL*
2. In heightened concentrations, causing severe, burn-like mucous membranes and skin lesions.
3. In narrow, non-ventilated rooms.

Most often, the effects of these legalized tear gases are characterized by severe burning sensation in the eyes, intense tearing, and it is difficult for victims to open their eyes because of pain and susceptibility. After prolonged contact with tear gas, acute inflammation of the trachea and windpipe, various forms of mucus membrane (necrosis) develop. After being in contact with tear gas, the above irritating effects start in the first few seconds. However, when the contact is interrupted, many of them may disappear within 30 minutes symptoms of damage to the eyes, skin and mucous membranes can continue for 24-48 hours.

Most of the irritating toxic substances are chemical compounds whose physical properties, in particular their evaporation ability; make it difficult to obtain a concentration of these substances in the short term. Various technical devices are used to produce sufficiently irritating activity, concentration of toxic substances. Irritating effects on the human body through the airways, mucous membranes of the eyes, or through the skin.

According to foreign police experience, it can be concluded that tear gas CS works more potently and for longer periods than CN and requires much lower doses. In addition, it is less dangerous because the fatal outcome can only occur at a much higher concentration.

It is also important to take into account the fact that tear gas acts differently on different people. The tear gas may not affect people who have used alcohol, taken drugs, or are mentally unstable.

**First aid if there was contact with tear gas?**

1. Get out of the contaminated environment as quickly as possible.
2. Get rid of contaminated clothing by replacing it with clean.
3. If there are contact lenses, they should be removed immediately.
4. Eyes should be rinsed in clean, cold water (preferably in running water).
5. Skin, nose, throat should be rinsed with clean water.
6. If possible, disinfectant eye drops can be applied to the eyes (after rinsing).
7. As soon as possible, you should visit the nearest health care institution where the degree of eye damage and the condition of the airways, mucous membranes and the overall degree of intoxication will be assessed.

Warnings:
1. Do not rub your eyes.
2. Do not use oily products (creams, ointments)
3. Completely wipe the tears, use a completely clean handkerchief.
4. Do not use warm water, warm compresses.
5. Do not hold your eyes tightly closed (closing up of the eye relieves feeling for a short period but it is followed by deterioration).
6. Do not use unknown eye drops.

A gas cylinder is a special mean designed for short-term action on the human body. Mostly it is used only in emergencies when it is impossible to calm the person to be detained or a crowd. Used only when it is necessary to weaken the offender before the technical application of force or detention techniques.

The main types of toxic products containing irritating substances that are used in production of mixtures of aerosols and gases are as follows:
1. Aerosol gas cylinders.
2. Shells for gas pistols.
3. Gas grenades.
4. Cartridges with gas grenades.
5. Portable gas generators.
Before the use of substances that cause tears should be taken into account:

1. Location and the escalation of the situation.
2. Existing forces and means that can be used to prevent unlawful activities without the use of such special means.
3. Wind strength, direction, climatic conditions.
4. Potential human retreat from the danger zone to prevent accidents.

How to use a gas cylinder?

If you are in a potentially hazardous situation, grasp the cylinder in your hand, insert your thumb under the cover and be ready to send a gas jet by pressing the thumb spray button. Pay attention to the design of the cylinder. The design of the cylinder permits use even in the dark or in a stressful situation to properly grasp it and prepare to use it on an attacker. If you still have to use a gas cylinder, send a gas jet in the area of the attacker's face by pressing the gas cylinder button several times in a row. The contents of the cylinder, upon entering the skin, evaporate very quickly, so choose the correct distance and the place where the attacker should be. The effect of a gas cylinder is very good, but short-term, so further detention activities (force or pain techniques) must be performed by a police officer.
The body search is done by placing the detained person standing upright at the wall, kneeling or lying down. It is advisable to carry out a body search with the help of a partner who takes the position of the detained person’s control, threatening him/her with a firearm and carefully following his/her movements, to provide the searcher with safety. Body search should be conducted by a person who is the same sex as an attacker.

More detailed layout of the material view in methodological material on p. 89-91 and video material view at http://www.policijas.koledza.gov.lv/lv/par_koledzu/erasmus_projectts/KA2_FOTO_VIDEO_DIGITAL_MANUAL
It is important to remember that the body search is only started:

1. When the person to be detained is placed in a position which prevents them from using the weapons unexpectedly and carrying out dangerous activities.
2. You must not allow the person to be detained to look at a person conducting body search, execute arm and leg movements.
3. The body search is carried out with tactile action.
4. If one person, when threatening with a firearm carries out a body search, it must be kept in a hand that is further away from the person to be detained.
5. You cannot stand between the legs of the person to be detained.
6. Do not put your hands in the pockets of the person to be detained. To pull out items from the pocket, execute the ejection outward.
Modelling of Detention Tactics and Physical Force Use in Different Situations

Detention on the street, in residential areas, in an open forest area

A police officer should remember that tactics are not precise science like mathematics or physics. Tactical art, like a living organism, must constantly change and adapt to environmental conditions. In general, the tactic does not work the principle: if A does so, then B does so. The most striking example is the “Active Shooter / Amok” situations, the features of which include all the major terrorist acts in Europe in 2015/2016. These situations are most closely related to police action in this theme.

Tactics must begin with a series of rules and principles. Following these principles and rules does not guarantee success; they can only help minimize the risk of losing life or getting serious bodily injuries.

The most important thing is the principle of maximum safety for people around you! This principle can only be resigned if the inaction of a police officer can lead to consequences that are even more serious.

**Detention on the street,**\(^{25}\) the person to be detained must be monitored continuously and carefully. Ensure that the detention group is

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\(^{25}\) Zaušs A. Speciālās operācijas plānošana, sagatavošana un realizācija: Rīga, nepublicēts mācību līdzeklis, 2007.
brought closer to the suspect. It is important not to confuse the person to be detained.

Where possible, physical location should be chosen so that it is at a sufficient distance from people's assembly places:

- from public transport stops;
- from entrances to public buildings;
- parks;
- from the residence or workplace of the person to be detained.

A specific place should be selected on the usual suspect’s route.

Detention can be conducted when the suspect leaves a building, theatre or cinema. If the person to be detained is accompanied by their acquaintances or relatives who are not to be detained, it is desirable to wait for the moment when they will remain alone.

Conducting detention on the street, the suspect’s behaviour should be followed in order to prevent escape or attack in a timely manner and prevent the release of material evidence.

After verifying that the person is exactly what should be apprehended, the detention group, which until then was about 10-15 m away, should eliminate the suspect’s attention, come close (best from the back). When detaining the four together, two police officers need to perform a
special fighting technique - bending the hand behind the back. The third and fourth police officer should be in front and back, after which care should be taken closely around what is going on. One member of the detention group should notify the detainee of the detention.

Immediately after the physical detention, the detainee must be taken to a pre-selected and security guarded place. Here, the detention group must undergo an initial body search.

When detaining a potentially armed person, it is prohibited to request documents and items that *may be significant in a criminal case*; otherwise, a firearm can be pulled out and used. Documents, like firearms should be removed by the police officers.

The body search must be done in two; the other two should carefully follow what is happening. The body search must be carried out quickly and qualitatively, after which the person must be convoyed to the police station.

Plain-clothes officers carrying out detention on the street are not conducting an initial body search at the incident scene as it can draw people’s attention, allowing the detainee to provoke passers-by to provide assistance. **Handcuffs!**
Detention in premises - positive aspects:

- the possibility of escape decreases to a minimum
- intervention of unauthorized persons and curious assembly are excluded;
- there are better conditions for conducting initial body search and evidence seizure.

Detention in premises - negative aspects:

- in most cases, the fact of detention becomes known to the family, neighbours, co-workers, becoming a known fact;
- suddenness of physical detention cannot always be ensured - the suspect or their accomplices can observe access to the building, attack with firearms, destroy evidence, lock themselves in the room, show resistance or commit suicide.

For a successful operation, it is necessary to provide covert access to the building.

- The route of the detention group must be such that it does not prematurely occur at the site of operation.
- Detention in an apartment can end with a search, so it should be prepared.
- Upon arrival at the place of detention, the surveillance/locking group must control the dwelling-house/apartment doors, windows and balconies.
- The covering group, if there is no other good cover, should settle down at the windows of the house, outside street door, and the corners of the building.
- The detention group should try to enter the apartment without hindrance, using the reasons chosen for the course of the operation. Entry reason must be real.
If it is problematic to get into the room officially, you must ask in the name of police to open the door and warn that otherwise, it will be broken open and firearms can be used. Getting into the apartment should be given the order “Police! Do not move!” and, according to the appearance, identified the suspects. All objects seized should be placed in one place further from the detained person.

If the seriousness of the situation requires so, special police units must only carry out the detention / neutralization of armed persons.
Improvement of the educational process has a significant impact on the growth potential of police officers’ professional competence.

In this project (study) the student’s professional physical fitness competence is defined as an integral part of the personality, which includes the components of motivation, purpose, content and evaluation in the field of physical development, continuously evolving in action, cooperation and communication and because of the interaction of these processes in a qualitative way.

The process of formation of the professional competence of the new police officers takes place in co-operation, interaction and studies of lecturers and students, in communication with the lecturers and members of the group. The lecturer provides the student with the option of studying; the students themselves actively develop their learning experience, according to abilities and based on previous experience. The term “learning experience” is understood as the student’s subjective, learned and reflected knowledge, skills, attitudes that occur in the performance of a
particular activity. With every reflection of the experience, the student becomes more ready for the new activity.

**The main areas of competence of police officers in professional physical fitness:**

- Communicative;
- Physical preparation - development of bio motor abilities;
- Shooting training;
- Learning the close combat techniques.

The work of the new police officers is closely linked to their ability to take responsibility in difficult situations, knowing and proposing themselves as a leader capable of controlling the situation, establishing a successful communication with the offender and avoiding the use of weapons. Not everyone can take on such responsibility, because it requires some kind of personality traits, respect for other people, and specific communication skills. However, each police officer needs to know what he or she needs to do in the service situation, be aware of the means to achieve the goal, be able to realize the intended, cultivating positive attitudes in cooperation with people. Be able to work with the team, eliminating conflicts, and working for the team themselves, agreeing to solve strategic and tactical tasks. You must see the human potential of each person by developing it and pay special attention to such qualities as patience, courtesy, listening skills, and communication and cooperation, etc. skills. New police officers themselves should continuously enrich their experience.

Professional competencies characterize human work experience, skills and abilities acquired during working, as well as academic knowledge (education, courses, seminars, foreign languages, computer skills, etc.) and their role in the process of professional development.
Basic principles of close combat and professional physical training

Principles are considered key provisions, the observance of which ensures a good outcome. The principles of physical training determine the main direction, content and conditions of the activity. Principles cannot be imagined arbitrarily - they are formed by the interaction of certain regularities.  

The result of the pedagogical process depends on the trainee’s awareness and activity.

The principle of conscientiousness and activity is based on three main requirements:

1. The student (hereinafter - the trainee) must create a reasonable attitude towards the ongoing, independent interest in the destination and the task of the particular class.
2. The trainee should be encouraged to deliberately analyse the tasks to be performed, rationally use the forces, doing physical exercises and perform self-control.
3. The trainee should develop initiative, autonomy and creative attitude towards fulfilling the task.

The principle of visuality is not less important in physical fitness. The implementation of this principle is based on the following conditions:

1. Visuality - a necessary precondition for acquiring the exercises. It is better to use direct and indirect visualization methods in order to create an understanding of the exercise.
2. Visuality is a necessary precondition for improving exercises. Improvement of exercises and physical qualities is not possible if it is not based on precise senses, perception and a clear idea.

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27 More detailed layout of the material view in methodological material on p.108-121
28 Policistu profesionālā fiziskā sagatavošana, 2005
3. Relationship between direct and indirect visualization methods. Physical training should be appropriate to the trainee’s abilities, age, gender, preparation, physical and mental ability level. This is very important at the beginning phase of the physical preparation.

In order to fulfil the principles of suitability and individualization, the following conditions must be observed: accessibility must be determined. The availability of physical exercise depends on:

1. Trainee abilities.
2. Objective difficulties caused by the performance of the exercise. Determining optimal availability should be based on the requirements of the programs as well as on the information obtained by lecturers when checking students.
3. The availability of methodological conditions must be observed. Exercises are made more accessible to a more streamlined training methodology, based on the following basic principles: from the simplest to the most difficult; from known to unknown; from the simplest to the most complex.
4. The general direction of physical training (sports) and individual directions must be individualized. Each trainee must identify individual characteristics appropriate to them, therefore each individual adapts to physical exercises and physical loads.

The pedagogical work of the trainer (instructor, sports specialist), in which cadets form self-esteem and confidence over their abilities, is the cornerstone of individualization. One of the main principles of physical fitness is the principle of regularity. The essence of the principle is to organize in a certain order the gradual and continuous teaching and training of knowledge, exercises, skills and abilities. It covers the sequence of classes, the relationship between individual parts of physical fitness, the load and resting system.
Professional Physical Training Methodology

In accordance with the essence of physical training, a methodology for teaching the exercises and a methodology for the breeding of physical qualities is distinguished. Both methods have both common and different features. The solving of sports tasks leads to a search for a combined methodology for teaching physical fitness and exercises to the person. This means that the development of physical qualities must be integrated into the training of the exercises and vice versa. In the learning - studying process in State Police College uses frontal, group and individual study (training) organization forms in the methodology of close combat training.

The essence of the study process is the acquisition of knowledge, skills and abilities and the development of cognitive abilities. Studies are aimed at improving the interaction between human and social environment. The basic regularities of the study (training) process are observed:

- the study process requires active participation of students in the acquisition of the study material;
- students’ readiness for more complex types of activities depends on the prior learning of the simplest types of activities;
- the sustainability of knowledge depends to a large extent on purposeful and systematically organized repetition;
- skills are created if conditions for the ability to repeat the underlying activities are created.

Study programs (curricula) determine the number of planned lessons. An important role in the study process of professional physical education is given to teaching motives and motivation. The motive in psychology is called the cause of human activity and behaviour. Human needs are the main driver of their actions and activities. The motives maybe also cause the purpose to be set. The motives are also formed in the study process. Their formation depends largely on the contents and methods of teaching.

More detailed layout of the material view in methodological material on p. 111-115
(cognitive interests, satisfaction from the intellectual work process, etc.). Unfortunately, not all students have cognitive interests; external motives (incentives) must be used to activate them.

By training future specialists - police officers, successfully mastering the methods of force and using special means in apprehending the offender, stimulating the formation of positive emotions, thinking about how to make the contents innovative, in order to improve the teaching methods and increase the student's activity in the study process. Professional physical training of future specialists - using force methods and special means, apprehending the offender, using physical education methods\(^\text{30}\), as well as physical exercises.

In physical preparation tasks are used specific methods that are only specific to physical fitness and non-specific, general pedagogical methods used in all areas of training. Specific methods (strictly regulated exercises, circles, competitions, games, adaptive, modules), both didactic pedagogical (verbal, registration, practical), as well as auxiliary methods.

Teachers/ instructors in their work have to look for new and effective methods that allow more rational use the time allocated for the acquisition of the study course, so the future specialist's knowledge, skills and abilities meet the high qualification requirements.

**Special fighting techniques**

As a result of the research of the formation of the personality of the future specialist in the acquisition of theoretical knowledge, practical skills and professional abilities, personality of the students of the State Police College, the methods of fighting techniques, techniques for the use of special means were reviewed, and the indicators and criteria for the effectiveness (rationality, safety) of the police officer's use of force methods and special means were developed.

In order to be able to apply force techniques in real conditions, they

\(^{30}\) Didaktika. D.Albrehta,2001
should be tactically correct and to achieve the goal, they must meet certain criteria:

- they must be simple, gradual, easy to learn and quick to apply even under severe stress conditions;
- they must be effective regardless of the size of the police officer, physical strength or gender and the circumstances in which they are used;
- they must be based on an accurate anatomical process of the body and understanding of biomechanics;
- they should be an integral part of an extensive and versatile system, but in turn they should give the police officer (specialist) the opportunity to apply the techniques in accordance with the resistance;
- gradually increase the applied force or if control of the collision fails, leave it without damages;
- justify their actions as necessary in response to danger.

The police officer must understand the difference between the techniques that he is able to use and which are allowed to be used. The most recent and fast-paced techniques allowed give you the best chance of suppressing resistance with minimal effort within the tactics and the law. These are the methods of stopping the resistance.
Methods of Fighting Sports

The word “method” originates from Greek and translates literally “the path to something”. The teaching method is understood as the system of trainer and student didactic co-operation, through which students acquire new knowledge, skills and abilities, while developing their own cognitive abilities.

Physical education methods are physical exercises. To solve its tasks, both specific (strictly regulated, circle, competition, game, adaptive, modules) and didactic pedagogical (verbal, visual, practical) and auxiliary methods are used.

- **Specific methods.** Strictly regulated methods are divided into the teaching of exercises and the development of physical qualities. Learning of exercises uses synthetic (with synthetic constructive and combined effects) and analytical method.

- **Continuous (steady and alternate)** working method is used to develop endurance and strength. This method is based on the condition that each exercise is executed in a certain form and with a certain load. The method allows:

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31 More detailed layout of the material view in methodological material on p. 116 - 126
32 Latvijas izlases sportistu sagatavotības normatīvie rādītāji un perspektīvo uzdevumu realizācijas plāns, 1997, autoru kolektīvs
• To teach exercises of varying degrees of complexity;
• To realize the effect of each individual exercise on any part of the body;
• Strictly dose load (from minimum to maximum);
• To develop all physical qualities;
• To provide the process of physical education for any individual;
• To do physical exercises, regardless of age, or the level of preparedness.

To teach the exercises, depending on the type and complexity of them, the whole or divided method is used. The essence of the whole method is the frequent repetition of the entire exercise. With this method, you learn not only the type of exercise, but also its content. The divided method allows you to eliminate the unwanted phenomena of the whole method (difficulty in exercising control, fast fatigue) to make it easier to learn complex actions, divide them into separate key elements, and then combine them into a single exercise.

Different regulated exercise techniques are used to normalize and regulate physical load. These methods not only develop physical qualities, but also improve and strengthen the dynamic stereotype.

- **Standard exercise method**: the exercise is performed without any visible changes in the structure and load parameters.
- **Continuous method**: specific operation is performed continuously. This method has different types.
- **Smooth continuous method**: characterized by slight minor fluctuations in exercise intensity. It is used to develop durability.
- **Changing continuous method**: characterized by the fact that part of work is carried out with increased intensity, part - with reduced. As the skill of sports grows, the length of the high-intensity segments increases, but the low - decreases.
The repetition method is used to solve two tasks: for the development of all physical qualities and for the teaching exercises. It is characterized by repetition of the exercise after a standardized rest (for example, 20 dummy takedowns at a maximum pace with a 4-minute rest). The variation of this method is a repetitive series method, where several repetitions after longer relaxation, which can be both passive and active, are repeated several times (for example, 3 series in 6 x 20 combat takedowns).
15.

Methodological Principles of Practical Classes

Lesson Methodology

In Latvia, as in the comprehensive education as a whole, there has been a shift in emphasis on the transition from normative pedagogy to humanitarian pedagogy, putting students in the centre of learning, and teaching them how to select and understand the information they need. New forms of education make it necessary to change the focus of the learning process. “We do not teach students the facts about other things and phenomena, but first let them know themselves - how can they learn, think, recall, create, solve problems”.  

In order for students to participate regularly in physical activities, access to appropriate infrastructure is necessary, but education in sport and athletes are a key factor in raising awareness, motivation and interest in promoting education, because the sport lesson is the main form of organizing study work.

Students should be encouraged to learn diverse, methodologically correct approaches in sports lessons, and in future life they can choose in which situations and where to apply them.

33 More detailed layout of the material view in methodological material on p. 122 - 126
34 Tonijs Bazens, 2013
Guidelines and requirements for the quality of sport lessons:35

• The trainer (lecturer) observes the regularities of development of bio motor abilities at different age levels. The chosen means correspond to the tasks of the lesson, determine the precise control exercises and evaluation criteria. If bio motor development is lagging behind, the trainer is looking for the reasons and ways to eliminate it;

• Sports (close combat) lessons are effective when students are focused on the development and growth of their dynamics and outcomes;

• If the assessment system organized by the sports teacher (lecturer) offers only normative information, the students use the strategy (for example, ask for a doctor’s permission not to participate);

• Only a creative teacher (lecturer), modernized content and appropriate educational material and technical provision can provide an innovative and friendly environment for the student to develop physical abilities, improve health in the long run.36

The content of the lesson consists of three components: “Knowledge and understanding in the training of close combat”, “Practical activity”, “Strengthening physical fitness”.

The aim and tasks of the subject (lesson):

• Aim of the subject - to improve knowledge and understanding about the value of a healthy lifestyle, the importance of systematic physical activity in the preservation and strengthening of health;

• To promote the development of physical abilities and the desire of the trainee to engage in physical activities systematically;

36 Sporta pedagoģija vakar, šodien, rīt. LSPA, 2016
• To master the tactics of fighting offensive and detaining attacks in order to use special fighting techniques, handcuffs, means of tying and body search in accordance with the law “On Police”;
• To develop the ability to act and make independent decisions;
• To learn new, practical, innovative special fighting techniques;
• To develop special - professional physical qualities (strength, speed, agility, movement coordination, etc.).
Assessment of achievements is carried out on a scale of 10, based on the following criteria:

- The volume and quality of the acquired knowledge;
- Acquired skills and competences;
- Attitude towards learning;
- Dynamics of learning achievements

10-point rating scale explanation (Latvia)³⁹

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Mark</th>
<th>Explanation</th>
<th>Estimated ECTS mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>10</td>
<td>with distinction</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>excellent</td>
<td>A</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>very good</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>good</td>
<td>C</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6</td>
<td>almost good</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>satisfactory</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>almost satisfactory</td>
<td>E/FX</td>
</tr>
<tr>
<td>Low</td>
<td>3-1</td>
<td>unsatisfactory</td>
<td>Fail</td>
</tr>
</tbody>
</table>

³⁷ More detailed layout of the material view in methodological material on p. 129 - 136
³⁸ Assessment criteria in Poland are also definite, but the scale is carried out between 1 (the worst)-6 (the best).
³⁹ www.aic.lv/portal/izglitiba-latvija
**Education in Latvia » Credit point system.** In Latvia, credits are used in higher education, which are equated with credit points of the European Credit Transfer System (ECTS). The credit point (CP) in Latvia is defined as the amount of one-week full-time study work. When converting ECTS, the number of Latvian credits should be multiplied by 1.5. The amount for one study year in full-time studies is 40 credit points (60 ECTS).

**Education in Latvia » European Qualification Framework.** In April 2008, the European Parliament and the Council approved the Recommendation on the establishment of the European Qualifications Framework for lifelong learning. The European Qualifications Framework (EQF) is a unified eight-tier European reference framework aimed at promoting lifelong learning and promoting transnational mobility of citizens. By providing reference points for European qualifications, with the EQF can be compared more easily and understood the educational qualifications of different European countries. EQF levels do not relate to specific education qualifications or educational programs, but indicate the degree to which the person has acquired knowledge, skills and competences during a course of study.

**Criteria for assessing the practical part of the project’s first level program.**

- Basic level or lowest level of preparation.
- The target audience of the curriculum: Cadets of Project partners’ educational institutions.
- Project curriculum contact lessons: 160 teaching units.
- The content of the project curriculum will cover general and special (professional) physical fitness requirements.

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40 Valsts policijas koledžas arodisglītības programmas „Policijas darbs” kvalifikācijas eksāmena praktiskās dalas vērtēšanas kritēriji mācību priekšmetā “Uzbrukuma atvairīšanas un aizturēšanas taktika”. 2016
**Detention Technique:**

1. The bending of the arm approaching from the front, from the side, from the back;
2. The bending of the arm behind the back from the front with under huck;
4. Pain techniques - an elbow lever over the forearm, over the shoulder.
5. Pain technique “knot” at the top.
6. Pain technique “gooseneck”.

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**Table No.29**

<table>
<thead>
<tr>
<th>No.</th>
<th>Explanation</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The detention techniques are made without errors. The optimum speed, precision, strength, coordination and high motion control are executed and demonstrated. Exact transitions (communication) between executable actions (elements) and techniques-tactics understanding.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>The detention techniques are carried out precisely, with slight deviations (small errors) of precise and outstanding performance. Ability to manage movements, accurate communication and control over the person to be detained. Demonstrate detention techniques at different speeds, paces, rhythms, situations.</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>The detention techniques are fulfilled in full, taking into account all inter-conversions from one phase to another, and so on. Ability to highlight the main elements of the technique-tactics. Observable control of consciousness and skill, as well as the level of movement.</td>
<td>8</td>
</tr>
</tbody>
</table>

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Eligible for Latvia. Lithuania, Poland, Estonia have to adapt according to their national grade scale.
4. Qualitative, stable demonstration of detention techniques. In some transitional stages (pain points), there is a general (superficial) level of demonstration. Skills and precise communication are seen to highlight key elements of action.  

5. There is only a demonstration in the detention techniques. Lack of coordination of speed, force, amplitude movement. In the execution of the technique, the main symbols of pain (joints) cannot be seen. “Shortcomings” in the technique.  

6. The detention techniques show broken, unconvincing actions that impede the implementation of full-fledged, technical, tactical methods. By failing in the actions, are able to create a solution and successfully break out of the mistakes, carry out the task.  

7. Unconvincingly begin detention activities. Few panic, embarrassment, anxiety. There is no consistency in the detention techniques during the transitional stages, but the program requirements have been mastered. Can interpret and name the execution of techniques, manage the safety conditions.  

8. Beginning the detention technique-tactics make clear mistakes. Do not manage communication tactics with detention technique. Get confused, stop, no control over the actions to take. General actions that do not meet the program requirements.  

9. Failure to act, withdraw.  

10. Refuse to complete the task, withdraw.  

**Release technique:**  
1. Release from hand grips (with both hands, with one hand) from the front;  
2. Release from the grip behind the clothes at the chest (straight and bent arms);  
3. Release from the stranglehold with both hands from the front and detention;  
4. Release from the front grip and detention;  
5. Hand and body release from the front and detention;
6. Release from the grip from the back of the neck with the upper arm and forearm;
7. Release from the body grip from the back and detention;
8. Hand and body release from the back and detention.

Table No.30

<table>
<thead>
<tr>
<th>No.</th>
<th>Explanation</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Release from grips, locks technical demonstration is performed without errors using various pain (detention techniques) elements. Outstanding communication, good stance, persuasive tactical enforcement activities; the ability to switch to detention and technically correct use the special means of tying and convoy. Observe all security measures, can analyse and interpret them. The skills gained exceed the program content.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Exact technical performance, the right choice of techniques (from the simplest to the most complex). Good transition from one movement to another. Exact body search activities, good communication skills and proper use of special means.</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>The topic requirements are fully met. Demonstrates movement techniques at different speeds, rhythms, situations. Slight deviations from technical performance. Good communication, situation assessment/evaluation, body search, convoying.</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>The given task is executed correctly. A qualitative approach to the demonstration of techniques is observed. Transitions from one activity to another are not interrupted, rather thought-out and repeatedly employed. Detection and pain techniques are used, indicating the interactions between the entire program and the content. Body search and handcuffing is done correctly without errors.</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Inaccurately selects release actions. The technique of the chosen techniques is not clear. The movements are a bit clumsy. But the task was completed. Unsafe body search and handcuffing.</td>
<td>6</td>
</tr>
</tbody>
</table>

42 Eligible for Latvia. Lithuania, Poland, Estonia have to adapt according to their national grade scale
6. Incorrectly chosen locks and grips. No extraction from balance. No blow to distraction. Slight deviations from precise performance. “Shortcomings”. The body search is carried out sequentially under all safety conditions.  5

7. Release movements are broken, with a slight stop. No blow to distraction. There is no speed, strength, and coordination to completely eliminate mistakes. The body search is complete. The requirements of the framework program have been mastered.  4

8. Release techniques are not precisely chosen and demonstrated. Get confused and cuddle in activities. There is no consistency in choice of techniques and activities. The body search is chaotic, no items are found. Do not talk. Convoying is incorrect.  3

9. Do not know the techniques, their names and execution. Get confused and quit. Does not show the basis of technique.  2

10. Refuse to complete the task, withdraw.  1

**Defensive Technique**

1. Defence against blows by a hand - straight forward and detention;
2. Defence against blows by a hand - from above and detention;
3. Defence against blows by a hand - from below and detention;
4. Defence against blows by hand over the head and detention;
5. Defence against low kicks between legs and detention;
6. Defence against middle kicks and detention.

Table No.31

<table>
<thead>
<tr>
<th>No.</th>
<th>Explanation</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate maximum speed, accuracy in all movements. The biomechanical principles of movement organization are evident in determining the effectiveness and quality of them.</td>
<td>10</td>
</tr>
</tbody>
</table>

43 Eligible for Latvia. Lithuania, Poland, Estonia have to adapt according to their national grade scale.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate maximum speed, accuracy in all movements. The biomechanical principles of movement organization are evident in determining the effectiveness and quality of them. Stable leg and arm interaction mechanical conditions. The skills gained exceed the program content.</td>
</tr>
<tr>
<td>2.</td>
<td>Effective protection, precise transition to attack, foot reaction speed, support, reaction force; the blow structure is observed (enforcement tactics). Methodological recommendations are followed precisely.</td>
</tr>
<tr>
<td>3.</td>
<td>Good attack defence technique. Good speed, precise speed of movements. Minor deviations from program requirements.</td>
</tr>
<tr>
<td>4.</td>
<td>Defence movements are made with the required amplitude, force and speed in optimal coordination.</td>
</tr>
<tr>
<td>5.</td>
<td>Defence movements are unfinished, “imperfect”. There is a change in the equilibrium motion in the technical performance of the defence.</td>
</tr>
<tr>
<td>6.</td>
<td>The defence movements are tense, “lifeless”; in technical terms, movements appear to have insufficient amplitude, force, and speed.</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrate overall coordination of the movement. The basic requirements of the theme are learned at the level of demonstration, which has no practical cover.</td>
</tr>
<tr>
<td>8.</td>
<td>There is no general coordination of the exercise movement.</td>
</tr>
<tr>
<td>9.</td>
<td>Does not show the fundamentals of technique.</td>
</tr>
<tr>
<td>10.</td>
<td>Refuse to complete the task, withdraw.</td>
</tr>
</tbody>
</table>

**Disarming technique. Defence against the use of a cold weapon.**

**Body search/security check. Tying/handcuffing.**

1. Defence against threat with a firearm from front and detention.
2. Defence against threat with a firearm from the back and detention.
3. Defence from the stab with a knife from the bottom and detention.
4. Defence from the stab with a knife from the above and detention.
5. Defence from the straight stab with a knife and detention.
6. Defence against a stab with a knife in the movement from the front and detention.
7. Defence against a stab with a knife from the side with a circle and detention.
8. Body search/Security check. (on the ground; upright; on knees);
9. Hand tying (with a rope; belt; handcuffs).

Table No.32

<table>
<thead>
<tr>
<th>No.</th>
<th>Explanation</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Disarming techniques are done accurately without errors. Ability to move from one activity to another. High interactions, accuracy and quality of interactions. Able to demonstrate profound, in-depth, critical understanding of the content of the program issues.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Able to move from disarmament to defence, respecting all basic principles. Ability to move from technique to practice, from the simplest to the most complex, good communication and demonstration skills. The body search is carried out in accordance with the stated objectives.</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>The topic requirements are fully met. Demonstrate movement techniques at different speeds, rhythms, situations. Slight deviations from technical performance. Good communication, situation assessment/evaluation, body search, convoying.</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Able to show basic knowledge of specific program. Disarming techniques are implemented with the required amplitude, force, speed and accuracy. Good performance.</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>The disarmament activities are not completed, a bit “imperfect”. There is a change in the equilibrium of the movements in the technical implementation of the disarmament. Able to show basic knowledge of a particular program.</td>
<td>6</td>
</tr>
</tbody>
</table>

44 Eligible for Latvia. Lithuania, Poland, Estonia have to adapt according to their national grade scale
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Is “cut” with a knife. The weapon is not removed (taken away). Do not leave the stab line. The movements are broken, with a slight stop. There is no certainty about the action to be taken. The basic requirements of the program have been learned.</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Unable to show basic knowledge of a specific program. Is “cut” with a knife. Do not leave the stab line. The weapon is not removed (taken away). The movements are broken. Get confused and stop in action.</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Unable to show basic knowledge of a specific program.</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Cannot conduct body search, tying and convoying. Inaccurate orders. Incorrect location. Basic safety precautions are not followed (caution).</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Refuse to complete the task, withdraw.</td>
<td>1</td>
</tr>
</tbody>
</table>
List of used literature:

1. A.Šteinberga. “Pedagoģiskā psiholoģija”, 2013.g.;
3. A.Homiča. Promocijas darbs., 2009.g.;
4. A.Zaušs., Speciālo uzdevumu bataljona “Alfa” pamattaktika: Rīga, nepublicēts mācību līdzeklis, 2006.g.;
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6. Č. Remsbergs. “Policijas taktika bīstamās situācijās”, Rīga 1994.g.;
8. J.Kancāns. “Vispusīgā fiziskā sagatavotība”, 2000.g.;
11. “Likumpārkāpēja aizturēšana pielietojot fiziskos paņēmienus un speciālos līdzekļus”, Rīga, 1998.g.;
12. “Metodiskie norādījumi cīņas sporta veidos”, Rīga, LSPA, 1996.g.;
13. “Metodiskie norādījumi klasiskās cīņas tehnikas apmācībā”, 1996.g.;
14. “Metodiskās rekomendācijas Tuvcīnas taktikas apmācīšanai”, 1996.g.;
15. “Policistu profesionālā fiziskā sagatavošana”, Rīga, LPA. 2005.g.;
17. “Pedagoģijas terminu skaidrojošā vārdnīca”. Izdevniecība “Zvaigzne”, 2000.g.;
18. “Pedagoģija un skolotāja izglītība”, LU, 2009.g.;
19. “Sporta pedagoģija vakar, šodien, rīt”, LSPA, 2016.g.;
20. “Sporta treniņu teorijas pamati 1/2 daļa”, 2002.g.
21. “Spēka un šaujamieroča pielietošana”. Studenta rokasgrāmata, LPA, 2002.g.;
22. “Sporta pedagoģijas teorētiskie aspekti”, Rīga, LSPA, 2016.g.;
23. “100 nodarbības sambo cīņā”, 1974.g.;
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30. https://dspace.lu.lv/dspace/handle/7/2757
33. https://dspace.lu.lu/dspace/bitstream/handle/7/4716/22866-Irina_Lando_2013.pdf
34. www.aic.lv/portal/izglitiba-latvija/vertesanas-sistema
# ANNEX I

## ERASMUS+ PROJECT TRAINING PROGRAMME

<table>
<thead>
<tr>
<th>Title of the programme:</th>
<th>“Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims of the programme:</td>
<td>To create a single and uniform practical training methodology training program for officials of the Project Member States within formal education programs</td>
</tr>
<tr>
<td>The target group for the programme:</td>
<td>Cadet’s and police officers with special service ranks, who are involved in providing public order or detecting criminal offenses, as well as persons who need to know and be able to use methods and techniques of close combat</td>
</tr>
<tr>
<td>Number of group:</td>
<td>15-20</td>
</tr>
<tr>
<td>Duration of the programme:</td>
<td>240 academic hours</td>
</tr>
<tr>
<td>Developers of the programme:</td>
<td>Training experts of Erasmus + KA2 project No.2016-1-LV01-KA202-022708 “Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force”</td>
</tr>
<tr>
<td>Year of the developed programme:</td>
<td>2018</td>
</tr>
</tbody>
</table>
### First level (basic level or the lowest level of physical condition)

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Subtopics</th>
<th>Taxonomy level</th>
<th>Number of academic hours</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
1.2. „Pain points“ in close combat technique application.  
1.3. Basic principles on the use of force application. | Understanding | 4 | - | 4 | Lecture (seminar) |
| 2.  | Set of exercises for close combat training | 2.1. Set of exercises to prepare for close combat training.  
2.2. Special exercises on falling techniques, close combat stance and acrobatic elements training.  
2.3. Stance, movement technique of hands and legs.  
2.4. Practical application of pain point techniques. | Understanding and application/use | - | 18 | 18 | Practical lesson |
3.2. Pain holds (legs).  
3.3. Development of detention and pain techniques – pair work, modelling of situations. | Understanding and application/use | - | 30 | 30 | Practical lesson |
| 4.  | Methodology of several fighting sports in release technique training | 4.1. Preparatory exercises in release technique.  
4.2. Technique of stance, movement, and grip.  
4.3. Technique of ground wrestling and standing - possibilities of usage of arm bar. | Understanding and application/use | - | 24 | 24 | Practical lesson |

* Topics can be changed for locations  
** Topic hours can be reduced or increased without changing the total number of program-level hours
| 4.4. | Release technique from handgrips. |
| 4.5. | Release technique from different body locks. |
| 4.6. | Release from submission holds. |

| 5. | The defensive technique training |
| 5.1. | Special preparatory exercises in defensive technique. |
| 5.2. | Technique of stance, steps (movements), hand-and-leg technique. |
| 5.3. | Technique of stance, steps (movements) and hand movements using a partner. |
| 5.4. | Defence against blows by a hand. |
| 5.5. | Defence against blows by a leg. |
| 5.6. | Defensive and offensive activities in controlled contact fight. |

| 5. | Understanding and application/use |
| 6. | Defensive and offensive techniques using objects |
| 6.1. | Preparatory exercises in defensive and offensive techniques. |
| 6.2. | Defence against a knife attack. |
| 6.3. | Defence against weapon attacks. |
| 6.4. | Technical activities (execution) of close distance against a knife and weapon attacks. |
| 6.5. | Development of techniques by using force methods. |

| 6. | Understanding and application/use |
| 7. | Techniques of using special means (baton, telescopic baton) |
| 7.1. | Types of stance using a baton. |
| 7.2. | Pain techniques (points) using a baton (with effect on the joints of the wrist, elbow, shoulder, knee, foot). |
| 7.3. | Defence types using a baton. |
| 7.4. | Detention techniques using a baton. |
| 7.5. | Striking techniques using a baton. |
| 7.6. | Blocking techniques using a baton. |

| 7. | Understanding and application/use |
| 8. | Techniques of use of means of binding (handcuffs, rope, belt) | 8.1. Technical sequence of handcuffing (position, grip).  
8.2. Handcuffing (from the front, from the side, from the back, lying position).  
8.3. Handcuffing in pairs (modelling situations). | Understanding and application/use | - | 6 | 6 | Practical lesson |
9.2. Techniques and tactics of spraying gas cans during detention (modelling situations). | Understanding and application/use | - | 4 | 4 | Practical lesson |
| 10. | Security check techniques and convoying | 10.1. Search of a person (a person is standing (bending forward)).  
10.2. Search technique (a person is standing against the wall).  
10.3. Search techniques (a person is kneeling).  
10.4. Search technique (a person is lying).  
10.5. Convoying from different positions. | Understanding and application/use | - | 6 | 6 | Practical lesson |
<p>| | | | | TOTAL: | 6 | 154 | 160 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Subtopics</th>
<th>Taxonomy level</th>
<th>Number of academic hours</th>
<th>Methodology</th>
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<tr>
<td>1.</td>
<td>Legal aspects of force application</td>
<td>1.1. Law “On Police”.</td>
<td>Understanding</td>
<td>2</td>
<td>Lecture (seminar)</td>
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<tr>
<td></td>
<td></td>
<td>1.2. The decision on the use of force (the avoidance of the use of force)</td>
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<td></td>
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<td>1.3. Application of power methods. Persons’ safety.</td>
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<tr>
<td>2.</td>
<td>Detention of an offender with close combat, pain and strength techniques.</td>
<td>2.1. Detention and pain techniques.</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>2.2. Escape techniques.</td>
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<td>Practical lesson</td>
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<td>2.3. Protection techniques.</td>
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<td>2.4. Disarming technique.</td>
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<td>3.</td>
<td>Special and other tie up tools tactics and techniques</td>
<td>3.1. Technical – tactical sequence of handcuffing (position, grip, form);</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>3.2. Tie up techniques in different positions</td>
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<td></td>
<td>Practical lesson</td>
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<td></td>
<td></td>
<td>3.3. Handcuffing in pairs (situation modelling)</td>
<td></td>
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<tr>
<td>4.</td>
<td>(Telescopic) baton usage techniques and tactics</td>
<td>4.1. Stance using a baton;</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>4.2. Detention tactics using a baton;</td>
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<td>Practical lesson</td>
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<tr>
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<td>4.3. Pain holds using a baton;</td>
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<td>4.4. Attack and defence using a baton;</td>
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<td>4.5. (Situation modelling) using a baton in offense situations.</td>
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<tr>
<td>5.</td>
<td>Pepper spray usage techniques and tactics</td>
<td>5.1. Pepper spraying methods and tactics while detaining (situation modelling).</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>2</td>
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<td>6.</td>
<td>Handgun usage techniques and tactics</td>
<td>6.1. Basics of handgun usage methods and tactics (positioning, grip, stance, etc.); Handgun defence and offense (threat analysis, taking away); Handgun usage techniques and tactics in groups or pairs (situation modelling);</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Offender detention and search</td>
<td>7.1. Body search methods and tactics; Working with passive offender (in pairs); Working with active/aggressive offender (in pairs).</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Force and special combat techniques application—defusing</td>
<td>8.1. Work in pairs or groups (police officer's actions in concrete situations) practical work (active/passive offender) applying force, pain holds, and special techniques near a vehicle. Work in pairs or groups (police officer's actions in non-typical situations) close quarters, staircases, ambushes. Practical work.</td>
<td>Understanding and Usage</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
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<td>No.</td>
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<td>Taxonomy level</td>
<td>Number of academic hours</td>
<td>Methodology</td>
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</tbody>
</table>
| 1.  | Professional competences in methodology of training special fighting techniques | 1.1. Pedagogical conditions of professional competences.  
1.2. Pedagogical styles. | Understanding              | 6 6 - 6                  | Lecture (seminar)       |
| 2.  | Basic principles of special fighting techniques and professional physical training | 2.1. Methodical principles of special fighting techniques and sport.  
2.2. Methodology of professional physical training.  
2.3. Exercise efficiency. | Understanding and application/use | 4 4 8                  | Practical lesson       |
| 3.  | Training methods in martial sports                                    | 3.3. Methods used in martial sports.  
3.4. Method of adaptive and practical training. | Understanding and application/use | - 8 8                  | Practical lesson       |
4.6. Use of innovative or unconventional methods in teaching. | Understanding and application/use | - 12 12                 | Practical lesson       |
| 5.  | Assessment criteria of the first level and second level programmes    | 5.1. Detention techniques.  
5.2. Release techniques.  
5.3. Defensive techniques.  
5.4. Disarmament techniques.  
5.5. Search. Tying the hands. | Understanding and application/use | - 6 6                  | Practical lesson       |

**TOTAL:** 10 30 40
Training and preparedness of the Baltic Sea region (LTU, LVA, EST, POL) police officers in usage of a single model of application of physical force