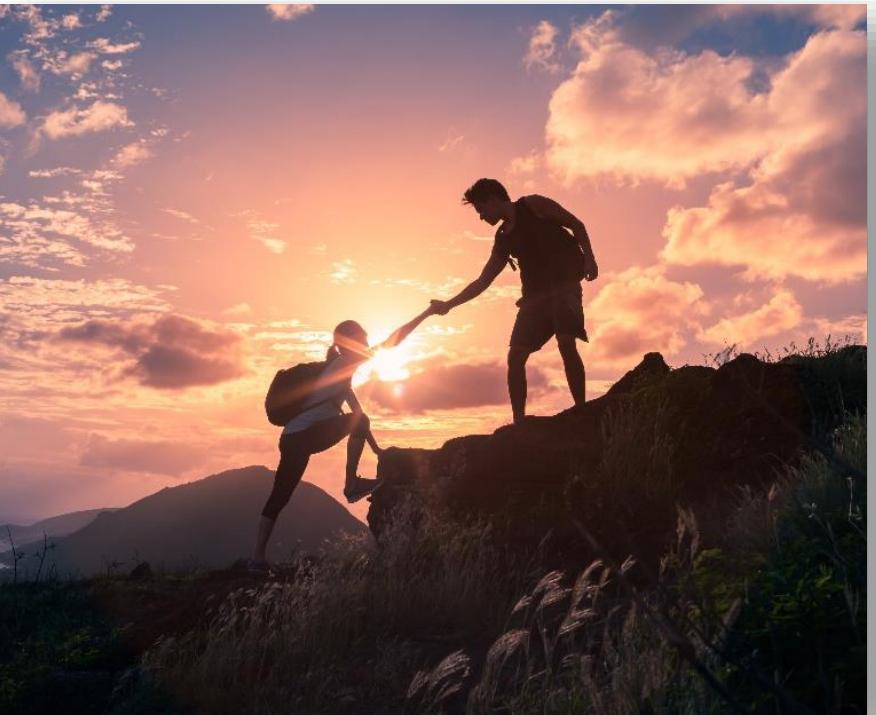




Peer Intervention Training

What is Peer Intervention Training?



- ❖ Peer intervention training teaches you how to **prevent, reduce or stop** harm.
- ❖ You may need to intervene **before, during or after** an event.
- ❖ It is a tool to help **save careers** and **save lives**.

If you SEE something, SAY something





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Our Approach

To give employees the skills they need to intervene safely and effectively



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Learning Outcomes:



Recognize when an intervention may be needed and provide strategies on how to best intervene



Demonstrate how to intervene effectively and safely and practice these skills through role play scenarios



Understand the importance of accepting an intervention



Build a healthy culture that expects and accepts intervention, at all ranks, to prevent mistakes, misconduct and promote wellness



Other Applications of Active Bystandership



- ❖ The application of active bystandership principles to modern problems is not new.
- ❖ The principles of peer intervention have been explored and applied in a number of contexts.
- ❖ **We describe some examples here:**



Peer intervention really works, and it does not only apply to policing. Does anyone recognize this ad?



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Other successful Peer Intervention Programs

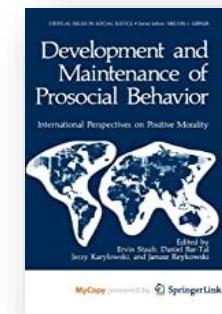
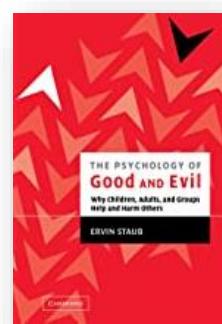
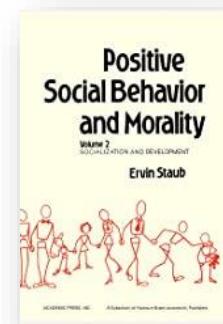
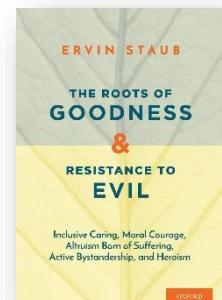
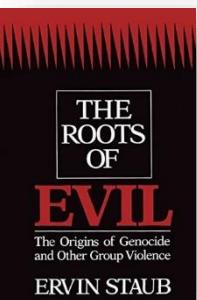


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Founding Principles



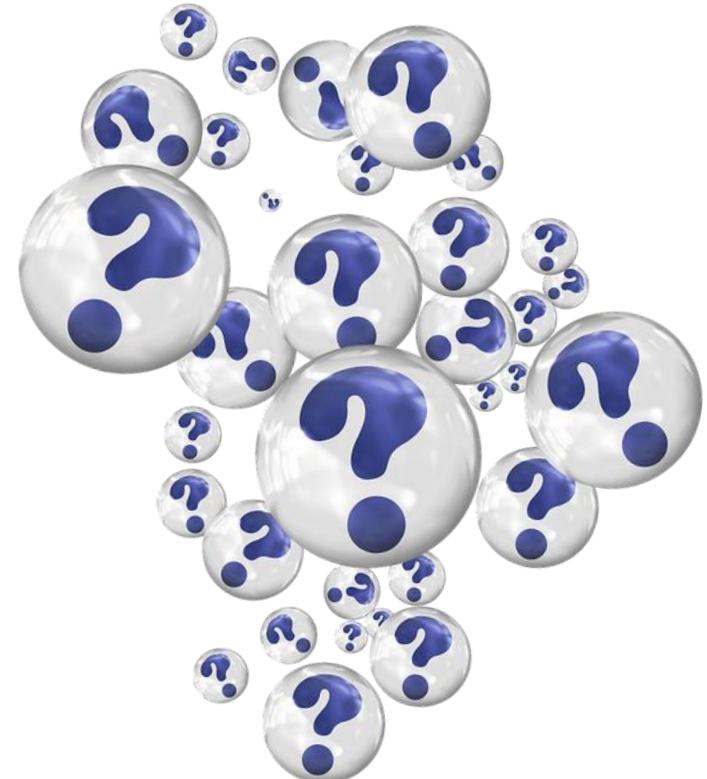
Dr. Ervin Staub



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Benefits

What are the benefits of
Peer Intervention training?



Benefits of Peer Intervention Training



- ❖ Fewer citizen complaints
- ❖ Fewer instances of misconduct
- ❖ Decrease in the use of force
- ❖ Increase in officer safety and wellness
- ❖ Fewer disciplinary issues
- ❖ Increased retention of employees
- ❖ Increased trust from the community
- ❖ Increased internal trust
- ❖ Increase in job satisfaction



3 Values to Being a

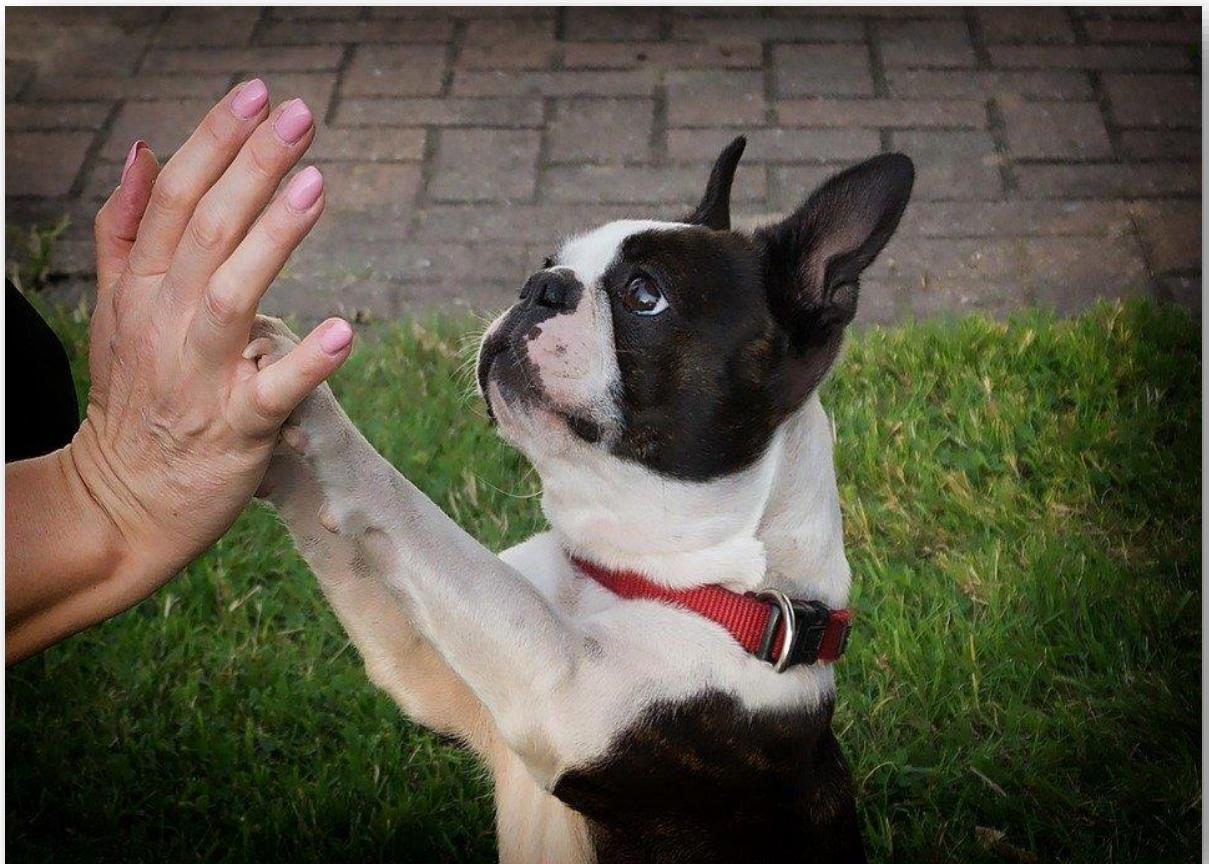
HERO



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Loyalty



Loyalty - Courage - Integrity



Loyalty - Courage - Integrity



Integrity



Photo credits: Myscha Baer

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Raise your hand activity



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TARGET



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HARM DOER



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PASSIVE BYSTANDER



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ACTIVE BYSTANDER



Loyalty - Courage - Integrity



Loyalty - Courage - Integrity



Loyalty - Courage - Integrity

Did he act alone?



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Recording



- ❖ Minutes into the arrest, Lane asked, “**Here, should we get his legs up, or is this good?**”
- ❖ “Leave him,” Chauvin said.
- ❖ A few moments later, as recorded on Lane’s body camera, Lane asks another question about repositioning Floyd’s body, only to be rebuffed:
- ❖ Lane: “**Should we roll him on his side?**”
- ❖ Chauvin: “No, he’s staying put where we got him.”
- ❖ Lane: “**OK. I just worry about excited delirium or whatever.**”
- ❖ Chauvin: “Well that’s why we got the ambulance coming.”
- ❖ Lane: “**OK, I suppose.**”

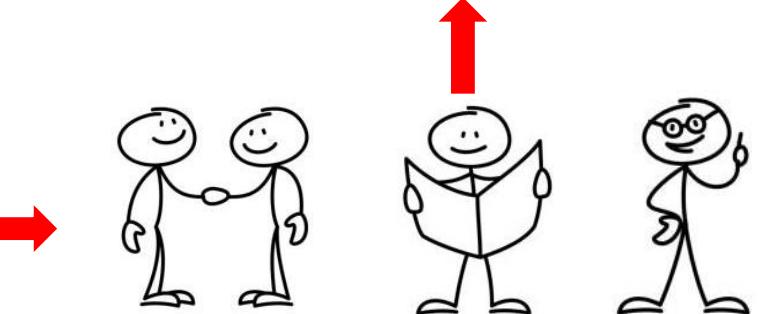
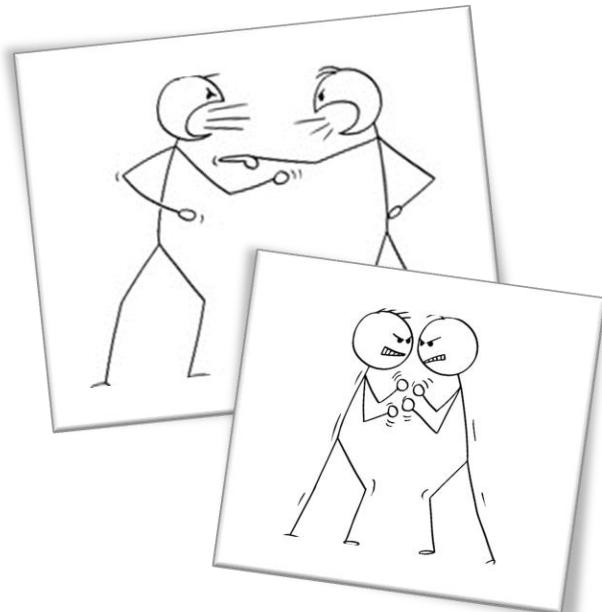
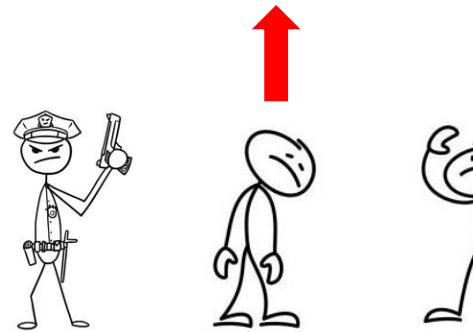
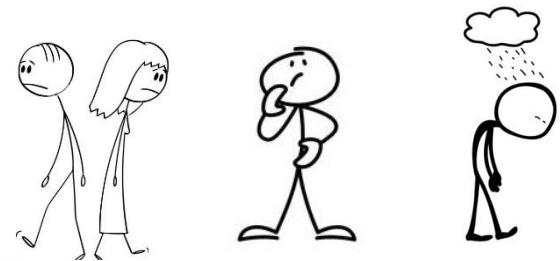
Recording



- ❖ “Here, should we get his legs up, or is this good?”
- ❖ “Should we roll him on his side?”
- ❖ “OK. I just worry about excited delirium or whatever.”
- ❖ “OK, I suppose.”

Career Path Flow Chart

No Intervention



Intervention



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Group Size

Does group size impact ones likelihood of helping?



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The Bystander Effect

The term ***bystander effect*** refers to the phenomenon in which **the greater the number of people present, the less likely people are to help a person in distress.**





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The Bystander Effect



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Circumstances where you may need to intervene



Everyone has a duty and a responsibility to intervene **if they see harm occurring or about to occur.**

Examples may include.....

- ❖ Misconduct
- ❖ Harassment/Sexual Harassment
- ❖ Unethical and discriminatory behaviour
- ❖ Bullying
- ❖ Racism
- ❖ Gender discrimination
- ❖ Microaggressions (culturally, racially, sexually, etc...)
- ❖ Ageism
- ❖ Etc.....

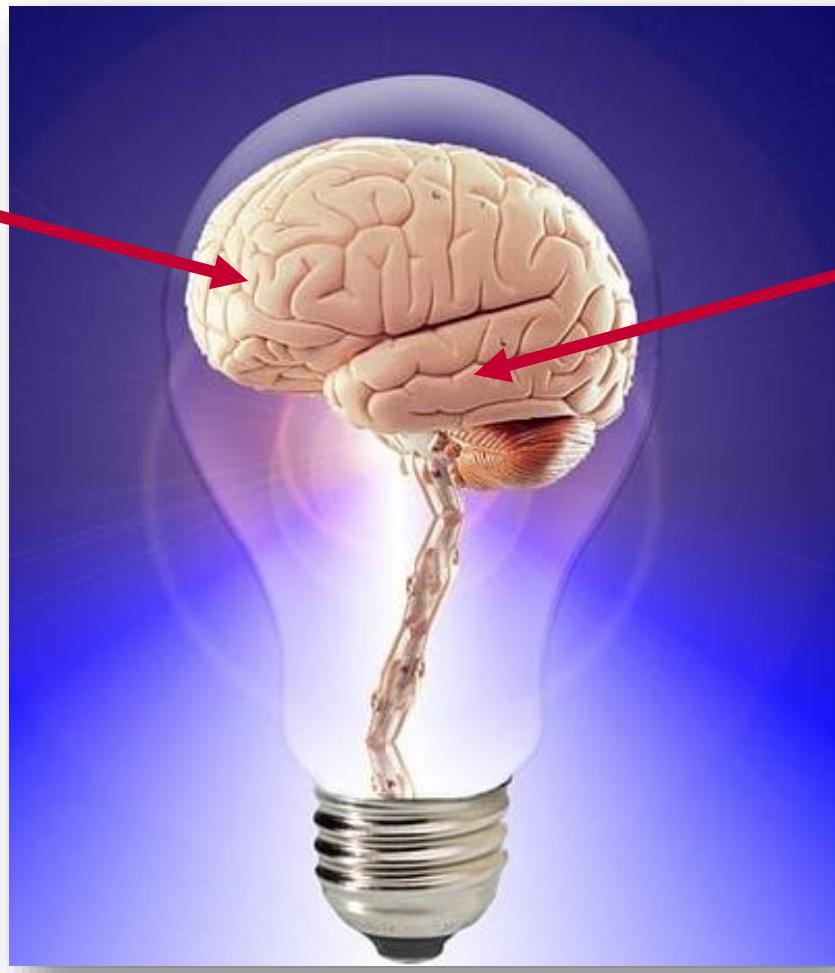


Evolved Brain vs Primitive Brain



Evolved Brain

- ❖ Reason
- ❖ Rational
- ❖ Learning strategy
- ❖ Non Reactionary
- ❖ Learning



Primitive Brain (FFF)

SAD HATS

- ❖ Sick
- ❖ Alcohol
- ❖ Drugs
- ❖ Hunger
- ❖ Anxiety
- ❖ Tired
- ❖ Stress



Inhibitors & Motivators

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Inhibitors

This is what the experts say.....

Pluralistic Ignorance

Diffusion of Responsibility

Ambiguity/Confusion

Hesitance to Cross Boundaries

Isolation

Fear of Being Wrong

Absence of Empathy (us vs them)

Cost of Helping

Retaliation

Lack of Knowledge/Skill



Le Pick Pocket



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Video Discussion

- ❖ What inhibitors were at play?
- ❖ What could the people who saw this happen have done?



Who is harmed when we fail to intervene?



- ❖ Community members
- ❖ Individual officers
- ❖ Law enforcement departments / agencies
- ❖ Family members of law enforcement officers
- ❖ Family members of community members
- ❖ Profession of law enforcement
- ❖ Law enforcement officers everywhere
- ❖ The relationship between law enforcement and communities



What Encourages us to Act?



- ❖ **Empathy** This is putting yourself in another's shoes.
- ❖ **Responsibility for others** This is the feeling or belief that I am personally responsible for other people's wellbeing.
- ❖ **Inclusive caring** This is caring about people other than those you closely identify with.
- ❖ **Feeling confident in how to intervene** Training can help with this
- ❖ **Having a culture that supports intervention at all ranks** When intervention is expected and accepted people will be more likely to intervene.



The 3 D's of Intervention: How you can be a **HERO**

Direct

Take action!
Directly intervene and address the situation.
Voice your concern and be firm

Distract

Divert attention.
Interrupt the situation without directly confronting the offender

Delegate

Involve others.
Delegate intervention to someone who might be in a better position to deliver the message





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Intervention Techniques you can use



- ❖ Nonverbal signs to cease behavior
- ❖ Verbal de-escalation; directives to stop behavior
- ❖ Subtle physical intervention
- ❖ Recruit other bystanders to help intervene
- ❖ Diversion
- ❖ Separating involved parties
- ❖ Calling in a supervisor or back up to support intervention
- ❖ If needed, physically restrain officer/coworker





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Video Discussion



- ❖ Did this situation require an intervention?
- ❖ What type of intervention technique was used?
- ❖ What did the intervening officer do well?
- ❖ What would you have done in this situation?



Keys to an effective intervention



- ❖ Show that you care.
- ❖ Intervene the way that you would want to be intervened upon.
- ❖ Recognize that other bystanders probably feel similarly. If possible, recruit them to help/join you.
- ❖ Approach the person in a calm, nonjudgmental way.
- ❖ Target the behavior and not the person.





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Video Discussion



- ❖ Did this situation require an intervention?
- ❖ What type of intervention technique was used?
- ❖ What did the intervening officer do well?



Practicing intervention helps us not hesitate when that crucial decision needs to be made.

For immediate decision making to be possible you need two very important things:



1. Training

To provide you with the proper skills
needed to intervene



2. Culture

One where intervention is expected and
accepted

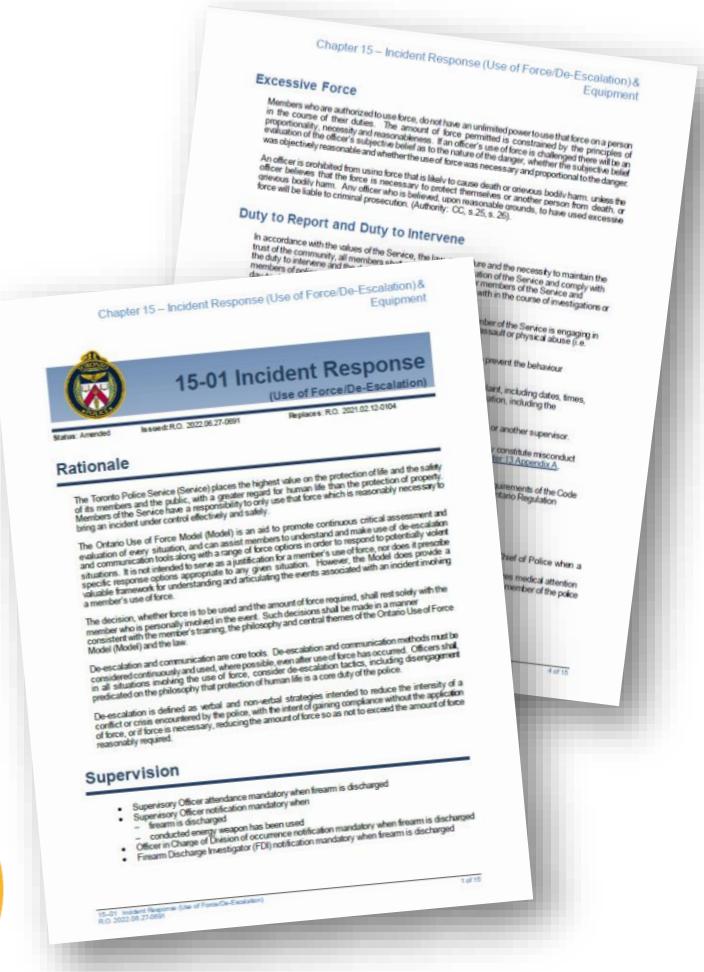


Five Stages of Intervention

REACT

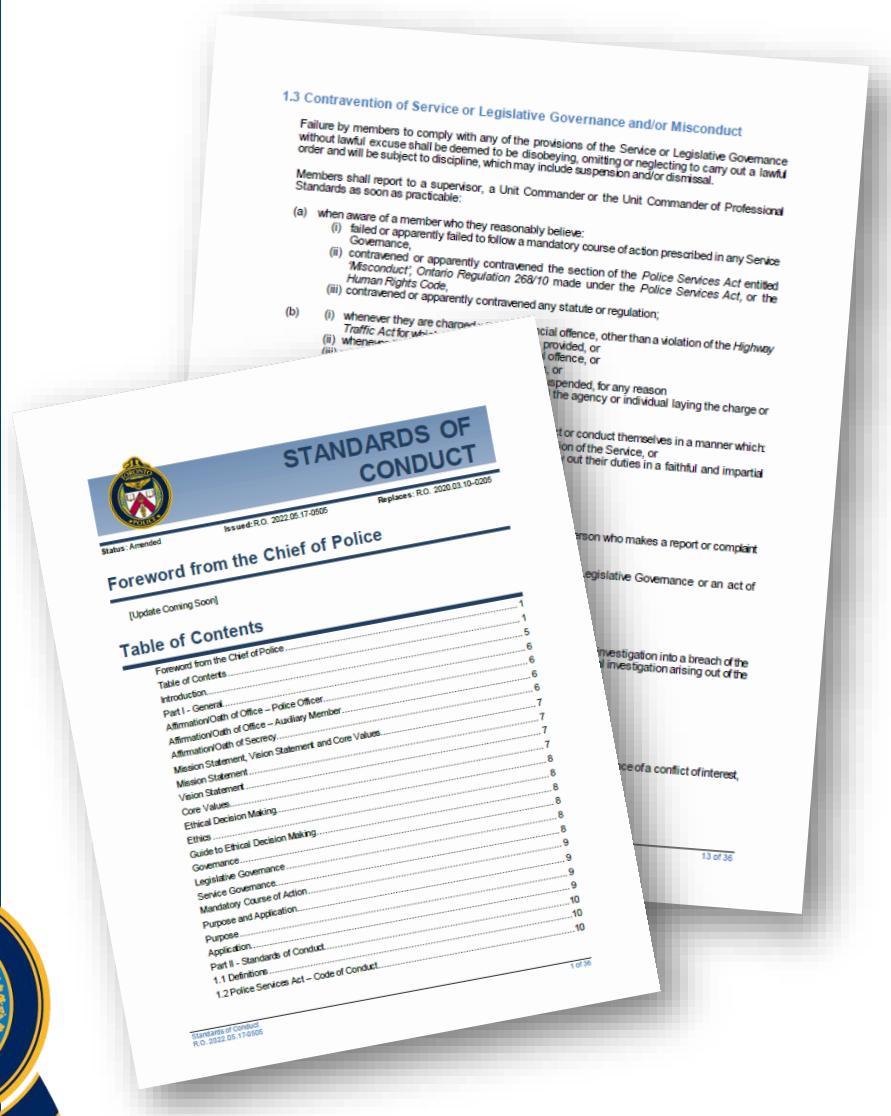


Procedure 15-01 Duty to Report and Duty to Intervene



- ❖ In accordance with the values of the Service, the law, procedure and the necessity to maintain the trust of the community, **all members shall safeguard the reputation of the Service and comply with the duty to intervene and the duty to report misconduct of other members of the Service and members of police services that the Service may be partnered with in the course of investigations or day-to-day activities.**
- ❖ Any member who has a clear reason to believe that another member of the Service is engaging in conduct that constitutes misconduct including, but not limited to, assault or physical abuse (i.e. excessive use of force) involving any person, shall:
 - ❖ (a) Where feasible, intervene and take reasonable steps to prevent the behaviour from continuing;
 - ❖ (b) Record details of the incident and substance of the complaint, including dates, times, locations, other persons present and other relevant information, including the presence of video and/or other evidence; and
 - ❖ (c) Report the incident forthwith, to their immediate supervisor, or another supervisor.
- ❖ Under the *PSA*, failure to report the misconduct of another member, may constitute misconduct and may be subject to discipline as outlined in Service Procedure - Chapter 13 Appendix A, entitled "Unit Level Criteria/Conduct Penalties"
- ❖ In addition to this Procedure, sworn members shall abide by applicable requirements of the Code of Conduct, Code of Offences and Conduct Requirements as outlined in Ontario Regulation 268/10 (O. Reg. 268/10) made under the *PSA*.

Contravention of Service or Legislative Governance and/or Misconduct

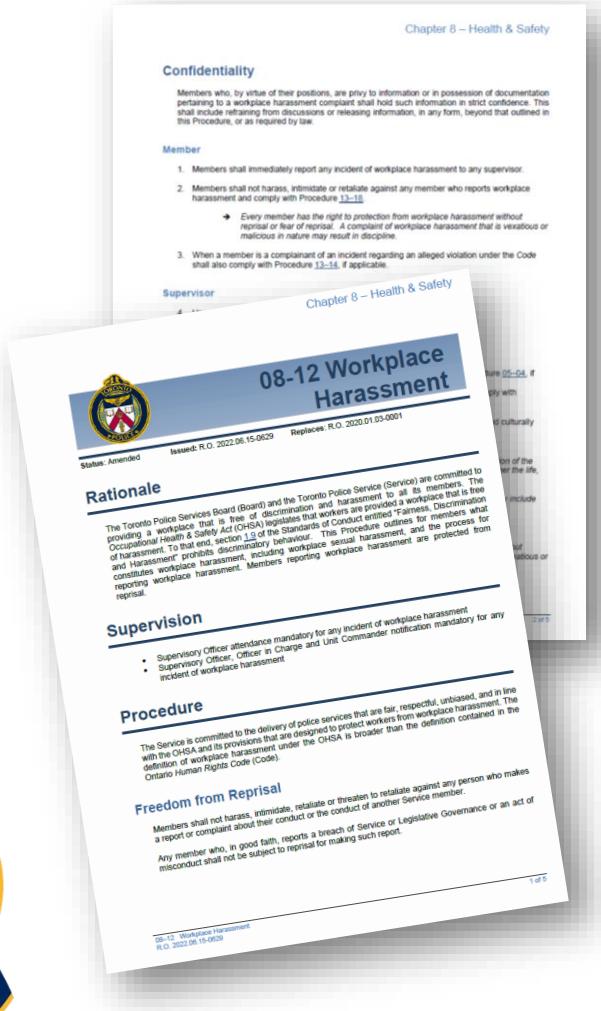


Contravention of Service or Legislative Governance and/or Misconduct

Failure by members to comply with any of the provisions of the Service or Legislative Governance without lawful excuse shall be deemed to be disobeying, omitting or neglecting to carry out a lawful order and will be subject to discipline, which may include suspension and/or dismissal.

Members shall report to a supervisor, a Unit Commander or the Unit Commander of Professional Standards as soon as practicable

Procedure 08-12 Workplace Harassment



Procedure

The Service is committed to the delivery of police services that are fair, respectful, unbiased, and in line with the OHSA and its provisions that are designed to protect workers from workplace harassment. The definition of workplace harassment under the OHSA is broader than the definition contained in the Ontario Human Rights Code (Code).

Freedom from Reprisal

Members shall not harass, intimidate, retaliate or threaten to retaliate against any person who makes a report or complaint about their conduct or the conduct of another Service member. Any member who, in good faith, reports a breach of Service or Legislative Governance or an act of misconduct shall not be subject to reprisal for making such report.

Procedure 13-18 Anonymous reporting of Discreditable conduct



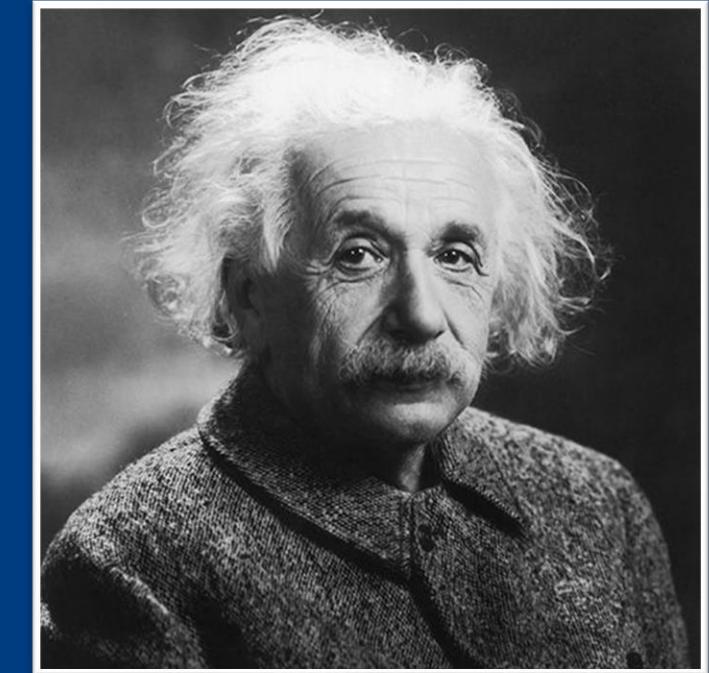
RATIONALE

- ❖ The Toronto Police Service (Service) recognizes that it is in the public interest to foster and maintain confidence in the honesty and integrity of the Service and its members. In order to achieve that goal, s. 1.3 of the Service Standards of Conduct (Standards of Conduct) directs members to report acts of discreditable conduct to a supervisor, a Unit Commander or the Unit Commander – Professional Standards (PRS) as soon as practicable. Further, s. 1.4 of the Standards of Conduct prohibits any acts of reprisal against any member who, in good faith, reports a breach of Service or Legislative Governance or an act of misconduct. The Service also recognizes that there may be circumstances where members may be reluctant to identify themselves when reporting discreditable conduct. Therefore, PRS can receive information anonymously on a dedicated telephone line. The telephone number **416-343-7090** is available between the hours of 0800 and 1600 each business day.

PROCEDURE

GENERAL

- ❖ The Anonymous Reporting of Discreditable Conduct Program (Program) allows for the anonymous, good faith reporting of criminal activity or misconduct. This Procedure is not intended to replace the legislated criteria established in the Police Services Act, or the steps outlined for internal complaints governed by Chapter 13. Rather, this Procedure is intended to supplement the foregoing and provide an avenue for members who want anonymity in relation to the information they may possess. To this end, the Service has introduced the Program to receive this information. Before considering the use of the anonymous reporting system, members should be cautioned that the Service cannot guarantee total anonymity from outside sources. However, the Crime Stoppers Program can claim privilege from disclosing information based on a Supreme Court of Canada decision.



The world is a dangerous place,
not because of those who do
evil, but because of those who
look on and do nothing.

Albert Einstein

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