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2. Work Package 3: Qualitative research appendix

2.1 Overview

The overall objective of Work Package 3 (WP3) was to investigate whether ethnic/racial disparities in Taser use can be explained by the micro level factors and processes at play in situations that have brought the police and public into conflict. More specifically, we sought to document the perspectives of communities who have been impacted by Taser, as well as those involved in community scrutiny; to assess the usefulness of Body-Worn Video for investigating racial and ethnic disparities; to explore the impact and effectiveness of Taser training; to document how Taser is perceived by officers, and to explore specific situations where officers have used Taser (both discharge and non-discharge incidents). To achieve these aims, our data collection strategy revolved around five interrelated qualitative strands. These are correspondingly outlined in five separate chapters in the main report as follows:

Table 1. An overview of the qualitative chapters and associated datasets

Qualitative chapters:	Overview of the dataset:
Chapter 3: Community Voices	31 interviews with people predominantly from non-white minority ethnic backgrounds. We spoke with people who had experienced some form of Taser use themselves; had been present at an incident where Taser was used on others, or had family, friends or acquaintances subjected to Taser use which included bereaved families; had observed police use of Taser on somebody else; and who articulated impacts of Taser in minoritised communities and supported those affected by the weapon.
Chapter 4: Scrutiny Groups and Taser use.	Interviews with 23 scrutiny group members, a representative from the IOPC and a former Police and Crime Commissioner.
Chapter 5: Body-Worn Video	14 interviews with force Single Points of Contact (SPOCs) and data analysts; Body-worn camera (BWC) footage of approximately 30 incidents involving the use of Taser.

Chapter 6: Taser Training	Observations from 4 initial training courses and 3 Refresher courses which contained candidates from 7 police forces across England. Additional relevant national reports and coroner's findings, as well as ad-hoc interviews with candidate officers.
Chapter 7: Police Officer Interviews	97 in-depth semi-structured interviews with police officers (including Taser trained and non-Taser trained officers); additional ad-hoc interviews undertaken as part of observations of one force control room.

Additionally, to supplement our analysis, we also conducted multiple observations with Taser trained officers across different policing functions / teams and interviews with a range of other stakeholders. This included interviews with representatives from the College of Policing, HMICFRS, MOPAC, the NPCC SACMILL, and senior officers with responsibility for Taser in participating forces. It also included observations with Control Room officers and staff, Roads policing, Traffic, Response and a Serious Youth Violence team.

2.2 Analytical strategy

The general analytical approach utilised a form of inductive thematic analysis (Bruan and Clarke, 2006, 2019; Glaser and Strauss, 2017). This revolved around a series of analysis days where the research team converged to explore the data collected that pertain to the five chapters set out in **Table 1**.

Thus, for each qualitative dataset we used the same broad analytical approach to identify key themes (though see below for further chapter specific details). First, the data were individually reviewed by each team member to allow them to form an initial impression of the salient issues as they perceived them. Second, the research team converged over several sessions (both online via Microsoft Teams and in-person) to discuss the interview transcripts, share notes and observations, as well as any other salient data sources (e.g., reports, incident logs). During these analysis sessions, an initial thematic structure was developed and agreed upon by the research team. Where any anomalies were identified, the initial themes were nuanced or re-shaped to make sure that our analysis more fully described the dataset in question. Finally, the thematic structures generated from each dataset were re-reviewed once we had drafted the report for coherence and synergy. Where appropriate, we have included quotations from the interview transcripts, and these were extracts that were judged by the research team to be the best exemplars of the final themes presented. As we have outlined elsewhere (Radburn et al., 2022, p. 6):

"This approach of providing single exemplars is necessary for reasons of space and brevity. Perhaps more substantially, this approach relates to the philosophy of science underpinning our work. Providing multiple examples, or implied quantitative measures, of the ubiquity of particular themes refers to the generalisability, reliability or consistency of these views across the sample. We do not wish to convey these assumptions about our methodology. Indeed, as Smith and McGannon (2018)[1] have argued,

seeking reliability becomes nonsensical because a qualitative researcher seeking rich and personally meaningful information from people in interviews does not ask the same questions, in precisely the same order, with the same non-verbal expressions or emotional tone, in repeated social contexts and situations, with no change in their knowledge based on previous interviews, and so on. (p. 112)

Accordingly, unlike quantitative content analyses, our exploration of [participant's] *talk did not seek to determine the numerical frequency of the theoretically informed patterns that we have presented in the 'Analysis' section. Rather, we have sought to be transparent about the inherent benefits and weaknesses of our methodology, and we leave it to the reader to judge, on the basis of their own expertise, whether our data and theoretical analysis provide a meaningful contribution to the literature"*.

2.3 Additional methodological information

2.3.1 Chapters 3 and 4 (Community Voices and Scrutiny Groups).

Additional detail on recruitment and participants.

Participants for Chapters 3 and 4 were recruited in various ways. A call for participants was held on the project website, via Twitter and a Twitter space hosted by Michael Morgan. Project consultants drawn from, and with links to, minoritized communities were also involved in a variety of roles. These included raising awareness of the project amongst potential participants, designing the interview schedule, circulating the invite to interview, working to recruit participants directly, conducting a roundtable held with NGOs and others in April 2022 to introduce and discuss the project [2] and / or conducting individual and group interviews, including a Community Testimony Day held in May 2022. Following the roundtable, invites to participate were also kindly circulated by attendees—including by organisations working with adults, young people, and children, including bereaved people and people who have contact with the criminal justice system. Participants described their ethnicity in various ways including Black British, Black British Dominican, Black African, Caribbean British, Indo-

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[1] Smith, B., & McGannon, K. R. (2018). Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International review of sport and exercise psychology*, *11*(1), 101-121.

[2] The roundtable was attended by 15 participants from 11 organisations and meetings were also held with three community leaders who were unable to attend the roundtable. This did not form part of the research per se but was a chance to introduce the project and research team, comment on and input into the research, and to discuss future involvement, if any, in the work.

Caribbean and Pakistani. It should also be noted that no interviewees said they were younger than 18, meaning that the voices of children are missing from the research.

We also used publicly available information, the research teams' existing contacts and introductions from contact points within police forces and other stakeholders, to contact scrutiny group chairs and co-ordinators in the geographical areas of interest and asked them to circulate the invite to interview amongst their members. We also used snowballing techniques, asking participants and other contacts to circulate the invite to interview amongst their networks. To enhance triangulation with the other strands of the research, we focused on scrutiny groups in the West Midlands, West Mercia, and the Metropolitan Police. Given the size of the Metropolitan Police, we focused on the 5 London boroughs with the highest rates of Taser use—Lambeth, Croydon, Lewisham, Hackney and Southwark—but did not restrict ourselves to participants from these areas, and also sought to speak with members of force wide groups.

As well as speaking to people with direct experience of Taser, we recognised that people could be affected by Taser in multiple ways, and did not necessarily need to have personal, direct experience of the weapon to be affected by it. Indeed, research has shown that indirect experiences of police use of force, including viewing social media footage, can be highly traumatic and have far reaching consequences (Hawkins, 2022; Stoudt et al., 2011; Williams, 2021). Research indicates these consequences may be especially pronounced for viewers from minoritized backgrounds (Ang, 2021), particularly Black people who may be at greater risk of developing PTSD symptoms due not just to the exposure to violence but to 'the added burden of racial trauma' (Isen, 2022), with younger Black active social media users at higher risk (Williams, 2021). As such, we did not focus solely on those with direct personal experience, but also interviewed people who had observed police use of Taser on somebody else, including through viewing online footage, and people who articulated impacts of Taser in minoritized communities and supported those affected by the weapon.

We considered also including extracts from interviews with members of scrutiny groups in Chapter 3 in order to reflect their views on Taser in this chapter. We recognise that members of scrutiny groups are in somewhat of a unique position; they are both members of the community but also occupy a distinct position by virtue of their role and, as such, it is possible that their views on Taser may differ from those who are not members of such groups. Indeed, for these reasons, we were keen to speak with people who do not participate in such groups (as well as those who do). In order to avoid confusion, we decided against including scrutiny group interviews in Chapter 3, but note that these interviews contained similar themes and views on Taser as those discussed in this chapter. That said, a notable difference was that scrutiny group members were less likely to call for an outright ban on Taser, but nevertheless expressed the same substantive concerns about the weapon as detailed in this chapter.

Across Chapters 3 and 4, we note that numbers may add up to more than the total number of interviewees in places as participants can be in more than one category (for example, some interviewees were a member of multiple scrutiny groups). We based our information on participant disclosures to us and therefore the numbers given

are likely to represent the minimum number of participants in each group (for example, some people may have had experience with Taser that they did not wish to discuss).

Additional information on data collection.
Data was collected through a mixture of group and individual interviews held between May and November 2022. More specifically, focus group interviews were held via a Community Testimony Day in May 2022. This comprised a morning and an afternoon session of an hour and a half each and was attended by 13 participants (5 online and 8 in person). The remaining participants were invited to interview on an individual basis. However, at their request, 5 participants were interviewed in groups of 2 and 3 respectively. Interviews ranged in length, with the shortest being approximately 30 minutes and the longest taking approximately an hour and a half, with most interviews lasting 50 – 60 minutes. Interviews were predominantly a mix of online and face to face discussions (although 2 interviews were held over the phone at the participants' request). Online meetings were predominantly held through Teams or Zoom, and face to face interviews were predominantly held in Birmingham, Telford and London, with venues chosen that were familiar to participants and accessible on public transport.

A semi-structured interview guide was used to collect the data, with topics for discussion including, but not limited to, participants' views on the police in general; their views on Taser and it's use; their views on disproportionality, it's causes and how these might be tackled [3]. We were also interested to hear interviewees suggestions on questions that we should pose to officers and ask of police data, to allow us to bear these in mind throughout the research process , and other issues they may want to raise that they felt had not adequately been covered. We appreciate that many find the issue of Taser use traumatising and, for this reason, we didn't ask directly about any incidents involving Taser in which participants may have been involved, but participants were able to share this information if they felt they wanted to.

Although, in some cases, pre-existing contact and connections that interviewers had had with interviewees may have assisted in the building of rapport and trust, in other cases, a range of factors, as discussed in the chapters, may have affected the rapport between interviewer and interviewee, directly impacting what participants felt willing and able to share with us. We tried to mitigate this through providing space prior to scheduling interviews, and at the beginning of the interview session itself, for discussion of the research and questions that participants may have. We also provided the use of a semi-structured interview format throughout—which can help participants to direct and co-create the discussion—and included an introductory, broader question about views on the police and how fair they are in their day-to-day police work, to give participants a chance to discuss this before moving to Taser specifically. We also provided space at the end of the interview for any further comments or questions.

Where permission was given, interviews were recorded via Dictaphone and / or video conferencing software. The majority of interviews were transcribed either by an external transcription service, or by video conferencing software, and

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[3] Participants were informed that we were keen to hear their thoughts and suggestions but that the Terms of Reference for the research did not explicitly ask us to make recommendations to the police.

contemporaneous notes were also made by researchers. In cases where the researchers did not perform the transcriptions themselves, the transcriptions were checked for accuracy and amendments made where necessary.

All participants were given anonymity as standard, however a small number of participants asked to waive this right and, as such, have been identified in the report. In cases where participants waived their right to anonymity, they were contacted prior to publication to give them advance sight of their quotes and to check that they still wished to waive anonymity. In cases where participants wished to remain anonymous, we have numbered participants so that readers can see how often quotes from particular participants appear.

2.3.1.1   Chapter 3: Semi-structured interview schedule.

Topic 1: What are your views on Taser, disproportionate use, and it's causes?

1. Generally speaking, what are your views on the police and how fair they are in their day-to-day police work?
- *Prompt if necessary*: How effective/respectful/trusting/neutral are they in their roles and decision-making?

2. When, if at all, should the police to a) draw and b) fire Taser, in your opinion? How, in your opinion, does this compare with what the police do at the moment?
- *Prompt if necessary:* under what circumstances, if at all, should they use it?

3. The Home Office's official data shows that Taser use involved someone perceived as being from a Black ethnic group at a rate nearly 8 times higher than those perceived as being White. People perceived as being from an 'other' ethnicity had Taser used on them nearly three times more, and people perceived as being from an Asian ethnic group had Taser used on them slightly more often. In your opinion, what might cause / explain these figures?
- *Prompt if necessary:* What factors may be involved: at the level of the individual officer; at the incident; at the level of the police force; elsewhere in society; How, if at all, might race disproportionality interact with other factors (age, religion, gender, class,etc). To what extent are there factors specific to Taser?

4. Do you think Taser changes the way officers interact with members of the public?

Topic 2: What consequences might police use of Taser have?

1. How do your experiences of police use of Taser affect your engagement with, and attitudes towards the police, if at all? To what extent, if at all, have these experiences affected your willingness to contact the police if you are a victim, or witness a crime?

2. Do you hear about Taser incidents 'second-hand' (e.g. from your peer group, on social media)? If yes, how does this affect your attitude towards the police?

3. What consequences would you say the use of Taser can have, at the level of individuals and families?

4. What impact will continued disproportionate use of taser will have on communities and their trust in the police?

Topic 3: Suggestions and Recommendations?

1. The Terms of Reference for the research does not explicitly ask us to make recommendations to the police, however we are keen to hear your thoughts. What recommendations and suggestions do you have for ending disproportionate use of Taser?
- *Prompt*: what do you think might be helpful at the level of; individual police officers; for the police more broadly; for other stakeholders; for society.

2. Based on the discussions so far, do you have any suggestions for:

- Questions that we should ask of officers and Senior Police officials when we interview them? Are there any questions you would like us to ask / would ask yourself, if you were able?

- Questions we should ask of police data?

- Questions and observations when observing police (via recordings or on patrol)?

Please note that there is no guarantee that we will be able to ask these questions, due to the semi/unstructured nature of the research programme, but we will bear them in mind throughout the research process.

3. Looking back over what we have talked about today, is there anything you would like to add? You can also feed back later, by filling out a feedback form, if something else occurs to you later.

2.3.1.2 Chapter 4: Semi-structured interview schedule.

Please note this is a rough list of questions; as this is a semi-structured interview, it is likely that not all of these questions will be asked, questions may be asked in a different order, other questions may be added in the course of the discussion etc. Please note that not all questions will be relevant for all participants, depending on the nature of the group they are a member of.

Topic 1: Monitoring groups and disproportionality

1. How would you describe your role, in monitoring / scrutinising Taser use?

2. What other mechanisms / bodies / scrutiny groups are you aware of to monitor the use of Taser in your local area?

3. Can you talk to us about what your views are on how the police use such powers, particularly as it relates to Taser use and disproportionality?
   a. Who are the groups that are affected, should disproportionality be there?
   b. Why do you think that happens? what are your general experiences/ views?
      i. what's your general view of what's going on? what might cause/ explain disproportionality?

4. Has your (name of group) informed (name of police and other relevant bodies) of any changes that you believe will impact positively in order to improve the safety of communities? / that you would like to see?
   a. Why do you think these changes would impact positively?
   b. What is the impact of disproportionality here?

5. Do you feel as though you are able to be effective and in the position to hold the local police to account around what they do?
   a. Have you ever done that? and can you talk about a time when that happened?
   b. Are there any changes you would like to see?

6. Do you think the current mechanisms in place for community monitoring of Taser are sufficient?
• What challenges have you encountered? Were there any changes you recommended that were not adopted / did not happen?

7. How easy do you find it to access BWC camera footage?

8. What processes do you go through when you examine a particular police-citizen interaction? on what basis do you make your judgements about disproportionality?
   a. what is the evidence? what do you do with that evidence when presented with it?

9. Examples of disproportionality
   a. Do you have specific examples that have raised concerns for you?
      i. what happened in that process? Did you make a recommendation to the (relevant body)? What happened to that recommendation?
      ii. how empowered/ independent do you feel to make change?

Topic 2: Relationship to the community

10. What are the mechanisms that you use to allow for local community members to express their concerns?

11. What are the main issues around Taser which are being raised through these mechanisms?

12. In your experience from your role, what consequences do you see the use of Taser having, at the level of individuals and families? How do experiences of police use of Taser affect people's engagement with, and attitudes towards the police, if at all?

13. What impact will continued disproportionate use of Taser will have on communities and their trust and confidence in the police?

14. What, in your experience, do you think the police are doing to monitor Taser use and reduce disproportionality? To what extent is it effective?

Topic 3: Final thoughts

15. The Terms of Reference for the research does not explicitly ask us to make recommendations to the police, however we are keen to hear your thoughts. What recommendations and suggestions do you have for ending disproportionate use of Taser?

16. Looking back over what we have talked about today, is there anything you would like to add?

2.3.2 Chapter 5: Body-worn video

2.3.2.1 Semi-structured interview schedule used for Part 1

Body worn camera issues (e.g., storage, metadata, access)

Approach to BWV footage
☐ We need to understand what is going on in terms of BWV in the organisation
o What systems do you deploy?
o What is your Force's policy about switching BWV on/ off?
o Could you give us a rough idea how much BWV was collected in your force in the past 12 months (Number of hours, number of cases, and the size of the footage)
o What metadata is collected by your BWV system?
o How is the data stored? and for how long?
o How is BWV used by your organisation?
• investigation purposes (such as victim/witness statements), to collect UoF data alone, or both…?

Accessing data
☐ We need to understand the data securities that sit around those datasets
o How is it accessed internally?
• Who presently has access to BMV (identify roles - i.e., officer, supervisor, internal reviewer)? Do you have technology that would allow for an external person to review BMV?
o What is your current policy of using BMV footage in the public domain?

o   How amenable is it to analysis both within and beyond your organisation?
•   What permissions would be required for researchers (academics & police) to access this data for research purposes (level of vetting etc.)

Linking datasets: other forms of data & comparison across different forces
☐   Can BWV data be crossed referenced to other forms of data within your organisation (e.g., use of force records)
o   Does your service encourage/store third-party data from non-police actors or public CCTV? If so, how is it matched?
☐   How (if at all) is your BMV data matched to other police database systems?

2.3.3 Chapter 7: Police officer interviews

2.3.3.1 Overview of sample

Table 2. below provides an overview of the demographic and professional information of the interviewees. This includes, the current rank and role, sex, and Taser status (whether the officer currently carries Taser operationally or not). Ethnicity is based on either how officers self-identified within the interviews or as perceived by the interviewer(s). Accordingly, these figures are illustrative rather than definitive.

Table 2. Interviewee sample overview

	Number of interviewees
Current rank:	
Constable:	68
Sergeant:	14
Inspector:	7
Strategic level leader	1
Support staff:	1
Not recorded:	6
Overall:	97
Sex:	
Male:	77
Female:	20
Overall:	97
Ethnicity:	
Asian:	8
Mixed Race:	2
White:	87
Overall:	97
Taser status:	
Taser trained and 'in ticket':	78
Taser trained in the past but not currently 'in ticket':	8
Not Taser trained:	11
Overall:	97

Current role or policing team:	
Response:	30
Firearms:	13
Traffic:	3
Force Support Unit:	5
Motorway:	1
Neighbourhood:	8
Serious Youth Violence:	7
Taser trainer:	2
Diversity and Inclusion:	2
Sex Offender Manager:	1
Airport:	1
Taser Managers:	4
Roads Policing Unit	2
Disruption Team:	1
Operational Sergeant	1
CID:	2
Dog Handler:	3
Dog Support Unit:	3
Mental Health Triage:	1
Serious and Organised Crime:	1
Organisational Improvement Team:	1
Guns and Gangs Team:	4
Learning and Development:	1
Overall:	97

2.3.3.2 Semi-structured interview schedule

A research programme on the causes of ethnic or racial disparities in the police use of Taser.

It is widely recognised that the causes of ethnic or racial disproportionalities in policing are multiple, complex, and cannot be understood or addressed through simple explanations.

It is anticipated that by gathering a broad array of different types of data the project will be able to begin to unpack some of this complexity and start to identify how organisational, neighbourhood and interactional factors work in combination to push and pull police officers into circumstances where Taser is used.

The project aims to identify some of the factors within interactions between police and public that function to increase or decrease the likelihood that use of force will be required, particularly where and when this involves Taser.

The interview will involve:

1) A discussion about your current role and your general views on Taser (including training and guidance, where applicable).

2) We will also seek to discuss specific incidents where you or one of your colleagues have deployed Taser (be it drawn, 'red dotted', stun mode, discharged etc.).

3) Additionally, we will explore your perspective on the racial and ethnic disparities that have been identified in relation to the police use of Taser (e.g., why do you think these patterns exist and what do you think drives this disparity?).

The interviews will last about 60 minutes but if you need to leave then please let us know.

We'd like to audio record the interview and also use anonymised quotations for future research publications (e.g., academic journal articles) if that's ok with you?

Taser trained police officers:

Interviews will begin with discussion about the officer's personal history and current role.

- How long have you been a police officer and what is your current role?
    o Where are you based?
- Prior to becoming Taser trained, what did you do in the police?
- How and why did you get involved in carrying Taser?
- Has carrying a Taser changed your role and if so in what ways?
- Have you ever used (drawn or fired) the weapon?

Interviews will then explore the officer's general views on police use of Taser.

- What do you feel are the general benefits, if any, of carrying a Taser?
- Has it changed the way you interact with members of the public and if so, how?
- What do you feel are the drawbacks, if any, from police carrying Taser?
- Do you think all officers should be equipped with a Taser?

General views of police taser training and guidance.

- Can you let us know what training you have received (including refresher courses) for Taser use?
- Are you happy with the level of training you receive?
- Are you aware of/content with the guidance provided by the College?
- Does your force provide any additional bespoke guidelines or guidance?
- Are there aspects of training or guidance that stand out as particularly useful / problematic?
- How do you think the training or guidance could be improved, if at all?

General views on appropriateness.

- From your perspective, what makes a deployment of taser successful / effective? (Explore specific examples if possible).
- Drawing on examples, if possible, from your perspective, what would make a taser deployment inappropriate / counterproductive? (Explore specific examples if possible).
- What are the risks associated with taser deployment?

Interviews will then move on to discuss specific episodes where Taser has been used by the specific officer in question or else by one of their colleagues.

In as much detail as possible (e.g., what happened, where, who was involved and how did the interaction come about), can you describe a recent incident where either yourself or colleagues have deployed taser (be it drawn, red dot, stun or discharged etc.). Interviewers will seek to explore several issues including:

- Was the officer deployed because they were carrying taser or did taser use emerge because the situation escalated?
- How did officers risk assess the situation that led them to draw the taser (e.g., what were the factors they saw as threatening)?
- Why did the officer decide it was appropriate to draw / red dot / fire?
- How did taser affect the situation?
- How did others in the situation react to the deployment and use/non-use of taser?
- How did the incident make you feel during and afterwards?

Having considered these general issues and specific incidents the interviews will then move on to consider racial disproportionality.

According to Home Office statistics, nationally taser use, (both firing and non-firing use), involved someone perceived as being from a Black ethnic group at a rate 6.3 times higher than someone perceived as being from a White ethnic group in police force areas in England and Wales (excluding the Metropolitan police)[i].

- What do you think creates this disparity?

Can you reflect on existing patterns of Taser use in your own force?

- Do you think taser is deployed disproportionately against people from Black, Asian & Minority Ethnic backgrounds?
- Have you ever experienced a situation where a member of the public has accused you or others around you of race playing a factor within a use of force incident?
- What impact will continued disproportionate use of taser will have on these communities trust in the police? / What will it mean for these communities and local policing in the medium term? What can/should be done about that?
- Do you have any recommendations regarding patterns of racial or ethnic disproportionality in your own force?

Other general issues.

- Do you currently carry taser? If you've stopped carrying taser, why was that?
- Is there anything else you'd like to add that we haven't already covered?

<u>Non taser trained police officers:</u>

Interviews will begin with discussion about officer's personal history and current role.

- Can you tell us a bit about yourself and your role?
- How long have you been a police officer and what is your current role?
  - Where are you based?

Interviews will then explore officer's general views on police use of taser.

- What do you feel are the general benefits, if any, of police carrying taser?
- What do you feel are the drawbacks, if any, from police carrying taser?
- Do you think all officers should be equipped with a taser?

Have you considered becoming Taser trained?

- If so, then why?
- If not, then why not?

Interviews will then move on to discuss specific episodes where the specific officer in question has observed Taser being used by colleagues.

In as much detail as possible (e.g., what happened, where, who was involved and how did the interaction come about), can you describe a recent incident where colleagues have deployed taser (be it drawn, red dot, stun or discharged etc.). Interviewers will seek to explore several issues including:

- Was the officer deployed because they were carrying Taser or did Taser use emerge because the situation escalated?
- How did officers risk assess the situation that led them to draw the Taser (e.g., what were the factors they saw as threatening)?
- Why did the officer decide it was appropriate to draw / red dot / fire?
- What do you think were the factors that influenced your colleague's decision to deploy taser?
- Why do you think they decided that it was appropriate to do so?
- How did taser affect the situation?
- How did others in the situation react to the deployment?
- How did the incident make you feel during and afterwards?
- What was your risk assessment of the situation?
- Are there other relevant situations you can talk to us about?

According to Home Office statistics, taser use involved someone perceived as being from a Black ethnic group at a rate 6 times higher than someone perceived as being from a White ethnic group in England and Wales.

- Why do you think that is and what do you think drives this disparity?

Can you reflect on existing patterns of Taser use in your own force? / Do you think taser is deployed disproportionately against people from Black, Asian & Minority Ethnic backgrounds?
- Have you ever experienced a situation where a member of the public has accused you or others around you of race being a factor within a use of force incident?
- What impact will continued disproportionate use of taser will have on these communities trust in the police? / What will it mean for these communities and local policing in the medium term? What can/should be done about that?
- Do you have any recommendations regarding patterns of racial or ethnic disproportionality in your own force?

Is there anything else you'd like to add that we haven't already covered?

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[i] Police use of force statistics, England and Wales: April 2020 to March 2021 Published 16 December 2021 https://www.gov.uk/government/statistics/police-use-of-force-statistics-england-and-wales-april-2020-to-march-2021/police-use-of-force-statistics-england-and-wales-april-2020-to-march-2021#ced-conducted-energy-device-use