

Unit 1:

Principles of Working in the Private Security Industry

Level: 2

Unit type: Mandatory

Guided learning hours: 17

Learning outcomes		Assessment criteria		Indicative content
1	Know the main characteristics and purposes of the private security industry	1.1	Identify the key purposes of the private security industry	<ul style="list-style-type: none"> • Prevent and detect crime and unauthorised activities. • Prevent and reduce loss, waste and damage. • Monitor and respond to safety risks. • Provide personnel and appropriate protection systems for people, property and premises. • Raise standards in the industry.
		1.2	State the aims and functions of the Security Industry Authority (SIA)	<ul style="list-style-type: none"> • Protect the public and regulate the security industry through licensing. • Raise standards (through the Approved Contractor Scheme); introduction of business licensing for all regulated security businesses. • Monitor the activities and effectiveness of those working in the industry. • Set and approve standards of conduct, training and supervision within the industry. • Keep under review the private security industry and the operation of the legislative framework.
		1.3	Recognise the required standards of behaviour of a security operative	<ul style="list-style-type: none"> • Main qualities required for security industry operatives: reliability and integrity; politeness; professional attitude and

			<p>appropriate personal appearance; being prepared to take responsibility.</p> <ul style="list-style-type: none"> • Skills: communication skills; observational skills; problem solving; ability to handle sensitive situations; team-working skills. • Adherence to SIA Standards; adherence to organisation/ company values and standards
	1.4	Identify the benefits of community safety initiatives	<ul style="list-style-type: none"> • Examples of community safety initiatives: police liaison officers, police community links, initiatives to radio link with other venues, e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards. • Aim: to reduce the opportunity for crime to take place. • Activities: include improving physical security of vulnerable targets, improving the environment, removing the means to commit crime; improving the visibility in an area e.g. lighting; controlling access to areas so unauthorised people cannot gain access to commit crime; initiatives to radio link with other venues, e.g. National PubWatch, local PubWatch initiatives, sharing information, red and yellow cards. • Benefits: include better partnership working, cooperating with Local Authority and police, liaison with other venues, reduction of risk of crime to own employer or other employers, promotion of safer communities.

		<p>1.5 Recognise how assignment instructions support the security operative role</p>	<ul style="list-style-type: none"> • Describes the security operative’s roles and duties for specific location. • Outlines actions to take in an emergency including obtaining contact numbers. • Part of a contract between client/customer and the security company.
		<p>1.6 Recognise how each security operative role may use CCTV</p>	<ul style="list-style-type: none"> • Benefits of using CCTV, e.g. <ul style="list-style-type: none"> ○ prevents crime ○ cuts down on incidents ○ reduces costs by not having to employ additional Staff ○ can provide clear evidence for investigations ○ can provide evidence which can be used in a court of law. • Understand the legal implications of using CCTV, e.g. <ul style="list-style-type: none"> ○ must be registered ○ must have a named person who is responsible and accountable for its use ○ must display signs to inform people that CCTV is in Operation ○ must not record in private spaces such as toilets. • Must comply with current data protection legislation, e.g. <ul style="list-style-type: none"> ○ when storing data including any recordings

			<ul style="list-style-type: none"> ○ restricting access to certain staff ○ by using recordings appropriately.
	1.7	Identify the limitations of CCTV within the security operative role	<ul style="list-style-type: none"> • Privacy issues and concerns. • Vulnerable to damage and vandalism. • Misuse. • Cannot prevent crime. • Cost. • Familiarity with scope of cover. • Technology vulnerabilities.
	1.8	State the purpose of the Approved Contractor Scheme	<ul style="list-style-type: none"> • Raise performance standards. • Assist the SIA to develop new opportunities • Increased customer confidence.

Learning Outcomes		Assessment criteria	Indicative content
2	Understand legislation as it applies to a security operative	2.1 Identify the differences between civil and criminal law	<ul style="list-style-type: none"> • Main features of civil law: <ul style="list-style-type: none"> ○ purpose to right a wrong ○ individual brings the cases ○ remedy by compensation for loss or damage

- standard of proof on balance of probabilities.
- Examples of civil offences:
 - libel
 - slander
 - breach of contract
 - employment law
 - family and matrimonial disputes ○
property disputes
 - personal injury cases
 - trespass.
- Main features of criminal law:
 - purpose to deter and punish
 - state brings the cases
 - remedy is fines/imprisonment.
 - standard of proof is beyond reasonable doubt.
- Examples of criminal offences:
 - driving under the influence
 - assault
 - murder
 - rape
 - child abuse

		<ul style="list-style-type: none"> ○ Theft ○ domestic abuse ○ arson ○ kidnapping or holding someone against their will.
2.2	State the main aims of the Private Security Industry Act 2001	<ul style="list-style-type: none"> • Raise standards in the private security industry. • Increase public confidence in the private security industry. • Increase public safety. • Remove criminal elements from the private security industry. • Established the SIA (Security Industry Authority). • Established licensing.
2.3	Identify key legislation relating to promoting equality and diversity in the workplace	<ul style="list-style-type: none"> • Key Legislation: Equalities Act 2010; Human Rights Act 1998. • Protection from discrimination in the workplace: <ul style="list-style-type: none"> ○ protected characteristics: race/ethnicity/nationality, gender, religion or belief, disability, sexual orientation, gender reassignment, marriage/civil partnership, age, pregnancy and maternity ○ direct and indirect discrimination. • Areas where equal opportunities legislation applies: recruitment; access to training; pay and benefits; promotion opportunities; terms and conditions; redundancy; dismissal.

			<ul style="list-style-type: none"> • Employer’s duty to make reasonable adjustments.
	2.4	Identify licensable roles under the Private Security Act	<ul style="list-style-type: none"> • Licensable roles • Licensed sectors in manned guarding: <ul style="list-style-type: none"> ○ vehicle immobilisation; security guarding, door supervision; CCTV; close protection, cash and valuables in transit (CVIT), key holding.
	2.5	Identify how data protection regulation impacts on the security Operative	<ul style="list-style-type: none"> • Have an understanding of current data protection regulation. • Include the general principles: <ul style="list-style-type: none"> ○ the use of body worn cameras and restrictions e.g. <ul style="list-style-type: none"> - images must be stored to comply with GDPR and can only be viewed by authorised personnel. ○ recording and documenting in notebooks.

Learning outcomes		Assessment criteria		Indicative content
3	Understand arrest procedures relevant to security operatives	3.1	State the meaning of Arrest	<ul style="list-style-type: none"> • Arrest is to take away someone’s liberty. • There is no legal definition for citizen’s arrest. • Police and non-police arrest. • Arrest with a warrant. • Arrest without a warrant 3B.
		3.2	Identify offences for which a security operative can make an Arrest	<ul style="list-style-type: none"> • Security operatives have no special powers of arrest, only the same powers of arrest as every other citizen. • Indictable offences and Breach of the Peace. • Indictable offences are usually tried at the Crown Court (arrestable offences are usually tried at Sheriff Court/High Court in Scotland) • Powers of arrest under the common law. <ul style="list-style-type: none"> ○ Offences include: <ul style="list-style-type: none"> - murder/homicide - aggravated assault - assault - rape - sexual assault - firearms offences - robbery - burglary - theft

		<ul style="list-style-type: none"> - drugs offences - fraud - criminal damage.
3.3	Identify the limitations to a security operative's powers of arrest	<ul style="list-style-type: none"> • Must be within powers of citizen's arrest. • Section 24a of the Police and Criminal Evidence Act 1984. • Indictable offence must be either being committed or have already been committed. • Arrest can only be made to prevent the person from: <ul style="list-style-type: none"> ○ causing injury to himself or another ○ suffering injury himself ○ causing loss of or damage to property ○ making off before a constable can assume responsibility for him.
3.4	State procedures to follow when making an Arrest	<ul style="list-style-type: none"> • Inform person that they are under arrest, provide the reason for the arrest, and that the police will be called. • Detain the person and ensure their safety. • Use witnesses wherever possible. • Only use reasonable and necessary force to prevent: • escape of individual under arrest or assault against security operatives or others.

		<p>3.5 State why an arrest should only be made as a last resort</p>	<ul style="list-style-type: none"> • Taking someone's liberty is a serious matter. • Can only arrest for indictable offences. • False arrest can lead to civil or criminal prosecution of the security operative making the arrest. • Personal safety of the security operative can be at risk.
		<p>3.6 State procedures following an arrest</p>	<ul style="list-style-type: none"> • The arrested person is now the security operative's responsibility. • Ensure own safety. • Ensure the person's safety. • Ensure any evidence is preserved and not disposed of. • Hand person over to police, explaining reason for arrest. • Inform police of any extra evidence of offence (witnesses, CCTV, property). • Record arrest in line with local policy. • Assist police with a statement if required. • Attend court at a later date if required. • Identify how to work with the police in relation to arrest procedures.
		<p>3.7 State what is meant by 'reasonable' and 'necessary' force</p>	<ul style="list-style-type: none"> • Reasonable force is the amount of force that can be used to protect yourself or your property from attack. It can be used to prevent crime or when detaining someone

			<p>through a citizen’s arrest. It can also be classed as “legal force”.</p> <ul style="list-style-type: none"> • Necessary force is an opinion of the level of force that was carried out in any situation.
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Learning outcomes		Assessment criteria		Unit amplification
4	Understand the importance of safe working practices	4.1	Identify responsibilities under the Health and Safety at Work etc. Act	<ul style="list-style-type: none"> • Responsibilities of employees and the self-employed: <ul style="list-style-type: none"> ○ to take responsibility for own health and safety, to cooperate with employer, to take reasonable care and not put themselves or public at risk, to report injuries and accidents to employer ○ to follow instruction, processes and procedures put in place by their employer. • Responsibilities of employers: <ul style="list-style-type: none"> ○ to maintain the safety of employees and anyone who visits the premises ○ to provide safe access and egress ○ to assess and reduce risk, to provide first aid facilities, to tell staff about hazards, to provide training if required, to record injuries and

		<p>accidents, to provide and maintain necessary equipment and clothing and warning signs</p> <ul style="list-style-type: none"> ○ to comply with legislation: consequences of failure to comply, e.g. prosecution, business closure.
4.2	Identify the risks of lone working within the private security industry	<ul style="list-style-type: none"> • Being isolated and having to rely on technology for back up. • Being vulnerable: <ul style="list-style-type: none"> ○ injury/ill-health ○ violence ○ lack of support ○ lack of communication ○ lack of welfare facilities for rest.
4.3	Identify typical workplace hazards and Risks	<ul style="list-style-type: none"> • Definition of 'hazard': <ul style="list-style-type: none"> ○ potential source of harm or adverse health effect on a person or persons. • Typical workplace hazards: <ul style="list-style-type: none"> ○ accidents due to poor lighting, uneven surfaces, steps, etc. ○ risk of infection from body fluids ○ risk of dealing with aggressive or violent behaviour

- injuries from poor manual handling
 - misuse/abuse of machinery
 - sharp objects (needles and knives)
- diseases
- hazardous chemicals
- noise pollution
- moving vehicles
 - obstructions
 - poor lighting
 - fire/floods and other emergencies.
- Definition of 'risks':
 - likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard.
- Identify risks:
 - level of risk (high, medium or low impact).
- Assess the risk of the hazard by identifying who may be harmed and how, what controls are already in place, what additional controls are needed to control the risk, who is required to do this and when is it required to be completed by.

		<p>4.4 State how to minimise risk to personal safety at Work</p>	<ul style="list-style-type: none"> • Risk assessment: developing awareness of risks and how to minimise them. • Following health and safety and organisational procedures in relation to health and safety. • Use of protective equipment, personal alarms and mobile phones. • Importance of following safe routines and being systematic. • Identify methods for safe manual handling: <ul style="list-style-type: none"> ○ assessment of load; know own limits; plan route; use of mechanical aid; stable base; correct positioning of head, feet and back; correct positioning of load; smooth movements; avoidance of twisting; push rather than pull. • Follow health and safety and organisational procedures in relation to global (or critical) incidents.
		<p>4.5 Identify safety signs and Signals</p>	<ul style="list-style-type: none"> • Different categories of sign, e.g. prohibition, warning, mandatory safe condition, fire-fighting, hazard/chemical warning plates.
		<p>4.6 State procedures to be followed for recording and reporting accidents and health and safety Incidents</p>	<ul style="list-style-type: none"> • Reportable incidents and accidents under RIDDOR: work-related, dangerous occurrence, resulting in injury, occupational disease or death; gas-related incident.

			<ul style="list-style-type: none"> • Procedures: in line with organisational procedures; record in accident book; RIDDOR reporting – ‘responsible person’, online, telephone, by post. • Remember to include who, what, when, how and where.
	4.7	Identify ways to keep personal information Safe	<ul style="list-style-type: none"> • When handling any personal information or data (either their own or someone else’s) security operatives must: <ul style="list-style-type: none"> ○ comply with current data protection legislation ○ follow organisational procedures ○ follow assignment instructions ○ maintain confidentiality of information. • Security operatives should: <ul style="list-style-type: none"> ○ use personal social media responsibly including managing privacy settings ○ not wear anything identifiable outside the workplace ○ keep personal vigilance, e.g. not completing surveys ○ not discuss work issues outside the workplace ○ not discuss work information with colleagues.

Learning outcomes		Assessment criteria		Indicative content
5	Understand fire procedures in the workplace	5.1	Identify the elements that must be present for fire to exist	<ul style="list-style-type: none"> • Components of fire: the fire triangle (oxygen, fuel, heat - chemical chain reaction).
		5.2	State the actions to be taken upon discovering a fire	<ul style="list-style-type: none"> • Follow organisation's policies and procedures. • Sound the alarm and inform emergency services. • FIRE (Find, Inform, Restrict, Evacuate or Extinguish); do not attempt to put out a fire if it puts you in danger. • Identify area where fire is, isolate other areas. • Control panel: important to ensure full understanding of extent of area of incident, to pass on correct message to emergency services, e.g. with regard to materials, chemical stored in affected area.
		5.3	Identify basic fire safety controls	<ul style="list-style-type: none"> • Be observant and vigilant. • Control of fuel and ignition sources, e.g. bins and waste disposal. • Safe storage of flammables. • Inspection and maintenance of electrical equipment. • Avoidance of overloading electrical points. • Follow staff training. • Adhere to fire plan.

	5.4	Identify classifications of fire	<ul style="list-style-type: none"> • A - Ordinary combustible: includes paper, wood, textiles, rubber. • B – Flammable liquids, e.g. petrol, paint, solvents. • C - Flammable gas, e.g. butane, propane. • D - Metal fires, e.g. powdered and metal shavings, alkali-based metals. • E Electrical fires (no classification as electricity is a source of ignition as opposed to a fuel). • F - Hot cooking oils.
	5.5	Identify the different types of fire-fighting equipment	<ul style="list-style-type: none"> • Extinguishers. <ul style="list-style-type: none"> ○ Water for use with paper, wood. ○ General foam for use with paper, wood; specialist foam for use with industrial alcohol. ○ CO2 gas for use with electrical fires (primary); flammable liquids (secondary). ○ Wet chemical for use with cooking oil fires. ○ Powder for use with most fires including liquid and electrical fires. • Other equipment: <ul style="list-style-type: none"> ○ Fire blankets, fire hose, sprinkler system.
	5.6	Identify the role of a fire marshal in the	<ul style="list-style-type: none"> • Sound the alarm.

		event of an emergency	<ul style="list-style-type: none"> • Check allocated area to ensure that everybody has left, take roll call. • Take control of the evacuation and ensure that anybody with evacuation difficulties is aided. • Proceed to the assembly area and report to the fire officer in charge.
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Learning outcomes		Assessment criteria		Indicative content
6	Understand emergencies and the importance of emergency procedures	6.1	Identify the key emergency terms	<ul style="list-style-type: none"> • Emergency is: <ul style="list-style-type: none"> ○ a situation that is unexpected, threatens safety or causes serious disruption and requires immediate action • emergencies can include incidents, occurrences, accidents. Examples are listed below: <ul style="list-style-type: none"> ○ incident/occurrence – this could include a fight, power cut or drug overdose, etc. ○ emergency – this could include health emergencies such as epileptic seizure, anaphylactic shock, heart attack, etc. ○ accident – this could include someone falling down steps, someone slipping on a wet floor, etc.

		6.2 Identify different types of emergencies within the workplace	<ul style="list-style-type: none"> • Types of emergency: <ul style="list-style-type: none"> ○ power, system or equipment failure; flood; actual or threatened serious injury; serious illness; bomb threat, fire, terror threat.
		6.3 Recognise how people react when emergencies occur	<ul style="list-style-type: none"> • Public/human responses – fight or flight. • Crowd control/crushing. • Panic, freeze.
		6.4 Identify actions to be taken in an emergency situation	<ul style="list-style-type: none"> • Security operative responses to emergencies: <ul style="list-style-type: none"> ○ follow correct procedures depending on emergency ○ ensure safety of self and others ○ report to appropriate authorities ○ act quickly, be authoritative, remain calm, encourage others to remain calm ○ follow procedures for making emergency calls ○ follow escalation procedures if required ○ document clearly what happened and your response ○ review and evaluate incident ○ identify how a graduated response can be applied to incidents.

		<p>6.5 Identify the role of the security operative in relation to first aid incidents</p>	<ul style="list-style-type: none"> • List actions to be taken when first aid is required. <ul style="list-style-type: none"> ○ If necessary, contact designated first aider or the emergency services. ○ Know the limits of your own ability and authority to deal with personal injury. ○ Record the injury in the accident book. ○ Keep people safe, including onlookers. ○ Provide privacy whenever possible.
		<p>6.6 Recognise evacuation Principles</p>	<ul style="list-style-type: none"> • Evacuation – this is a controlled process of emptying an area or premises of people. Evacuation can be to an adjoining area within a building or outside depending on the severity of the incident. Examples for evacuation could be flood, fire or terror threat. • Invacuation – this is a controlled process of getting people into safe premises due to an incident which could cause harm to people who were outside. For example, if a person with a firearm started to shoot people in the street you would encourage everyone into the building and lock the doors for safety. • Basic principles are to keep people safe and to follow the organisation’s policies and procedures. • Importance of knowing venue-specific requirements.

Learning outcomes		Assessment criteria		Indicative content
7	Understand how to communicate effectively as a security operative	7.1	Identify the different types of communication	<ul style="list-style-type: none"> • Non-verbal communication: gesture, stance, eye contact, facial expression. • Verbal communication: speaking, listening, reading, pitch, tone of voice. • Written communication: pictures, signs, script, text messages.
		7.2	State the importance of effective communication	<ul style="list-style-type: none"> • To ensure that the message being sent is received and understood by the recipient. • Features of effective communication include choosing language and medium appropriate for message and recipient, delivering message clearly, checking understanding. • Promotes effective teamwork. • Promotes a professional establishment and service. • Prevents misinterpretation which could lead to aggressive behaviour. • Prevents misunderstanding which could lead to mistakes. • Importance of effective communication: to ensure organisational effectiveness and effective team working, to provide effective service to customers.

			<ul style="list-style-type: none"> • NATO phonetic alphabet: call signs: correlate to each letter from phonetic alphabet; local policies regarding call signs allocated. • Uses of phonetic alphabet: enables quick identification of individuals; enables spelling of words during transmissions to avoid misunderstandings.
	7.3	Identify the benefits of teamwork in the private security Industry	<ul style="list-style-type: none"> • Promotes safety. • Provides a professional and safe service and establishment. • Supports colleagues. • Promotes efficiency.
	7.4	State the principles of customer service	<ul style="list-style-type: none"> • Establishing rapport, acknowledging the customer, communicating information effectively, showing respect, listening to the customer and trying to meet their expectations. • Dealing with problems: acknowledge the customer, establish the customer's needs, put yourself in the customer's position, accept responsibility, involve the customer in the solution, see it through.
	7.5	Recognise diverse customer needs and expectations	<ul style="list-style-type: none"> • Types of customer: internal and external, direct and indirect.

			<ul style="list-style-type: none"> • Customer needs/expectations: e.g. information, assistance, directions. • Customers with particular needs: e.g. physical difficulties, learning difficulties, sensory impairment, English as second language, under influence of drugs and/or alcohol.
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Learning outcomes		Assessment criteria		Indicative content
8	Understand record keeping relevant to the role of the security operative	8.1	State the importance of accurate record Keeping	<ul style="list-style-type: none"> • To comply with the law. • To provide a clear audit trail of the incident or accident. • To prevent you from having to rely on your memory.
		8.2	Identify the types of records that may need to be completed	<ul style="list-style-type: none"> • Incident records. • Accident records. • Searches and checks. • Logbooks. • Pocket notebooks. • Search/visitor/key registers. • Duty sheets.

			<ul style="list-style-type: none"> • Accident reports. • Lost/found property registers. • Message books. • Handover reports. • Other site-specific reports.
	8.3	Identify what information to include in records	<ul style="list-style-type: none"> • Who - the report is for/it was written by • What – happened/action was taken/what was the result? • When – day/date/time. • How – did it happen? • Where - place of incident. • Details of any other witnesses/people/injuries or property.
	8.4	Demonstrate the accurate completion of an evidential statement (Section 9 Statement)	<p>Statement to be completed as part of the training, and internally assessed with a sign-off sheet submitted to Pearson to say completed.</p> <ul style="list-style-type: none"> • The implications of failing to complete the Section 9 Statement or using the required documents. • Police and Criminal Evidence Act 1984 (PACE). • Incidents requiring physical intervention/use of force, must be fully reported – including: <ul style="list-style-type: none"> ○ description of subject’s behaviour ○ other ‘impact factors’

			<ul style="list-style-type: none"> ○ staff responses including description of physical interventions and level of force used ○ description of any injuries sustained ○ first aid and/or medical support provided ○ details of admission to hospital ○ support to those involved and follow up action required.
	8.5	State the process of attending court to give Evidence	<ul style="list-style-type: none"> • Follow organisation’s policies and procedures. • Follow any legal advice from representative. • Be punctual and prepared.

Learning outcomes		Assessment criteria		Indicative content
9	Understand terror threats and the role of the security operative in the event of a threat	9.1	Identify the different threat levels	<ul style="list-style-type: none"> • The official source of UK threat level is (MI5) and their website is https://www.mi5.gov.uk/threat-levels. As well as knowing what each level means an operative would ideally need to know how it may impact the response level their location may have. • LOW means an attack is highly unlikely. • MODERATE means an attack is possible, but not likely. • SUBSTANTIAL means an attack is likely.

		<ul style="list-style-type: none"> • SEVERE means an attack is highly likely. • CRITICAL means an attack is highly likely in the near future. • Have an understanding of how UK threat level may impact the response level for the location in which you are working.
	<p>9.2 Recognise the common terror attack methods</p>	<ul style="list-style-type: none"> • Awareness of attack planning phases. • Most current terrorist attack methodologies: <ul style="list-style-type: none"> ○ Marauding Terror Attack (MTA), including firearms, knife, blunt objects, etc. ○ explosive device, including Improvised Explosive Device (IED), Person-Borne Improvised Explosive Device (PBIED), Vehicle-Borne Improvised Explosive Device (VBIED), Leave Behind Improvised Explosive Device (LBIED) ○ VAAW (Vehicle As A Weapon) also known as vehicle ramming ○ Chemical, Biological, Radiological and Nuclear (CBRN), including acid attacks ○ cyber attacks ○ insider threat.

9.3 Recognise the actions to take in the event of a terror threat

- Understand the role security operatives have to play during a terror attack.
- Understand what Run, Hide, Tell means for a security operative: keeping yourself safe and encouraging members of the public, who will look up to you, to follow you to a safe place.
- Know and follow relevant procedures for your place of work, including the company's evacuation plan within the limits of your own authority.
- Use your knowledge of the location and make dynamic decisions based on available information to keep yourself and the public safe.
- Know the difference between evacuation and invacuation (lock down), including the pros and cons of both options:
 - in both of these situations, the pros can very easily become cons. For example, evacuating a building due to fire tries to keep people safe but the con can be that people rush out and get injured or stand around outside which could result in accident. Conversely, taking people into a building for safety due to a terrorist act on the street can mean that they are all grouped together and could be seen as an easy target for other forms of terrorist activities.
- Report incidents requiring immediate response from the police on 999.

- Know what information emergency response require: ○
 - What you have seen and what has happened ?
 - Who you saw, what they looked like, what they were wearing ?
 - Where did the situation happen and where you are ?
 - When did it happen?
- Awareness of emergency services response time.
- Reporting suspicious activity that does not need immediate response to the Anti-Terrorist Hotline.
- Know who the public sector counter-terrorism experts are and how to access their information;
 - Centre for the Protection of National Infrastructure (CPNI)
 - National Counter Terrorism Security Office (NaCTSO).
- Awareness of current initiatives:
 - Run, Hide, Tell keeping themselves safe and encouraging members of the public, who will look up to a person wearing a yellow vest, to follow them to a safe place
 - ACT - Action Counter Terrorism
 - SCaN - See, Check and notify.

		<p>9.4 Identify the procedures for dealing with suspicious items</p>	<ul style="list-style-type: none"> • HOT principles: <ul style="list-style-type: none"> ○ hidden ○ obviously suspicious ○ typical. • Four Cs: Confirm, Clear, Communicate and Control. • Safety distance, including: <ul style="list-style-type: none"> ○ distance v suspicious package size (small items: 100 m - large items or small vehicle: 200 m - large vehicle: 400 m) ○ how to visually represent safety distance (e.g. football field). • Difficulty involved in setting up a safety distances and not use radio/mobile phone within 15 m.
		<p>9.5 Identify behaviours that could indicate suspicious Activity</p>	<ul style="list-style-type: none"> • Suspicious activity is any observed behaviour that could indicate terrorism or terrorism-related crime. • Hostile reconnaissance is the observing of people, places, vehicles and locations with the intention of gathering information to plan a hostile act. • Understand examples of what this might look like, including: <ul style="list-style-type: none"> ○ individuals taking particular interest in security measures, making unusual requests for

			<p>information, testing security by breaching restricted areas, loitering, tampering with utilities</p> <ul style="list-style-type: none"> ○ individuals avoiding security staff ○ individuals carrying out activities inconsistent with the nature of the building or area ○ individuals with forged, altered or stolen identity documents, documents in different names, with large amounts of cash, inappropriately dressed for season/location; taking photos or making drawings ○ parked vehicles with people inside, empty parked vehicles left unattended for long period ○ multiple sightings of same suspicious person, vehicle, or activity. <ul style="list-style-type: none"> • Understand actions that can deter or disrupt hostile reconnaissance, including: <ul style="list-style-type: none"> ○ ensuring a visible presence of vigilant security staff; frequent patrols but at irregular intervals ○ maintaining organised search procedures ○ ensuring emergency exits are secured when not in use to prevent unauthorised entry.
		<p>9.6 Identify how to respond to suspicious behaviour</p>	<ul style="list-style-type: none"> • Use your customer service skills to disrupt potential hostile reconnaissance.

			<ul style="list-style-type: none"> • Understand the importance of showing professional behaviour and visible security as a tool to deter hostile reconnaissance. • Know where to report suspicious behaviour including: <ul style="list-style-type: none"> ○ internal procedure for site ○ confidential Anti-Terrorist Hotline: 0800 789 321 ○ British Transport Police (BTP) “See it, Say it, Sort it”: text 61016 or call 0800 40 50 40 ○ non-emergency: 101 ○ ACT online reporting ○ life threatening emergency or requiring immediate response: 999.
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Learning outcomes		Assessment criteria		Indicative content
10	Understand how to keep vulnerable people safe	10.1	Recognise duty of care with regard to vulnerable people	<ul style="list-style-type: none"> • Duty of care is: “a moral or legal obligation to ensure the safety or wellbeing of others”. • People may not always appear to be vulnerable so best practice would be to have a duty of care for everyone.
		10.2	Identify factors that could make someone Vulnerable	<ul style="list-style-type: none"> • Vulnerable: <ul style="list-style-type: none"> ○ being under the influence of alcohol or drugs

- alone or receiving unwanted attention
- separated from friends
- appearing lost or isolated
- being followed or threatened
- victims of domestic violence
- young people under the age of 18
- mental ill-health
- learning disabilities
- physical disabilities
- being elderly
- being acutely ill.
- key behaviours associated with a range of invisible disabilities (physical, mental or neurological condition that limits a person's movements, senses or activities that is invisible to the onlooker).
- Indicators of child sexual exploitation:
 - children and young people in the company of older people or antisocial groups
 - acting in an inappropriate and sexualised way
 - intoxicated
 - arriving and departing a location with different adults

			<ul style="list-style-type: none"> ○ getting into and out of a number of different cars
	10.3	Identify actions that the security operative should take towards vulnerable individuals	<ul style="list-style-type: none"> • Seeking help from other professionals, police, ambulance, street pastors, street marshals or representatives from any other scheme active in the area to help people. • Offer to call a relative or friend to give assistance. • Offer to call a licensed taxi to take the vulnerable person home. • Using 'safe havens' or other local initiatives run by organisations such as St John Ambulance. • Be aware of current safety initiatives, e.g. Ask Angela campaign. • Reporting indicators of child sexual exploitation: <ul style="list-style-type: none"> ○ Contact the police or call Crimestoppers ○ Report as soon as possible.
	10.4	Identify behaviours that may be exhibited by sexual predators	<ul style="list-style-type: none"> • Close monitoring of vulnerable people. • Buying drinks or gifts for vulnerable people. • Suspicious behaviour around certain times and venues. • Inappropriate use of technology, e.g. upskirting with phones.

	10.5 Identify indicators of abuse	<ul style="list-style-type: none"> • Restricting freedom of individuals. • Unexplained bruising. • Lack of confidence and insecurity. • Change in circumstances, e.g. cleanliness, appearance.
	10.6 State how to deal with allegations of sexual assault	<ul style="list-style-type: none"> • Notify police. • Safeguard victim. • Separate victim from assailant. • Record and document all information.
	10.7 State how to deal with antisocial behaviour	<ul style="list-style-type: none"> • Follow your organisation's policies and procedures. • Speak to the person. • Explain the situation and the risks of the antisocial behaviour. • Explain the consequences if the antisocial behaviour continues. • Remain calm. • Ensure that your colleagues know about the situation and that you have back-up if needed. • Vigilance. • High-profile patrols.

			<ul style="list-style-type: none"> • Early intervention. • Positive non-aggressive communication. • Prompt reporting of incidents. • Accurate recording of incidents. • Liaison with police and other appropriate agencies.
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Learning outcomes		Assessment criteria	Indicative content
11	Understand good practice for post-incident management	11.1 Identify sources of post-incident support available	<ul style="list-style-type: none"> • Sources of support through colleagues, management and counsellors. • Publications, internet. • Help lines (e.g. Samaritans). • Other support ,e.g. Citizens Advice/Trade Unions.
		11.2 State why accessing support following an incident is important	<ul style="list-style-type: none"> • Reducing the chances of long-term problems such as depression, anxiety, fear, post-traumatic stress. • Helps you to reflect on the incident and evaluate your actions.
		11.3 State the benefits of reflecting on incidents	<ul style="list-style-type: none"> • Areas for improvement can be identified. • Preventing reoccurrence of the same problem.

			<ul style="list-style-type: none"> • Organisations can use data for licensing hearings. • Recognising trends. • Recognising poor practice. • Recognising good practice. • Sharing good practice. • Making improvements. • Improving procedures for incident management. • Identifying common response to situations.
		<p>11.4 Identify why it is important for security operatives to contribute to improving practice</p>	<ul style="list-style-type: none"> • Promotes professional service. • Increases safety for staff. • Promotes teamwork. • Increases safety for customers. • Identifies procedures or methods to deal with situations effectively.

