



Course Specification

Level 2 Award in Door Supervision

Qualification Number: 501/1297/1

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HABC LEVEL 2 AWARD IN DOOR SUPERVISION

1. **Aims and Objectives:**
 - 1.1 The HABC Level 2 Award in Door Supervision has been developed to meet the requirements of the Security Industry Authority (SIA). It is based on the relevant SIA Specifications for Learning and Qualifications and provides the learner with the necessary skills and knowledge to apply for an SIA licence and work as a Door Supervisor within the Private Security Industry.
2. **Potential for Progression:**
 - 2.1 This qualification can enable the learner to progress onto the NVQ in Providing Security Services or undertake further learning in other areas of the Private Security Industry such as Security Guarding or CCTV Operations.
3. **Recommendation of Prior Learning:**
 - 3.1 There are no prerequisites for learners undertaking this qualification.
4. **Key Skills:**
 - 4.1 Learners undertaking this qualification should be able to work at or above Level 1 Communications, Problem Solving and Working with Others.
5. **Guided Learning Hours/Contact Hours:**
 - 5.1 38 Guided Learning Hours are recommended. The SIA stipulates a **minimum** number of contact hours. These **cannot** be reduced. Contact hours are defined as time spent with a Nominated Tutor during the assessment.

Unit	Unit Title	GLH	SIA minimum contact hours
1	Working in the Private Security Industry	10	5
2	Working as a Door Supervisor	10	10
3	Conflict Management for the Private Security Industry	8	7 ½
4	Physical Intervention Skills for the Private Security Industry	10	7 ½

6. **Credit Value:**

6.1 The qualification has a credit value of 4.

Unit	Unit Title	Level	Credit
1	Working in the Private Security Industry	2	1
2	Working as a Door Supervisor	2	1
3	Conflict Management for the Private Security Industry	2	1
4	Physical Intervention Skills for the Private Security Industry	2	1

7. **Age Ranges/Geographical Coverage:**

7.1 The qualification is aimed at learners aged 18 or over due to age restrictions on applying for a licence.

7.2 The qualification is suitable for learners in England, Wales or Northern Ireland. Due to the legislative differences in Northern Ireland a separate multiple-choice question paper will be available.

8. **Restrictions on Candidate Entry:**

8.1 The qualification is available for those aged 18 or over due to the age requirements of an SIA licence.

9. **Special Needs:**

9.1 HABC have measures in place for delegates with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

10. **Qualification Structure:**

Unit	Title	Assessment methodology	Time allowed/No of questions
1	Working in the Private Security Industry	MCQ externally set and assessed.	40 minutes 25 questions
2	Working as a Door Supervisor	MCQ externally set and assessed	60 minutes 40 questions
3	Conflict Management for the Private Security Industry	MCQ externally set and assessed	40 minutes 25 questions

4	Physical Intervention Skills for the Private Security Industry	Practical assessment – externally set, internally assessed, externally moderated.	
		Written test – Externally set, internally assessed, externally moderated	

11. National Occupational Standards:

11.1 The qualification is mapped against the Security Loss and Prevention NOS.

12. Examination Results and Certificates:

12.1 Following the examination, a list of results will be provided stating whether candidates have passed or failed. Certificates for successful candidates will be dispatched for distribution by Centre Contacts.

13. Sample Questions:

13.1 Exemplar questions and scenarios are available in the Members Area of the HABC Website: <http://www.highfieldabc.com/>

14. Nominated Tutor Requirements:

14.1 HABC Centres wishing to deliver this qualification must adhere to the SIA requirements set out in the document 'Introduction to Learning Leading Towards Licence-Linked Qualifications'.

14.2 All Nominated Tutors delivering SIA licence-linked qualifications are required to hold the 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) or a recognised equivalent and/or higher level teaching qualification.

14.3 Further information on equivalencies of teaching qualifications can be found at the [Standards Verification UK](http://www.standardsverification.co.uk) website.

15. Sector Competence:

15.1 Nominated Tutors delivering the learning leading to licence-linked qualifications must demonstrate that they have the necessary experience, knowledge and understanding of the sector in which they are providing training.

- 15.2 Awarding Organisations may require additional information about a Nominated Tutor's occupational experience for consideration in the approval process, for example, experience of working in the private security industry or working in a role that can be mapped to the requirements of the private security industry.
- 15.3 To ensure that Nominated Tutors have the right occupational expertise, the SIA and Awarding Organisations require Nominated Tutors to have a minimum of three years frontline operational experience in the last 10 years, relevant to the area they are training.
- 15.4 It is also a requirement that Nominated Tutors must demonstrate to Awarding Organisations that they are keeping their own knowledge (and skills where appropriate) up to date and relevant to industry. This is best demonstrated by evidence of professional development and/or ongoing workplace experience.

16. **Guidance on Delivery:**

- 16.1 The SIA, in consultation with Skills for Security, specifies the following:

Communication in English is an integral requirement of the SIA competencies. This is made explicit in particular competence statements and in relation to the title of the Part, or Session, which deals with "Communication and Conflict Management". Candidates also need to demonstrate their competence in English in an applied context in relation to other areas of the specifications and competence needs to be considered holistically, with the aim that the candidate should be able to demonstrate these same competencies effectively in the workplace. To not be able to do so could have health and safety implications for the individual, and for others, in the workplace.

For the above reasons, it would not be appropriate for candidates for whom English is their second language to be provided with a scribe or reader to assist them in their assessment. To do so would also provide an unfair advantage to such candidates.

Centres should be advised to carry out an initial assessment of candidates to identify their particular needs at the earliest stage. In the case of candidates for whom English language communication skills are a weakness (and other particular needs considerations do not apply) it would be appropriate to direct them to undertake additional learning to develop these skills.

- 16.2 The SIA have stipulated **minimum** contact hours and GLH. For Unit 4 - Physical Intervention Skills for the Private Security Industry – the SIA have stipulated a **maximum** ratio of 12:1 learners to tutor.

17. **Useful Websites:**

- 17.1 Information Commissioners office
[http://www.ico.gov.uk/upload/documents/library/data_protection/detailed_speci
alist_guides/ico_cctvfinal_2301.pdf](http://www.ico.gov.uk/upload/documents/library/data_protection/detailed_speci
alist_guides/ico_cctvfinal_2301.pdf)
- 17.2 SIA <http://www.sia.homeoffice.gov.uk/Pages/home.aspx>
- 17.3 Skills for Security <http://www.skillsforsecurity.org.uk/index.php>
- 17.4 Home Office <http://www.homeoffice.gov.uk/>
- 17.5 British Security Industry Authority <http://www.bsia.co.uk/>

18. **Suggested Reading:**

- 18.1 J. Dyson & A.Walker (2010) *Door Supervisors Course Book (England and Wales)*
Highfield.co.uk Ltd

19. Unit 1: Working in the Private Security Industry

Unit No: M/600/5174
 Level: 2
 Credit: 1
 GLH: 10

About this Unit:

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers those areas of content that are common across different sub-sectors at Level 2: door supervision; security guarding; CCTV operations; vehicle immobilisation; and cash and valuables in transit.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know the purpose and main features of the private security industry	1.1 Define the main purposes of the private security industry 1.2 Identify different sectors and career opportunities within the private security industry 1.3 State the main aims of the Private Security Industry Act 1.4 Identify the main functions of the Security Industry Authority and other key bodies within the private security industry 1.5 Describe the main qualities required by security industry operatives
2. Understand the legislation that is relevant to people working in the private security industry	2.1 Identify the differences between civil and criminal law 2.2 Identify aspects of human rights legislation that are relevant to the private security industry 2.3 State the data protection principles outlined in data protection legislation 2.4 Describe types of discrimination that can occur in the workplace 2.5 Identify how equal opportunities legislation applies in the workplace

3. Understand relevant aspects of health and safety in the workplace

- 3.1 Outline the importance of health and safety in the workplace
- 3.2 Identify the main responsibilities of employees, employers and the self employed under health and safety legislation
- 3.3 Identify ways of minimising risk to personal safety and security
- 3.4 Identify typical hazards in the workplace
- 3.5 Describe safe methods of manual handling
- 3.6 Identify commonly used safety signs
- 3.7 Describe appropriate reporting procedures for accidents and injuries

4. Know how to apply the principles of fire safety

- 4.1 Identify the three components that must be present for fire to exist
- 4.2 Describe how fire can be prevented
- 4.3 Identify fires by their classification
- 4.4 Identify the types and uses of fire extinguishers and fire fighting equipment
- 4.5 State appropriate responses on discovering a fire
- 4.6 Explain the importance of understanding fire evacuation procedures

5. Know how to deal with non-fire-related workplace emergencies

- 5.1 Define the term 'emergency' when used in the workplace
- 5.2 Identify types of workplace emergencies
- 5.3 Identify appropriate responses to workplace emergencies
- 5.4 Outline the procedures for dealing with bomb threat warning calls
- 5.5 Identify appropriate responses to situations requiring first aid

6. Understand the principles of effective communication and customer care in the private security industry

- 6.1 Describe the elements of the communication process
- 6.2 Identify methods of verbal and non-verbal communication
- 6.3 Identify common barriers to communication
- 6.4 State the importance of effective communication in the workplace
- 6.5 Identify different types of customers and how their needs can vary
- 6.6 Describe the principles of customer care

Unit Content

LO1: Know the purpose and main features of the private security industry

- The main purposes of the private security industry e.g.
 - Crime prevention and detection
 - Protection of people and property
 - Part of the extended police family/support to other agencies
- The different sectors and career opportunities within the private security industry
 - Licensed Sectors e.g.
 - Security Guarding
 - CCTV (PSS)
 - Door Supervision
 - Cash and Valuables in Transit
 - Close Protection
 - Vehicle Immobilisation
 - Other sectors e.g.
 - Event Security
 - Professional Investigators
 - Dog Handling
 - Key Holding
 - Career opportunities e.g.
 - Supervisory role
 - Management position
 - Consultancy
- The main aims of the Private Security Industry Act e.g.
 - The introduction of the SIA
 - To regulate the private security industry effectively
 - To raise standards and recognise quality service
- The main functions of the Security Industry Authority and other key bodies within the private security industry e.g.

- The SIA
 - To regulate the private security industry effectively through licensing
 - Develop training standards for licence linked qualifications
 - To raise standards e.g. through the Approved Contractor Scheme
- SSC/Bs
 - Develop and maintain National Occupational Standards
- Other bodies e.g.
 - British Security Industry Association
- The main qualities required by security industry operatives e.g.
 - Compliance with SIA Code of Conduct
 - Integrity
 - Communication skills
 - Team working skills
 - Reliability

LO2: Understand the legislation that is relevant to people working in the private security industry

- The differences between civil and criminal law
 - Criminal law e.g.
 - To deter and punish
 - Prosecutions brought by the Crown
 - Fine or imprisonment
 - Proven beyond reasonable doubt
 - Examples:
 - Theft
 - Assault
 - Robbery
 - Civil law e.g.
 - To right a wrong
 - Prosecution brought by individuals or organisations
 - Compensation
 - Proven on balance of probabilities
 - Examples:
 - Trespass
 - Negligence
 - Breach of contract
- Aspects of human rights legislation that are relevant to the private security industry
 - Human Rights Act 1998
 - Connection to the European Convention on Human Rights
 - Relevant articles
 - 2 – Right to Life
 - 6 – Right to a Fair Trial
 - 8 – Right to Privacy

- 10 – Freedom of Expression
 - 11 – Freedom of Assembly
 - 14 – Prohibition of discrimination
-
- Data protection principles outlined in data protection legislation
 - The eight principles of the Data Protection Act 1998.
 - Types of discrimination that can occur in the workplace e.g.
 - Race
 - Age
 - Religion
 - Gender
 - How equal opportunities legislation applies in the workplace:
 - Relevant legislation e.g.
 - Sex Discrimination legislation
 - Race Relations legislation
 - Disability Discrimination legislation

LO3: Understand relevant aspects of health and safety in the workplace

- The importance of health and safety in the workplace
 - Duty of care
 - Legal compliance
 - Financial e.g. non compliance
 - Protection of employees
 - Protection of the company
- The main responsibilities of employees, employers and the self employed under health and safety legislation
 - Employee e.g.
 - Responsibility for own actions
 - Adhere to legislation and relevant company policies
 - Employer e.g.
 - Provide safe systems of work
 - Provide safety equipment
 - Info, instruct, training and supervision provided where necessary
 - Consultation with employees
 - Self-employed e.g.
 - Ensure own work activities do not put self and others at risk
 - Responsibility for own actions
 - Adhere to legislation and relevant company policies on site
- Ways of minimising risk to personal safety and security e.g.
 - Understanding risk assessment process
 - Following policies
 - Awareness of potential hazards
 - Use appropriate PPE

- Typical hazards in the workplace e.g.
 - Slips, trips and falls
 - Manual handling
 - Fire
 - Electricity
 - Hazardous substances
 - Lone working
- Safe methods of manual handling
 - Avoid unnecessary manual handling tasks
 - Assessing remaining tasks take in to account
 - Load
 - Individual capability
 - Task
 - Environment
- Commonly used safety signs
 - Types, for example:
 - Mandatory e.g.
 - Hearing protection zones
 - Prohibition e.g.
 - No smoking
 - Warning e.g.
 - Slippery floor
 - Safe conditions e.g.
 - First aid point
- Appropriate reporting procedures for accidents and injuries
 - Accident book completed promptly
 - Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) e.g.
 - What must be reported
 - How to report
 - Who to report to

LO4: Know how to apply the principles of fire safety

- The three components that must be present for fire to exist
 - The fire triangle
 - Heat
 - Fuel
 - Oxygen
- How fire can be prevented
 - Physical structure of the building e.g. fire doors
 - Waste management/good housekeeping
 - Monitoring ignition sources

- Classification of fires
 - A – Carbonaceous e.g. paper
 - B – Flammable liquids e.g. petrol
 - C – Flammable gases e.g. methane
 - D – Metals e.g. magnesium
 - F – Cooking oils and fats
 - Electrical

- Types and uses of fire extinguishers and fire fighting equipment
 - Types of extinguishers, for example:
 - Water - A
 - Foam - A and B
 - CO² - B
 - Dry Powder – A, B and C
 - Wet chemical - F
 - Other equipment:
 - Blankets
 - Sprinkler systems

- Appropriate responses on discovering a fire
 - Raise the alarm
 - Call emergency services
 - Evacuate the premises

- The importance of understanding fire evacuation procedures
 - Speed of evacuation
 - Assist the emergency services
 - Keep self and others safe
 - Confirm evacuation

LO5: Know how to deal with non-fire-related workplace emergencies

- What is an 'emergency' in the workplace:
 - An unexpected occurrence
 - A threat to people and property
 - Requires immediate action

- Types of workplace emergencies:
 - System failure
 - Serious illness
 - Adverse weather conditions
 - Bomb threat

- Appropriate responses to workplace emergencies:
 - Adhere to company policies and procedures
 - Keep calm
 - Prioritisation of incidents

- Ensure safety to self and others
- Procedures for dealing with bomb threat warning calls:
 - Correction information to take down
 - Who to inform
 - Reporting of incident?
- Appropriate responses to situations requiring first aid
 - Call appointed person
 - Call the emergency services

LO6: Understand the principles of effective communication and customer care in the private security industry

- Elements of the communication process e.g.
 - Sender/Receiver model
 - Sender, Encode, Message, Decode, Receiver
 - Removing blocks to communication
- Methods of verbal and non-verbal communication
 - Verbal
 - Speaking
 - Tone
 - Listening
 - Non-verbal
 - Gestures
 - Body language and stance
 - Image
 - Facial expressions
 - Written communication
- Common barriers to communication
 - Physical e.g.
 - Distance
 - Noise
 - Physical barriers
 - Emotional
 - Nervousness
 - Frustration
 - Anger
 - Aggression
 - Other
 - Language barriers
 - Drugs/alcohol
 - Mental illness
- The importance of effective communication in the workplace
 - Leaving a good impression

- Getting the job done
- Reducing conflict

- Different types of customers and how their needs can vary
 - Internal customers
 - External customers
 - Diverse customer needs
 - Different values

- The principles of customer care
 - Being professional
 - Being approachable
 - Showing concern
 - Leaving customers satisfied

20. **Unit 2: Working as a Door Supervisor**

Unit No: K/600/6307
 Level: 2
 Credit: 1
 GLH: 10

About this Unit:

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding for areas that are relevant to the role of a door supervisor.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the behaviour appropriate for individual door supervisors, as defined by the Security Industry Authority's (SIA) Standards of Behaviour	1.1 Identify the key elements of the SIA's Standards of Behaviour for door supervisors 1.2 State the reasons why standards of behaviour are required 1.3 Identify the requirements specifically relating to SIA licensing 1.4 Define the role and objectives of the door supervisor 1.5 Identify the key qualities of a door supervisor
2. Understand the elements of civil and criminal law relevant to door supervisors	2.1 State the law relating to use of force 2.2 Identify the different types of assault as defined by law 2.3 List offences against property that a door supervisor may come across 2.4 State the options available to a door supervisor when the law is broken
3. Understand search procedures and the reasons for having them	3.1 State the importance of an admissions policy 3.2 Identify common areas that can be included in an admissions policy 3.3 Identify the reasons for searching premises 3.4 State how to search people and their property 3.5 State the differences between general, random and specific searches

	<p>3.6 Identify the hazards involved with conducting searches and appropriate precautions that can be taken</p> <p>3.7 State the definitions of offensive weapons</p> <p>3.8 Outline the procedures for handling and recording articles, including drugs, seized during a search</p>
<p>4. Understand the powers of arrest and related procedures</p>	<p>4.1 Identify indictable offences</p> <p>4.2 Identify factors to consider when deciding whether to make a citizen's arrest</p> <p>4.3 Outline the procedures for making a citizen's arrest</p> <p>4.4 Outline the procedures to be followed after a citizen's arrest</p>
<p>5. Understand relevant drug legislation and its relevance to the role of the door supervisor</p>	<p>5.1 Identify aspects of current drugs legislation that apply to the role of the door supervisor</p> <p>5.2 State the common indicators of drug misuse</p> <p>5.3 Identify common types of illegal drugs</p> <p>5.4 State how to recognise signs of drug dealing</p> <p>5.5 Outline the procedure for dealing with customers found to be in possession of drugs</p> <p>5.6 State how to dispose of drug related litter and waste safely</p>
<p>6. Understand incident recording and crime scene preservation</p>	<p>6.1 Identify the types of, and reasons for, records needed to be kept by a door supervisor</p> <p>6.2 Identify incidents which need to be recorded and when the police are to be called</p> <p>6.3 State the procedures for record keeping</p> <p>6.4 Identify the different types of evidence</p> <p>6.5 Outline the rules to be followed to appropriately preserve evidence and crime scenes</p>
<p>7. Understand licensing law and</p>	<p>7.1 State the licensing objectives under current alcohol licensing legislation</p>

social responsibility

- 7.2 State the different types of licences issued and the activities they allow
- 7.3 State circumstances under which customers can be ejected
- 7.4 State police powers with regard to licensed premises
- 7.5 State the powers of entry of authorised persons
- 7.6 Outline the rights and duties of licensees and door supervisors as their representatives
- 7.7 Outline relevant legislation regarding children and young people
- 7.8 Identify activities considered unlawful under licensing, gaming and sexual offences legislation

8. Understand and be able to follow procedures for emergency situations

- 8.1 Identify common human responses in an emergency situation
- 8.2 State the reasons for having fire risk assessments and maximum occupancy figures
- 8.3 Identify behaviours that could indicate unusual and suspicious activity
- 8.4 Identify current counter terrorism issues and procedures as they relate to the role of a door supervisor
- 8.5 Identify common situations requiring first aid that occur in licensed premises
- 8.6 State how to safely dispose of contaminated waste

Unit Content

LO1 Understand the behaviour appropriate for individual door supervisors, as defined by the Security Industry Authority’s (SIA) Standards of Behaviour

- The key elements of the SIA’s Standards of Behaviour for door supervisors:
 - Personal appearance
 - Professional attitude and skills
 - General conduct
 - Organisation, Company values and Standards
- Reasons why standards of behaviour are required:
 - Set, raise and maintain national standards of Door Supervisors’ behaviour

- Requirements specifically relating to SIA licensing:
 - Training
 - Criminal record check
 - Having and displaying an SIA Licence
 - Co-operating with officials
- The role and objectives of the door supervisor:
 - Controlling entry
 - Maintaining order
 - Ensuring customers have an enjoyable experience in a safe environment
- The key qualities of a door supervisor:
 - Approachable
 - Assertive
 - Smart appearance
 - Work well in a team

LO2 Understand the elements of civil and criminal law relevant to door supervisors

- The law relating to use of force, for example:
 - What is 'necessary' and 'reasonable'
 - Common law - self defence,
 - Criminal Law Act 1967, Section 3.
- The different types of assault as defined by law, for example:
 - Murder
 - Sexual assault
 - ABH
- Offences against property that a door supervisor may come across, for example:
 - Criminal damage
 - Arson
 - Theft
 - Burglary
- The options available to a door supervisor when the law is broken, for example:
 - Arrest
 - Ejection
 - Call the police

LO3 Understand search procedures and the reasons for having them

- The importance of an admissions policy:
 - To stop unwanted people
 - To check for drugs
 - To check for weapons
- Common areas that can be included in an admissions policy, for example:
 - Maximum numbers
 - Checking for customers who are drunk or on drugs
 - Attitude of the customer
 - Dress code
 - Age restrictions

- Search policy
- The reasons for searching premises, for example:
 - Look for suspect packages
 - Search for drugs or weapons
 - To meet H&S requirements e.g. identify hazards
- How to search people and their property:
 - Gain permission from customer
 - Same sex search
 - Follow the search policy
 - In view of CCTV if possible
- The differences between general, random and specific searches:
 - General
 - Everyone searched
 - Random
 - Selection of people
 - Specific
 - Specific individual searched
- The hazards involved with conducting searches and appropriate precautions that can be taken e.g.
 - Hazards, for example:
 - Needles
 - Weapons
 - Violence
 - Precautions
 - Use of PPE e.g. needle proof gloves
 - In view of CCTV if possible
- The definitions of offensive weapons
 - Made, adapted or intended to cause harm
- The procedures for handling and recording articles, including drugs, seized during a search e.g.
 - Work as a team
 - Record the details in relevant documentation
 - Place items in a security area e.g. safe

LO4 Understand the powers of arrest and related procedures

- Indictable offences
 - Can go to crown court for:
 - Murder
 - Rape
 - Serious assaults
 - Offences against property
- Factors to consider when deciding whether to make a citizen's arrest, for example:
 - Are there reasonable grounds for arrest?
 - Is it an indictable offence?
 - Evidence
 - Personal Safety

- The procedures for making a citizen's arrest
 - Informing detainee e.g.
 - That they are being arrested
 - Why they are being arrested
 - Reasons for arrest
 - That the police will be called
 - Detain the person
- The procedures to be followed after a citizen's arrest:
 - Responsibility of the Door Supervisor
 - Ensure evidence is not disposed of
 - Prevent self harm
 - Assisting the police
 - Details of any witnesses
 - Handover any evidence
 - Complete required documentation
 - Attending court if required

LO5 Understand relevant drug legislation and its relevance to the role of the door supervisor

- Aspects of current drugs legislation that apply to the role of the door supervisor
 - Misuse of drugs act 1971
 - Possession
 - Possession with intent to supply
- The common indicators of drug misuse, for example:
 - Uncoordinated behaviour
 - Dilated pupils
 - Anxiety
 - Powder marks around the nose
- Common types of illegal drugs
 - Classes
 - A – Heroin, Cocaine, Ecstasy
 - B - Cannabis, Amphetamines
 - C - Tranquilisers, anabolic steroids
- How to recognise signs of drug dealing
 - Suspicious behaviour, for example:
 - Frequent trips to the toilets
 - Many customers approaching one individual
 - Drugs paraphernalia, for example:
 - Used needles
- The procedure for dealing with customers found to be in possession of drugs:
 - Seizure of drugs
 - Possible arrest
 - Inform the relevant manager e.g. DPS
 - Complete relevant documentation
- How to safely dispose of drug related litter and waste, for example:
 - Use PPE – needle proof gloves
 - Use sharps boxes if available

- Dispose of bloodstained tissues down the toilet

LO6 Understand incident recording and crime scene preservation

- The types of records needed to be kept by a door supervisor and reasons for this:
 - Types, for example:
 - Incident reports
 - Personal notebook
 - Accident book
 - Reasons, for example:
 - Potential use as evidence
 - Could be required in court
 - Self protection
- Incidents that need to be recorded and when the police are to be called, for example:
 - Arrests
 - Any use of force
 - Accidents
 - Drug seizures
- The procedures for record keeping, for example:
 - Being in line with company policy
 - Completed promptly
 - Accurate
 - Notebook rules
- The different types of evidence:
 - Direct
 - Something seen, heard or experienced by the DS
 - Circumstantial
 - Indirect
 - Hearsay
 - Heard from another person
 - Documentary
 - Notebook or incident log
 - Real
 - Produced as an exhibit e.g. weapons
 - Forensic
 - Scientific evidence e.g. fingerprints
- The rules to be followed to appropriately preserve evidence and crime scenes:
 - Control the area
 - Call for support
 - Contact emergency services
 - Cordon off area
 - Restrict access
 - Record actions

LO7 Understand licensing law and social responsibility

- The licensing objectives under current alcohol licensing legislation:
 - The Licensing Act 2003
 - Prevent crime and disorder
 - Public safety
 - Prevention of public nuisance
 - Protection of children from harm
- The different types of licences issued and the activities they allow, for example:
 - Personal licence
 - Issued to an individual to allow them to sell or authorise the sale of alcohol on licensed premises
 - Premises licence
 - Issued for premises to allow one or more of the licensable activities to take place
- The circumstances under which customers can be ejected, for example:
 - Intoxication
 - Drug use
 - Violence
- Police powers with regard to licensed premises, for example:
 - Right to entry and search premises
 - Closure of premises
- The powers of entry of authorised persons, for example:
 - Authorities
 - Licensing authorities
 - Fire safety inspector
 - Environmental Health Officer
 - Powers
 - Right to enter licensed premises at any reasonable time to carry out statutory duties.
- The rights and duties of licensees and door supervisors as their representatives
 - Admission policy
 - Maintaining order in line with licensing objectives

LO8 Understand and be able to follow procedures for emergency situations

- Common human responses in an emergency situation, for example:
 - Panic
 - Ignoring the emergency
 - Following usual exits rather than fire exits
- The reasons for having fire risk assessments and maximum occupancy figures, for example:

- Legal requirement
- Customer & staff safety
- Effective evacuations

- Behaviours that could indicate unusual and suspicious activity:
 - Particular interest in venue
 - Interest in CCTV systems
 - Interest in security arrangements
 - Loitering
 - Photography
 - Making notes
 - False alarm activations
 - Signs of forced entry

- Current counter terrorism issues and procedures as they relate to the role of a door supervisor:
 - Vigilance in and near the venue
 - Searching customers and bags on entry
 - Regular patrols
 - Suspicious of people taking an interest in security measures
 - Parked vehicles with occupants
 - Unoccupied vehicles unattended for long periods

- Common situations requiring first aid that occur in licensed premises:
 - Alcohol misuse
 - Cuts and bruises
 - Drug misuse
 - Heat exhaustion

- How to safely dispose of contaminated waste, for example:
 - Use of sharps boxes
 - Flushing bloodstained tissues down the toilet
 - Use appropriate PPE

21. **Unit 3: Conflict Management for the Private Security Industry**

Unit No: K/600/6310
 Level: 2
 Credit: 1
 GLH 8

About this Unit:

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practise. It covers the knowledge and understanding for areas that are relevant to front line roles.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the principles of conflict management appropriate to their role	1.1 State the importance of positive and constructive communication to avoid conflict 1.2 Identify the importance of employer policies, guidance and procedures relating to workplace violence 1.3 Identify factors that can trigger an angry response in others 1.4 Identify factors that can inhibit an angry response in others 1.5 Identify how managing customer expectations can reduce the risk of conflict 1.6 Identify human responses to emotional and threatening situations
2. Understand how to recognise, assess and reduce risk in conflict situations	2.1 Identify the stages of escalation in conflict situations 2.2 Explain how to apply dynamic risk assessment to a conflict situation
3. Understand how to communicate effectively in emotive situations and de-escalate conflict	3.1 State how to use non-verbal communication in emotive situations 3.2 Identify how to overcome communication barriers 3.3 Identify the differences between assertiveness and aggression

	<p>3.4 Identify ways of defusing emotive conflict situations</p> <p>3.5 Identify appropriate approaches to take when confronting unacceptable behaviour</p> <p>3.6 Identify how to work with colleagues to de-escalate conflict situations</p> <p>3.7 State the importance of positioning and exit routes</p>
<p>4. Understand how to develop and use problem solving strategies for resolving conflict</p>	<p>4.1 State the importance of viewing the situation from the customer's perspective</p> <p>4.2 Identify strategies for solving problems</p> <p>4.3 Identify win-win approaches to conflict situations</p>
<p>5. Understand good practice to follow after conflict situations</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from conflict situations</p> <p>5.3 Identify the importance of sharing good practice</p> <p>5.4 State the importance of contributing to solutions to reoccurring problems</p>

Unit Content

LO1: Understand the principles of conflict management appropriate to their role

- The importance of positive and constructive communication to avoid conflict:
 - Be proactive in giving information to customers.
 - Listen to the individual, before you respond.
 - Maintain a calm tone and non aggressive body language.

- The importance of employer policies, guidance and procedures relating to workplace violence:
 - Legislation – Health and Safety at Work Etc Act 1974.
 - Reduce risk of litigation/employer/employee.
 - Protect company reputation.
 - Provide clear role and responsibility.

- Factors that can trigger an angry response in others:
 - Factors, for example:
 - Being drunk or on drugs.
 - Emotions – anger, pain, upset etc.
 - Possible triggers, for example:
 - Showing disrespect.
 - Threatening/aggressive behaviour.
 - Insulting behaviour.
- Factors that can inhibit an angry response in others:
 - Self control.
 - Calmness.
 - Fear of prosecution.
 - Fear of retaliation.
- How managing customer expectations can reduce the risk of conflict:
 - Clear communication.
 - Managing unrealistic expectations.
 - Explaining procedures.
 - Proactive service delivery.
- Human responses to emotional and threatening situations:
 - Fight or flight.
 - Fear.
 - Shock.

LO2: Understand how to recognise, assess and reduce risk in conflict situations

- The stages of escalation in conflict situations:
 - Frustration
 - Anger
 - Aggression
 - Violence
- How to apply dynamic risk assessment to a conflict situation:
 - Think 'safety first'.
 - Assess the situation.
 - Consider your options.
 - Take action.

LO3: Understand how to communicate effectively in emotive situations and de-escalate conflict

- How to use non-verbal communication in emotive situations, for example:
 - Awareness of personal space
 - Non aggressive body language
 - Open hand gestures.

- How to overcome communication barriers, for example:
 - Move to a quieter area.
 - Speak slowly and calmly.
 - Non aggressive body language.
 - Be patient.

- The difference between assertiveness and aggression, for example:
 - Assertive
 - Firm but fair.
 - Calm.
 - Polite.
 - Aggressive
 - Threatening.
 - Rude.
 - Unsympathetic.

- Ways of defusing emotive conflict situations, for example:
 - Positive communication.
 - Empathy.

- Appropriate approaches to take when confronting unacceptable behaviour, for example:
 - Assertive.
 - Positive communication.
 - Non aggressive body language.
 - Empathy.

- How to work with colleagues to de-escalate conflict situations, for example:
 - Dynamic risk assessment.
 - Positioning.
 - Switching.

- The importance of positioning and exit routes, for example:
 - Non-aggressive stance.
 - Maintaining personal space.
 - Ensure an escape route is available for self and aggressor.

LO4: Understand how to develop and use problem solving strategies for resolving conflict

- The importance of viewing the situation from the customer's perspective e.g.
 - Helps to defuse conflict situations.
 - Enables the use of empathy.
 - Builds a rapport.

- Strategies for solving problems, for example:
 - Empathy.
 - Rapport.
 - Manage the customer expectations.

- Win-win approaches to conflict situations, for example:
 - Both sides satisfied with outcome.
 - Satisfaction of self.
 - Customer treated fairly.

LO5: Understand good practice to follow after conflict situations

- The importance of accessing help and support following an incident:
 - Emotional support.
 - Reduces the possibility of post traumatic stress disorder.

- Importance of reflecting on and learning from conflict situations, for example:
 - Making improvements.
 - Sharing good practice.
 - Identifying poor practice.

- The importance of sharing good practice:
 - Sharing expertise.
 - Improved procedures.
 - Improved safety.

- The importance of contributing to solutions to re-occurring problems, for example:
 - Improved customer service.
 - Improved morale and safety.

Application of Communication Skills and Conflict Management for Door Supervisors

Aim:

To observe, discuss and participate in scenario situations requiring effective communication skills and conflict management. This is so that learners become aware of situations likely to lead to conflict and can apply knowledge of effective communication and conflict management skills to these situations.

1. Refusing entry to a customer on the grounds of:

- the venue already being full to capacity
- being under the influence of drink and/or drugs
- being underage
- not being suitably dressed
- not being able to pay the entrance fee
- refusal to be searched
- being found in possession of weapons or drugs
- being banned or under an exclusion order

Objective:

By the end of this session learners will understand the rules regarding entry refusal and will know how to refuse entry in a way that reduces the risk of conflict.

2. Ejecting a customer from the venue due to:

- breaches of criminal law (theft, damage, assaults, drugs etc)
- breaches of licensing law (being drunk, violent, quarrelsome etc)
- breaches of house rules (dancing on tables, bottles on the dance floor etc)

Objective:

By the end of this session learners will understand the rules regarding ejection and will know how to eject a customer in a way that reduces the risk of conflict.

3. Incidents inside the venue, such as:

- advising/reprimanding for behaviour (breaches of house rules)
- a first aid situation
- undertaking an arrest of a customer for an arrestable offence
- failing to adhere to drinking-up times
- domestic disputes
- other disputes (customer vs. bar staff, complaints about service etc.)
- arguments/fights
- lost property (coat/bag/keys etc)
- dealing with incidents that lead outside of the premises – what should be the door supervisor's obligations.

Objective:

By the end of this session learners will be able to identify some of the types of incidents that occur inside the venue, and to understand how they can deal with them in a way that reduces the risk of conflict. They will also understand the law about arrest in relation to a door supervisor's role.

Scenario Situations:

The following are examples of scenarios which should be used as role plays and in discussions to reinforce the communication skills and conflict management learning. Nominated Tutors are recommended to use at least one from each section below.

Refusal scenarios:

1. Refuse entry to customers when the venue is full, explaining why no more people can come in, explaining that they may be allowed in if and when other customers leave.
2. Refuse entry to someone who is obviously under the influence of drink or drugs. Some customers may complain, but go away; others will argue and may become aggressive.
3. Refuse entry to someone who appears to be under the age of 18 (or 21), and cannot provide appropriate ID.
4. Refuse entry to someone who breaches the venue's dress code, i.e. someone wearing trainers where this is not allowed.
5. Refuse entry to someone who wants to come in free of charge, who either cannot pay the admission charge or who claims to be a friend of someone who works there.
6. Refuse entry to someone who refuses to be searched as a part of the entry conditions.
7. Refuse entry to someone found in possession of either an offensive weapon or drugs.
8. Refuse entry to someone who is banned from entering the premises because of previous behaviour, or who is under a court exclusion order not to enter licensed premises or, who is on a 'pub watch' ban.
9. Refuse entry to someone who behaves aggressively at the point of entry, and is therefore not suitable to be allowed in.

Ejection scenarios:

10. Eject a customer for being suspected of theft, criminal damage, assault or drugs inside the venue (where no Police action is required). Some customers will leave when asked to do so; others will argue and/or may become aggressive.
11. Eject a customer who breaches licensing laws by becoming very drunk or argumentative or aggressive inside the venue. Some customers will leave when asked; others will argue and/or become aggressive;
12. Eject a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on the dance floor.

Incident scenarios:

13. Advise a customer regarding unacceptable behaviour inside the venue. Try to stop the behaviour, warning the customer about further action if the behaviour persists.
14. Deal with a first aid incident where other drunken customers try to take over.
15. Deal with a domestic dispute which turns into a noisy incident inside the venue.
16. Deal with other disputes inside the venue, such as a customer arguing with bar staff over incorrect change given, or a complaint about poor service.
17. Deal with various aggressive arguments between customers, to try to prevent them from turning physical.
18. Deal with customers (usually drunk) who refuse to leave the premises at closing time.
19. Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.
20. Deal with people in the 14-18 age group who may be under the influence of alcohol or drugs.

22. **Unit 4: Physical Intervention Skills for the Private Security Industry**

Unit No: R/600/6303
 Level: 2
 Credit: 1
 GLH: 10

About this Unit:

This unit is intended for people who want to work in the private security industry and who require an SIA licence to practice. It covers the knowledge and understanding and/or skills for areas that are relevant to the role of a Door Supervisor.

Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand physical interventions and the legal and professional implications of their use	1.1 Identify the differences between defensive physical skills and physical interventions 1.2 Identify the differences between non-restrictive and restrictive interventions 1.3 Identify positive alternatives to physical intervention 1.4 State the importance of only using physical intervention skills as a last resort 1.5 State legal implications relating to the use of physical interventions
2. Understand how to reduce the risk of harm when physical intervention skills are used	2.1 State the importance of dynamic risk assessment in situations where physical intervention skills are used 2.2 Identify the risk factors involved with the use of physical interventions 2.3 Identify ways of reducing the risk of harm during physical interventions 2.4 State responsibilities immediately following physical interventions 2.5 State the importance of keeping physical intervention knowledge and skills current
3. Be able to use non-pain related physical skills to protect yourself and others from assault	3.1 Demonstrate non-aggressive stance and positioning skills 3.2 Demonstrate non-aggressive skills used to

	<p>evade and protect against blows</p> <p>3.3 Demonstrate non-aggressive methods of disengagement from grabs and holds</p> <p>3.4 Demonstrate non-aggressive methods to stop one person assaulting another</p> <p>3.5 Demonstrate non-aggressive team methods to separate persons fighting</p> <p>3.6 Communicate professionally with the subject of physical intervention, colleagues and other customers while protecting yourself and others from assault</p>
<p>4. Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills</p>	<p>4.1 Demonstrate the use of a method for physically prompting a person</p> <p>4.2 Demonstrate the use of a non-restrictive method of escorting a person</p> <p>4.3 Demonstrate the use of a one-person low level restrictive standing hold that can be used as an escort</p> <p>4.4 Demonstrate the use of a two-person restrictive standing hold that can be used as an escort</p> <p>4.5 Demonstrate how to provide support to colleagues during a physical intervention</p> <p>4.6 Demonstrate how to de-escalate and disengage a physical intervention ensuring safety for both parties</p> <p>4.7 Communicate professionally with the subject of physical intervention, other customers and colleagues, while using prompting, holding and escorting techniques</p>
<p>5. Understand good practice to follow after physical interventions</p>	<p>5.1 State the importance of accessing help and support following an incident</p> <p>5.2 State the importance of reflecting on and learning from physical intervention situations</p> <p>5.3 Identify additional factors when reporting and accounting for use of force</p>

Unit Content

LO1: Understand physical interventions and the legal and professional implications of their use

- Differences between defensive physical skills and physical interventions
 - *Defensive physical skills* – PI skills used to protect oneself from assault
 - *Physical interventions* – the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement.

- Differences between non-restrictive and restrictive interventions
 - *Restrictive interventions:*
 - Involve the use of force to limit the movement and freedom of an individual and can involve bodily contact, mechanical devices or changes to the person’s environment. Such interventions can be:
 - Highly Restrictive i.e. severely limit the movement and freedom of an individual, or:
 - Low Level Restrictive i.e. limit or contain the movement and freedom of an individual who is less resistant with low levels of force
 - *Non-restrictive interventions*
 - Allow a greater degree of freedom where the subject can move away from the physical intervention if they wish. This would include prompting and guiding an individual to assist them walking and also defensive, self-protective interventions.

- Positive alternatives to physical intervention
 - *Primary Controls* - following employer safety and security policy, procedures and working practices; use of safety and security equipment and technology (e.g. radio for summoning assistance, CCTV, access control).
 - *Secondary Controls* - Positive and effective interpersonal communication as well as the knowledge and skills of conflict management in reducing the need for physical intervention.

(Note: Underpinning knowledge of interpersonal communication will have been completed as part of Common unit and Conflict Management unit)

- Why it is important to only use physical intervention skills as a last resort
 - Because physical intervention can:
 - Increase risk of harm to staff and customers
 - Result in prosecution of staff if use of force was unnecessary, excessive, or in any other way unlawful
 - Lead to allegations against staff and potentially loss of licence and/or employment
 - Examples of ‘last resort’ include when:
 - Other options have failed or are likely to fail
 - It is not possible or appropriate to withdraw
 -

- Legal and professional implications relating to the use of physical interventions:
 - **Legal authority** to use force under Statute and Common Law (Please note: content will be different as applicable for each of the 4 nations)
 - **Duty of care** considerations concerning use of physical intervention

(Note: Learners will have underpinning knowledge surrounding use of force, arrest, human rights and duty of care within Common and Specialist Units – Door ACs 2.1 and 2.4; Security Guarding 6.4; Common 2.2 and 3.2)

- **Sector specific legislation and professional guidance:** Importance of familiarising oneself with legislation, professional guidance and standards relevant to area of employment.

LO2: Understand how to reduce the risk of harm when physical intervention skills are used

- Use of dynamic risk assessment in situations where physical intervention skills are used
 - Dynamic risk assessment used to:
 - Assess threat and risk of assault to staff and harm to others through a decision to use physical intervention
 - Evaluate options available and make an informed decision on whether to intervene, when and how
 - Identify when assistance is needed
 - Continuously monitor for changes in risk to all parties during and following an intervention
 - Inform decision to de-escalate use of force and/or withdraw

(Note: Learners will have underpinning knowledge of dynamic risk assessment from the CM Units – AC 2.1 and 2.2)

- Risks factors involved with the use of physical interventions
 - Potential Medical Consequences
 - Serious harm or death can result from:
 - Strikes and kicks
 - An individual falling or being forced to ground
 - Interventions involving the neck, spine or vital organs
 - Restraint on the ground (face up and face down), or other position that impairs breathing and increases risk of death through positional asphyxia
 - Any forceful restraint can lead to medical complications, sudden death or permanent disability especially where situational and individual risk factors are present (below)

Although lawful in certain circumstances, such interventions will require high levels of justification and training.

The longer the duration of the restraint the greater the risk

- Situational factors that increase risk:
 - Environmental hazards
 - Staff numbers
 - Availability of help
 - Threats presented by others
 - Options available.
 - Increased risk of falls with one on one restrictive holds.
- Individual factors that can increase risk:

- Risks linked to age
 - Size and weight
 - Physical health and mental health
 - Alcohol or drug abuse,
 - Physical exhaustion
 - Recent ingestion of food
 - Medical conditions/predispositions.
- Ways of reducing the risk of harm during physical interventions
 - Choosing the least forceful intervention practicable
 - The physical intervention with the least force and potential to cause injury to the subject in achieving the legitimate objective
 - Communication
 - The importance of ongoing communication between staff and the subject during and following restraint
 - Monitoring
 - The wellbeing of the subject of intervention for adverse reactions of subject
 - Leadership and Teamwork
 - The importance of someone taking a lead role and for others to offer support as team members
 - Ensuring practice follows the procedures taught and are not deviated from significantly
 - De-escalation of physical intervention at the earliest opportunity to reduce exposure to risk
 - Emergency procedures:
 - Immediate release and assistance if subject complains or demonstrates signs of breathlessness or other adverse reactions
 - Responsibilities immediately following physical interventions

(Note: Learners will have underpinning knowledge surrounding duty of care and evidence preservation from Conflict Management for the Private Security Unit - LO 5).

- Ensure:
 - Duty of care to the subject is maintained following restraint
 - Appropriate medical attention is provided to any person who appears to be injured or at risk
 - Any emergency services attending are updated about the circumstances, position, duration and any difficulties experienced in a restraint event
 - Evidence is preserved and witnesses secured
- Why it is important to keep physical intervention knowledge and skills current
 - Because legislation and guidance can change
 - Because proficiency in physical skills will decrease over time, potentially reducing effectiveness and increasing risks

LO3: Be able to use non aggressive physical skills to protect yourself and others from assault

- Non-aggressive stance and positioning skills:

- Position that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening, non verbal communication.
- Non-aggressive skills used to evade and protect against blows:
 - From the skills covered in 3.1, show how use of limbs and movement can protect against an assault.
- Non-aggressive methods of disengagement from grabs and holds:
 - A small number of skills relevant to the security role that address the most common types of assault.
- Non-aggressive methods to stop one person assaulting another:
 - No more than two skills that can be adapted to different scenarios.
- Non-aggressive team methods to separate persons fighting:
 - No more than two skills that can be adapted to different scenarios.
- Communicate professionally with the subject of physical intervention while protecting yourself and others from assault:
 - Helping to calm the individual, give instructions and check wellbeing.

LO4: Be able to use non-pain related standing holding and escorting techniques, including non-restrictive and restrictive skills

- Use of a method for physically prompting a person:
 - A non restrictive prompt for use when verbal and non verbal persuasion has not, or is not, likely to achieve the legitimate objective.
- Use of a non-restrictive method of escorting a person:
 - A non restrictive use of force to escort where prompting is not sufficient
- Use of a one-person low level restrictive standing hold that can be used as an escort:
 - Remind learners of the increased risks associated with one on one restraints and teach a low level intervention option for use to hold and escort
- Use of a two-person low level restrictive standing hold that can be used as an escort:
 - A more restrictive hold and escort skill involving a minimum of two persons
- How to provide support to colleagues during a physical intervention:
 - Support activities include positioning to observe potential threats to colleagues and customers and to help contain the situation
- How to de-escalate and disengage a physical intervention ensuring safety for both parties:
 - Demonstrate controlled reduction of use of force to the point where staff can safely disengage
- Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques:
 - Helping to calm the individual, give instructions and check well being

LO5: Understand good practice to follow after physical interventions

(Note: Learners will have underpinning knowledge surrounding action following incidents reporting and report writing from Working as a Door Supervisor – LO7)

- The importance of accessing help and support following an incident:
 - Recognise potential for physical and psychological harm following an incident where force has been used and importance of accessing appropriate support
- The importance of reflecting on, and learning from, physical intervention situations:
 - Importance of sharing learning from experiences with colleagues and employers, so that situations needing physical intervention can be reduced or managed more safely.
- Additional factors when reporting and accounting for use of force:
 - Description of subject/s behaviour
 - Other 'impact factors'
 - Staff responses including description of physical interventions and level of force used
 - Description of any injuries sustained
 - First aid and medical support provided
 - Details of admission to hospital
 - Support to those involved and follow up action required

23. Standards of Behaviour for Door Supervisors

A door supervisor should at all times:

- Wear clothing which is smart, presentable, easily identifies the individual as a door supervisor, and is in accordance with the employer's guidelines.
- Wear his/her Security Industry Authority licence on the outside of their clothing whilst on duty, displaying the photograph side.

A door supervisor should:

- Greet visitors to the licensed premises in a friendly and courteous manner.
- Act fairly and not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals which is not relevant to the Door Supervisors responsibility.
- Carry out his/her duties in a professional and courteous manner with due regard and consideration to others.
- Behave with personal integrity and understanding.
- Use moderate language, which is not defamatory or abusive, when dealing with members of the public and colleagues.
- Be fit for work and remain alert at all times.
- Develop knowledge of local services and amenities appropriately.

In carrying out his/her duty, a door supervisor should:

- Never solicit or accept any bribe or other consideration from any person.
- Not drink alcohol or be under the influence of alcohol or drugs.
- Not display preferential treatment towards individuals.
- Never abuse his/her position of authority.
- Never carry any item which is or could be considered to be threatening.
- Report all incidents to the management.
- Co-operate fully with members of the Police, Local Authority, Security Industry Authority, and other statutory agencies with an interest in the licensed premises or the way they are run.

A door supervisor should:

- Adhere to the employing organisation/company standards.
- Be perceptive of the employing organisation/company culture and values.
- Contribute to the goals and objectives of the employing organisation/company.