Security Staff

Train the Trainer
Maritime Modules

REAL
REAL Passenger REAL Person

Department for Transport

Security Staff

Security staff working in maritime will need a basic understanding of their role in relation to disabled people and people with reduced mobility (PRMs).

We suggest giving short verbal briefings to staff about what disability is and what challenges disabled people face, drawing on material from the maritime training package, such as the core modules **What is Disability?**, **Customer Service Face to Face** and **Inclusive Communication**, and the maritime modules **Rights and Duties** and **Understanding Travel Challenges**. If you can, show or share the short animated videos, which carry memorable messages about supporting disabled passengers.

It will be important to explore how staff can balance their particular role with supporting disabled passengers to have a travel experience that is safe, accessible and dignified.

We recommend using practical, experiential exercises where this is likely to be useful. For example, ask delegates to think about the layout of ports and the importance of avoiding obstacles and trip hazards to enable access by people using wheelchairs or with a visual impairment.

The material in this document is designed to give you ideas about how to brief security staff in a relevant way.

Learning Objectives

1. Understanding the practical implications of supporting disabled passengers and PRMs

2. Developing empathy and understanding for disabled passengers

What to Cover

Make sure that security staff understand, as relevant to their role:

- What disability is — the breadth of the term and that some impairments are immediately visible but many aren't
- The different barriers that disabled passengers face
- What the law says
- How they can offer practical support
- How best to communicate with disabled passengers
- Their role and responsibilities

Key Messages

Around 1 in 5 people may have problems when travelling linked to disability or health.

This is more likely the older we get.

This might be because the environment — ports, shops, cafes, walkways, toilets — create problems.

Security policies can make people feel anxious.

Security procedures can be painful and distressing for disabled passengers.

For example:

- People who have prostheses or joint replacements are likely to set off security alarms and this may make them anxious.
- Taking off shoes and belts is much more difficult and/or painful for people with conditions such as arthritis.
- People with heart and breathing issues may become breathless if they have to stand for long periods.
- People with learning disabilities, autism-spectrum conditions or dementia may become particularly anxious or distressed.
- People with hearing or visual impairments may be anxious about understanding and complying with instructions.

Continued

Remember that you can treat people differently, and sometimes the law says you must do so, to treat them fairly.

You can prioritise disabled passengers so they don't have to queue. You can also adapt the usual security procedures — as long as you still perform the necessary checks.

What the Law Says

The Equality Act 2010 states that those who have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities are disabled.

This could be to do with how they move around; what they can see or hear; how they need information provided to them; or if they feel pain, or anxiety; or distress over a long period.

Remember — many things that mean that someone is disabled aren't visible.

Terminal operators, any services they contract and staff must not discriminate against, harass or victimise disabled people. This includes making reasonable adjustments to how security services operate.

Understanding Everyday Challenges

Role Play

In pairs, ask one member of staff to imagine that they are going through security procedures as someone experiencing:

- Acute anxiety
- Significant joint pain and balance issues
- A visual impairment
- A catheter or colostomy bag

Ask the other member of staff to think about what they can do to support the passenger. For example:

- Smiling and explaining the process
- Ensuring that someone has a chair to sit on to remove shoes and/or offering to assist someone to remove shoes or a belt
- Identifying themselves and asking if they can help; continuing to talk to explain different parts of the security process
- Looking directly at the passenger, speaking clearly, smiling, offering to write down instructions

Communication

Top Tips

Smile — people may be anxious. This can make a difference.

Be patient. Sometimes people need extra time to understand what they need to.

Be ready to repeat what you have said, using different words to help someone understand.

Always talk to a passenger or customer directly, not to a person they are with.

Speak clearly and face people who are lip-reading.

Offer to write things down.

While complying with security requirements, if possible, **offer choices** and **offer practical assistance** with lifting luggage or moving a chair.

Checking What's Been Learned

At the end of any briefing or practical exercise, ask staff:

- What stood out and what have they learned?
- What changes will they make to the way they work to ensure that they can help disabled passengers?
- Where should they signpost disabled passengers to in the immediate environment if the passenger needs help? For example, where could a passenger get first aid?
- Where should they go for advice on how to help disabled passengers?

REAL

Depending on the time available, use the REAL theme to **summarise key messages**, and remind people about the Respect, Empathise, Ask, Listen theme of the training.

You can use the train the trainer notes on REAL here and/or in other sections of the training.

REAL

Respect

REAL

Empathise

REAL

Ask

REAL

Listen

REAL Passenger **REAL** Person

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