



Security Industry Authority

Knowledge and Skills Specification: Conflict Management

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The requirements set out within it take effect on 1 April 2021.**

Foreword

The Security Industry Authority (SIA) recognises that it is essential for security personnel to have undergone a structured programme of learning and education resulting in recognised qualifications if they are to be effective and professional in their role. Increasingly, industry stakeholders also recognise that the individuals who work to provide a more secure leisure environment must have a broad range of skills and a clear understanding of their role. As the scope, diversity and importance of their work continues to grow, so the degree of professionalism expected from security personnel will increase.

This document is intended to provide a clear specification on the approach that has been agreed by the SIA and industry stakeholders in relation to the core learning and resulting qualifications required by SIA licensing.

Section 1: Learning programme overview

Conflict management training leading to an SIA licence-linked qualification must include the following areas:

- Session 1: Preventing and managing conflict
- Session 2: Defusing conflict
- Session 3: Resolving and learning from conflict

It must also include one of the following (whichever is relevant to the required licence):

- Session 4a: Application of communication skills and conflict management for security officers and close protection operatives
- Session 4b: Application of communication skills and conflict management for door supervisors
- Session 4c: Application of communication skills and conflict management for vehicle immobilisers

Section 2: Learning programme details

Session 1: Preventing and managing conflict

Aim:

To recognise, assess and reduce risk in conflict situations.

Objectives:

By the end of this session learners will be able to recognise, assess and reduce risk by being able to:

- identify the common situations involving conflict
- demonstrate an understanding of the importance of positive and constructive communication to avoid conflict
- identify the importance of being familiar with employer policies, guidance and procedures relating to workplace violence when deployed
- identify potential risks of violence and aggression towards yourself and others
- continually assess the level of risk posed in a conflict situation
- identify appropriate measures to reduce or eliminate the risk
- recognise responses to emotional and threatening situations
- explain what empathy is and how to use it to recognise the customer's view of the situation
- identify factors that trigger or inhibit a range of responses
- recognise appropriate responses to a range of conflict situations
- explain the importance of adopting an appropriate initial response
- describe the attitude/behaviour cycle
- use a recognised de-escalation model to manage a conflict situation

Session 2: Defusing conflict

Aim:

To identify how to use communications effectively in difficult and emotive situations and to de-escalate conflict.

Objectives:

By the end of this session learners will be able to:

- understand how to communicate effectively by being able to:
 - recognise the importance of verbal and non-verbal communication when dealing with emotionally charged situations
 - identify different barriers to communication
 - overcome barriers to communication by using conflict management techniques
 - use appropriate communication in difficult and emotive situations
- de-escalate conflict by being able to:
 - identify how to work effectively with colleagues to de-escalate conflict
 - recognise an escalation in risk
 - describe a model for de-escalating conflict
 - recognise the difference between assertion and aggression
 - choose appropriate assertive behaviour for confronting unacceptable behaviour
 - recognise the importance of providing exit routes and space

Session 3: Resolving and learning from conflict

Aim:

To help learners identify simple strategies for resolving conflict and how they can learn from conflict.

Objectives:

By the end of this session learners will be able to use problem solving strategies to:

- explain how to build trust in order to resolve conflict
- explain the benefits of problem solving
- recognise a win-win approach to dealing with conflict situations
- identify how to seek help and make use of support services
- explain the importance of reflecting and learning from the experience of conflict
- identify the importance of raising matters with your employer and sharing good practice
- identify the importance of contributing to long term solutions

Session 4a: Application of Communication Skills and Conflict Management for Security Officers and Close Protection Operatives

Aim:

To develop the knowledge and skills of learners in conflict management, and to facilitate understanding and confidence through their practical application in scenarios.

This conflict management specification covers a number of security roles performed in a diverse range of environments. Although the environments may contrast there are common elements to most security roles in terms of communication and conflict management and these can be defined in the generic core of learning objectives set out below.

Use of practical scenarios to aid learning:

The training should be further tailored to respond to the specific workplace context of the learning group through the inclusion of highly relevant scenarios. For example, training being delivered to a group of retail security officers will incorporate scenarios such as confronting a 'shoplifter' and calming other persons.¹

The scenarios will enhance skills and confidence in the areas covered through giving learners the opportunity to apply their knowledge and skills. Awarding organisations/bodies will therefore include relevant practical scenario situations in their training syllabus and assessment processes.

The scenarios will be facilitated by the trainer within the actual work environment or something similar at or near the training venue. The purpose of such scenarios is to actively engage the learners in problem solving common problems and to respect and draw upon their own experience and ideas. Through effective use of scenarios learners will be able to relate the training directly to their work.

It is important that trainers ensure the physical and emotional safety of those participating in and/or affected by scenario-based training. Scenarios need to be supervised at all times with clear briefings to prevent physical confrontation and other risks.

Consultation has identified common conflict situations and the training must include at least 1 practical scenario from each of the 4 following headings that is appropriate to the role of learners:

- enforcement scenario: a situation that requires demonstration of positive communication skills when dealing with other persons on day-to-day issues, such as access control and identity checks.
- defusing scenario: a situation that requires demonstration of effective communication skills in calming an emotive situation, such as, an angry customer.
- confronting scenario: a situation that requires non-aggressive but firm handling of unacceptable behaviour such as foul language or breach of rules of entry.
- high risk scenario: an obvious risk situation that demands accurate threat assessment, decision-making skills and safe practice.

¹In using the term 'customer' we recognise that conflict situations may arise in the security industry from interaction with a number of different people, which includes customers, clients, colleagues etc. For the purposes of convenience these are described as 'other persons'.

To ensure each scenario has a clear focus it should be carefully selected and aligned to the relevant session learning objectives. Scenarios should include issues relating to employment equality, disability and discrimination.

Session 4b: 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.

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.

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.

Incidents inside the venue, such as:

- advising/reprimanding for behaviour (breaches of house rules)
- 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 responsibilities

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 must be used as role plays and in discussions to reinforce the communication skills and conflict management learning. Training must include at least one practical scenario from each of the three following headings.

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 with 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:

1. 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.

2. 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.
3. Eject a customer for breaching a house rule such as repeatedly dancing on tables or carrying bottles/glasses on to the dance floor.

Incident scenarios:

1. Advise a customer regarding unacceptable behaviour inside the venue. Try to stop the behaviour, warning the customer about further action if the behaviour persists.
2. Deal with a first aid incident where other drunken customers try to take over.
3. Deal with a domestic dispute which turns into a noisy incident inside the venue.
4. 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.
5. Deal with various aggressive arguments between customers, to try to prevent them from turning physical.
6. Deal with customers (usually drunk) who refuse to leave the premises at closing time.
7. Arrest a customer as a last resort. Some customers will comply with the arrest; others will become argumentative or aggressive.
8. Deal with people in the 14-18 age group who may be under the influence of alcohol or drugs.

Session 4c: Application of communication skills and conflict management for vehicle immobilisers

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.

Scenario situations:

In order to enhance skills and confidence in the areas covered, it is important that learners have the opportunity to apply the knowledge and skills taught through relevant practical scenarios and case studies. Awarding organisations/bodies should therefore include relevant case studies and practical scenario situations in their training syllabus and assessment processes.

Consultation has identified the following common conflict situations and the training should include a combination of practical scenarios and case studies from each of the following headings. To ensure each scenario has a clear focus it should be carefully selected and aligned to the relevant session learning outcomes. Scenarios should include issues relating to employment equality, disability and discrimination.

Vehicle clamping or removal:

1. Angry or distressed driver/owner returning to vehicle as it is being clamped or prepared for towing.
2. Intervention by third parties/bystanders, for example outside licensed premises or take away outlets.
3. Dealing with an 'attended' vehicle, for example, people sitting in the vehicle such as friends or children. The driver is not, however, in the car, nor is the key in the ignition.
4. Dealing with a sensitive situation that may require use of discretion, for example, recognising people with special needs and those providing essential care.

Obstruction and harassment:

1. The driver/owner obstructs the operator from towing away the vehicle, for example by getting into the vehicle or by standing/lying on it or in front of it.
2. Attempts to remove or damage the clamp by non-authorized parties. The operator may need to attend the location and advise the driver/owner that destroying the clamp is a criminal offence.
3. A 'road rage' scenario, for example where the driver/owner chases/follows the clumper or tow vehicle.
4. Driver/owner refuses or prevents the operator from gathering evidence of illegal abandonment of a vehicle.

Conflict over payment:

1. The owner offers to pay immediately to release the clamp but the operator cannot accept the payment due to company policy. The operator has to re-route the owner to make the payment and this escalates the situation.
2. Driver/owner appeals to the operator to avoid payment and becomes aggressive when this cannot be accepted.
3. Driver has no means of payment or their card is not authorised, or, they cannot prove ownership of the vehicle.

Conflict at point of release/retrieval:

1. Aggression faced when returning to release a clamp.
2. Handling aggression surrounding claims made by the driver/owner that the operator has caused damage.
3. Managing frustration of driver/owner left for long periods of time, waiting for an operator to remove the clamp or release the vehicle.

Notes:

1. The management of aggressive behaviour on the telephone should be considered in relation to some of these scenarios.
2. Where other methods of immobilising vehicles are used, these should be considered in the context of the above scenarios.
3. Where appropriate the above scenarios can be developed and adapted to further meet the needs of the learning group.