

Door Supervisor Practical Assessment Scenarios

Version 2, March 2022

Please select one of the following three scenarios to conduct the practical assessment of your learners. The scenarios enable you to ensure that all criteria have been met and should be reflected throughout the production of the audit trail and subsequent portfolio evidence.

Scenario example 1

You are standing at an entrance, and you have been asked to ensure that people enter safely. The organisation has a “stop and search” policy which you have been asked to follow. There is a list of items that are not allowed into the premises, and you must ensure that these are not brought in. Please demonstrate how you would do this for:

- 1) someone who is happy to be searched
- 2) someone who refuses to be searched
- 3) someone who complains but allows you to search them and their belongings
- 4) someone who becomes threatening towards you.

You must be able to call for back-up and inform those coming to assist where you are stationed.

This scenario covers the following from the practical assessments.

Criterion Number	Criterion Description	Examples
CM 4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Approaches: <ul style="list-style-type: none"> • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen • Problem solving Follow appropriate organisational policies and procedures
CM 4.5	Demonstrate ways to de-escalate conflict situations	Conflict de-escalation: <ul style="list-style-type: none"> • Managing communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
CM 4.6	Demonstrate working with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> • Positioning • Switching to or from a colleague
PI 4.1	Demonstrate stance and positioning skills	Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal

		<p>communication. Verbal communication in line with conflict management training to assist the exit or intervention should also be used.</p>
<p>DS 2.7</p>	<p>Demonstrate how to search people and their personal possessions</p>	<ul style="list-style-type: none"> • Use of signage to indicate that searching could take place • Explain the search policy • Obtain permission of person being searched prior to the search • Follow venue policy/assignment instructions • Search to be conducted in an appropriate place • Same-sex searching <ul style="list-style-type: none"> - Follow same sex searching policy (inc. searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance) https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf • Use appropriate PPE • Use self-searching techniques (where appropriate) • Search with a witness or in view of CCTV • Consideration must be given to protected characteristics <ul style="list-style-type: none"> • age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex/gender • Concealed items – found, seized, stored or handed over • Considerations for searching children and young people:

		<ul style="list-style-type: none"> • never ask to remove clothing, other than outer garments like coats, gloves, jumpers • should be conducted in the presence of another individual, ideally parent, guardian or other responsible adult • should be spoken to in an appropriate manner whilst informing them of what is happening and why • consent should be obtained from the child and understanding confirmed • searches should be conducted by a person of the same sex as the child or young person
DS 7.5	Demonstrate effective use of communication devices	<ul style="list-style-type: none"> • Accurate, brief and clear • Use of call-signs, pro-words, local code words • Use of the NATO phonetic alphabet • Correct pronunciation of numbers • Professional local radio etiquette • Equipment used <ul style="list-style-type: none"> - Radios - Mobile phone - Internal telephone systems - Internal tannoy systems/use of the DJ • Ensure radio equipment is tested and fully charged prior to use
		<ul style="list-style-type: none"> •

Scenario example 2

You start your shift at a busy pub when a group of six women on a hen night are trying to get into the pub. Two of the women appear to be very intoxicated and you notice that one is trying to conceal a bottle of alcohol. You start to explain the venue’s search policy when two of the group start to get abusive. You will have to call for back-up to give assistance.

This scenario covers the following from the practical assessments.

Criterion Number	Criterion Description	Examples
DS 2.7	Demonstrate how to search people and their personal possessions	<ul style="list-style-type: none"> • Use of signage to indicate that searching could take place • Explain the search policy • Obtain permission of person being searched prior to the search • Follow venue policy/assignment instructions • Search to be conducted in an appropriate place • Same-sex searching <ul style="list-style-type: none"> - Follow same sex searching policy (inc. searches of transgender individuals should be performed according to the 'SIA Trans customers: A guide for door supervisors' guidance) https://www.sia.homeoffice.gov.uk/documents/sia-ds-trans-guide.pdf • Use appropriate PPE • Use self-searching techniques (where appropriate) • Search with a witness or in view of CCTV • Consideration must be given to protected characteristics <ul style="list-style-type: none"> - age

		<ul style="list-style-type: none"> - disability - gender reassignment - marriage and civil partnership - pregnancy and maternity - race - religion or belief - sex/gender • Concealed items – found, seized, stored or handed over • Considerations for searching children and young people: <ul style="list-style-type: none"> - never ask to remove clothing, other than outer garments like coats, gloves, jumpers - should be conducted in the presence of another individual, ideally parent, guardian or other responsible adult - should be spoken to in an appropriate manner whilst informing them of what is happening and why - consent should be obtained from the child and understanding confirmed - searches should be conducted by a person of the same sex as the child or young person
DS 7.5	Demonstrate effective use of communication devices	<ul style="list-style-type: none"> • Accurate, brief and clear • Use of call-signs, pro-words, local code words • Use of the NATO phonetic alphabet • Correct pronunciation of numbers • Professional local radio etiquette • Equipment used <ul style="list-style-type: none"> - Radios - Mobile phone - Internal telephone systems - Internal tannoy systems/use of the DJ

		<ul style="list-style-type: none"> • Ensure radio equipment is tested and fully charged prior to use
CM 4.4	Demonstrate approaches to take when addressing unacceptable behaviour	<p>Approaches:</p> <ul style="list-style-type: none"> • Non-aggressive body language • Empathy • Be positive and assertive • Actively listen • Problem solving • Follow appropriate organisational policies and procedures
CM 4.5	Demonstrate ways to de-escalate conflict situations	<p>Conflict de-escalation:</p> <ul style="list-style-type: none"> • Managing communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
CM 4.6	Demonstrate working with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> • Positioning • Switching to or from a colleague
PI 4.1	Demonstrate stance and positioning skills	Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication. Verbal communication in line with conflict

		management training to assist the exit or intervention should also be used.
PI 4.2	Demonstrate skills used to evade and protect against blows	With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault.
PI 4.3	Demonstrate 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.
PI 4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	At least two methods that can be adapted to different scenarios including an individual and a team method.
PI 4.5	Communicate professionally throughout the physical intervention	<p>Helping to calm the individual, give instructions and check well-being.</p> <p>Use positive verbal and non-verbal communications to:</p> <ul style="list-style-type: none"> • Calm and reassure the individual restrained • Calm and reassure others present • Check understanding with the person restrained • Check the physical and emotional well-being of the person restrained • Negotiate and manage safe de-escalation with the person restrained and with the staff involved.
PI 5.1	Demonstrate how to physically prompt a person	Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer services skills even if the person they are escorting is not responding.

PI 5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	Remind candidates of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention option for use to hold and escort. One and two-person holds (in motion, not just static) to be assessed.
PI 5.3	Demonstrate low-level restrictive standing two person holds that can be used to escort an individual	Risks of dealing with a resistant person in different contexts. Show one and multiple-person restraining and escorting techniques in the approved programme. Remind candidates of the dangers of prolonged restraint.
PI 5.4	Demonstrate transitions between disengagement techniques and escorting techniques	Moving from disengagement or defence/blocks into a restraint/escorting move.
PI 5.6	Demonstrate how to disengage safely	<ul style="list-style-type: none"> • Controlled physical de-escalation i.e. transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement <p>*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.</p>
PI 5.7	Demonstrate how to manage risk immediately following disengagement	Reduce risks of assault to staff and bystanders during and immediately following de-escalation and disengagement of restraint through: <ul style="list-style-type: none"> • Creating space • Positive communication with colleagues and other people present

		<ul style="list-style-type: none">• Safe handover to others, e.g. the police or ambulance personnel, with a briefing including:<ul style="list-style-type: none">- Risk behaviours presented by the person (to themselves and/or others)- Method of restraint and its duration <p>Any concerns you have for their well-being.</p>
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Scenario example 3

In the club where you work, you have been called upstairs to a domestic situation between a couple. They have been drinking most of the day and are causing quite a disturbance. You need to get the couple removed from the premises as quickly and safely as possible. They have a number of friends inside the club who are not helping the situation.

You need to call for back-up and assistance.

This scenario covers the following from the practical assessments.

Criterion Number	Criterion Description	Examples
DS 7.5	Demonstrate effective use of communication devices	<ul style="list-style-type: none"> • Accurate, brief and clear • Use of call-signs, pro-words, local code words • Use of the NATO phonetic alphabet • Correct pronunciation of numbers • Professional local radio etiquette • Equipment used <ul style="list-style-type: none"> - Radios - Mobile phone - Internal telephone systems - Internal tannoy systems/use of the DJ • Ensure radio equipment is tested and fully charged prior to use
CM 4.4	Demonstrate approaches to take when addressing unacceptable behaviour	Approaches: <ul style="list-style-type: none"> • Non-aggressive body language • Empathy

		<ul style="list-style-type: none"> • Be positive and assertive • Actively listen • Problem solving • Follow appropriate organisational policies and procedures
CM 4.5	Demonstrate ways to de-escalate conflict situations	<p>Conflict de-escalation:</p> <ul style="list-style-type: none"> • Managing communication barriers • Using positive communication • Active listening • Non-verbal communication • Verbal communication • Non-aggressive • Empathy • Building rapport/trust • Problem solving • Providing assistance e.g. calling a taxi • Including management in discussions
CM 4.6	Demonstrate working with colleagues to de-escalate conflict situations	<ul style="list-style-type: none"> • Positioning • Switching to or from a colleague
PI 4.1	Demonstrate stance and positioning skills	Demonstrate stance and positioning that reduces vulnerability to assault and facilitates exit or intervention, whilst maintaining positive, non-threatening non-verbal communication. Verbal communication in line with conflict management training to assist the exit or intervention should also be used.

PI 4.2	Demonstrate skills used to evade and protect against blows	With regard to the skills demonstrated for stance and positioning, show how use of limbs and movement can protect against an assault.
PI 4.3	Demonstrate 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.
PI 4.4	Demonstrate non-aggressive intervention methods to stop assaults or fights	At least two methods that can be adapted to different scenarios including an individual and a team method.
PI 4.5	Communicate professionally throughout the physical intervention	<p>Helping to calm the individual, give instructions and check well-being.</p> <p>Use positive verbal and non-verbal communications to:</p> <ul style="list-style-type: none"> • Calm and reassure the individual restrained • Calm and reassure others present • Check understanding with the person restrained • Check the physical and emotional well-being of the person restrained • Negotiate and manage safe de-escalation with the person restrained and with the staff involved.
PI 5.1	Demonstrate how to physically prompt a person	Demonstrate a non-restrictive prompt for use when verbal and non-verbal persuasion has not or is not likely to achieve the legitimate objective. Candidates should continue to apply customer services skills even if the person they are escorting is not responding.
PI 5.2	Demonstrate low-level non-restrictive standing holds that can be used to escort an individual	Remind candidates of the increased risks associated with one-on-one restraints and demonstrate a low-level intervention

		option for use to hold and escort. One and two-person holds (in motion, not just static) to be assessed.
PI 5.3	Demonstrate low-level restrictive standing two person holds that can be used to escort an individual	Risks of dealing with a resistant person in different contexts. Show one and multiple-person restraining and escorting techniques in the approved programme. Remind candidates of the dangers of prolonged restraint.
PI 5.4	Demonstrate transitions between disengagement techniques and escorting techniques	Moving from disengagement or defence/blocks into a restraint/escorting move.
PI 5.5	Demonstrate how to escort an individual on stairways	Escorting an individual on a stairway may be required, either because they are: <ul style="list-style-type: none"> • Intoxicated or ill and require assistance • Non-compliant and need to be moved Moving a person up or down the stairs is a risky procedure. Ideally, no-one should be moved up or down stairs if they are resistant or if you reasonably foresee that they might become resistant during the manoeuvre. This also applies to any ill person or a person under the influence of any substance as well as a non-compliant person and should therefore be seen as a last resort. A dynamic risk assessment should be carried out and a door supervisor should always consider if there is an alternative procedure or an alternative route that avoids the use of stairs,

		Demonstrate escorting an individual on a stairway made up of a minimum of three stairs.
PI 5.6	Demonstrate how to disengage safely	<ul style="list-style-type: none"> • Controlled physical de-escalation i.e. transition to less restrictive holds and complete release* • Continuous positive communication with the person held including explanation of what is happening, reassurance, checking understanding • Safe positioning during de-escalation and disengagement <p>*Where there are concerns as to the well-being of the person restrained and in a medical emergency restraint should cease immediately and appropriate action taken.</p>
PI 5.7	Demonstrate how to manage risk immediately following disengagement	<p>Reduce risks of assault to staff and bystanders during and immediately following de-escalation and disengagement of restraint through:</p> <ul style="list-style-type: none"> • Creating space • Positive communication with colleagues and other people present • Safe handover to others, e.g. the police or ambulance personnel, with a briefing including: <ul style="list-style-type: none"> - Risk behaviours presented by the person (to themselves and/or others) - Method of restraint and its duration <p>Any concerns you have for their well-being.</p>

