

## **Unit 2: Physical Intervention Skills within the Private Security Industry**

**Unit reference number: K/506/7341**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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### **Unit aim**

This unit is intended for people who want to work in the private security industry. It covers the knowledge, understanding and skills relating to physical intervention.

### **Essential resources**

People working in the private security industry sometimes find themselves in a position where they need to use physical intervention skills. Learners will be taught about the different types and definitions of physical intervention as well as the legal implications of its use and why it is important to use only as a last resort. They will learn about how to reduce the risks when physical intervention is used, including dynamic risk assessment, risk factors and responsibilities following a physical intervention. They will also learn about good practice to follow after a physical intervention. Learners will develop practical skills to protect against assault, including stance and positioning, disengagement and how to separate people who are fighting. They will also learn how to hold and escort, using restrictive and non-restrictive methods.

This unit builds on knowledge covered in previous units and so, when taken as part of the Pearson BTEC Level 2 Award in Door Supervision, must not be taken until Units 1, 2 and 3 have been taught.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Sections **highlighted** indicate where an LO or AC has changed significantly from the previous version of the unit.

Learning outcomes		Assessment criteria		Summary of significant changes between old and new unit
1	Understand physical interventions and the 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 intervention	
		1.6	State the professional implications relating to the use of physical intervention	New AC
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 intervention	
		2.3	State the specific risks of dealing with physical intervention incidents on the ground	New AC

		2.4	Identify the importance of dealing with physical intervention incidents on the ground appropriately	New AC
		2.5	Identify ways of reducing the risk of harm during physical interventions	
		2.6	State how to support colleagues during physical intervention	New AC
		2.7	State how to manage and monitor a person's safety during physical intervention	New AC
		2.8	State responsibilities during physical interventions	New AC
		2.9	State responsibilities immediately following physical interventions	
		2.10	State the actions to take in a medical emergency	New AC
		2.11	Recognise the signs and symptoms associated with Acute Behavioural Disturbance and Psychosis	New AC
		2.12	State the specific risks associated with Positional Asphyxia	New AC. Please refer to additional criteria provided by the SIA (Annex C)
		2.13	State the specific risks associated with prolonged physical interventions	New AC
		2.14	State the importance of keeping physical intervention knowledge and skills current	
3	Be able to use non-aggressive physical skills to protect yourself and others	3.1	Demonstrate non-aggressive stance and positioning skills	Updated LO. Current LO is: Be able to use non-pain related physical skills to protect yourself and others from assault
		3.2	Demonstrate non-aggressive skills used to evade and protect against blows	
		3.3	Demonstrate non-aggressive methods of disengagement from	

			grabs and holds	
		3.4	Demonstrate non-aggressive methods to stop one person assaulting another	
		3.5	Demonstrate non-aggressive team methods to separate persons fighting	New 'hook and turn' technique will need to be covered here
		3.6	Communicate professionally with the subject of physical intervention while protecting yourself and others	
		3.7	Demonstrate continuous communication to de-escalate a situation	New AC
		3.8	Demonstrate how to protect against risk immediately following disengagement	New AC
4	Be able to use non-pain related standing, holding and escorting techniques, including non-restrictive and restrictive skills	4.1	Demonstrate the use of a method for physically prompting a person	
		4.2	Demonstrate the use of a non-restrictive method of escorting a person	
		4.3	Demonstrate the use of a one-person low level restrictive standing hold that can be used to escort	
		4.4	Demonstrate the use of a two-person low level restrictive standing hold that can be used to escort	
		4.5	Demonstrate how to de-escalate and disengage during physical intervention ensuring safety for all parties	
		4.6	Communicate professionally with the subject of physical intervention, while using prompting, holding and escorting techniques	
		4.7	Demonstrate how to escort an individual on stairways	Please also refer to additional criteria provided by the SIA (Annex A)

5	Understand good practice to follow after physical interventions.	5.1	5.1 State the importance of accessing help and support following an incident	
		5.2	5.2 State the importance of reflecting on and learning from previous physical intervention situations	
		5.3	5.3 State the importance of fully reporting on the use of force	New AC