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| **UNIT CODE** | CPPSEC3XXX |
| **UNIT TITLE** | Control persons using batons |
| **APPLICATION** | This unit specifies the skills and knowledge required to control persons using batons.  It includes:   * interpreting procedures to comply with workplace policies and legal rights and responsibilities, including workplace health and safety (WHS) * identifying and assessing the need to use a baton * confirming personal safety needs including personal protective equipment (PPE) and options for withdrawal * following correct procedures for drawing and holding batons and adopting stance and tactical positioning * using negotiation techniques to defuse conflict, and direct and restrain the person * using a baton to apply defensive strikes to target areas of the body, and avoiding vital areas * controlling the force of strike, and discontinuing baton use immediately when the threat ceases or decreases * monitoring the wellbeing of the subject and accessing first aid as required * reviewing and evaluating the effectiveness of the response to identify improved practices * inspecting the baton for damage * completing documentation   It applies to people working independently or under limited supervision as members of a security team.  This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities. |
| **PREREQUISITE UNIT** | Nil |
| **ELEMENTS** | **PERFORMANCE CRITERIA** |
| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
| 1. Interpret legal requirements, and assess need to use baton. | 1.1 Interpret procedures and comply with workplace policies and legal rights and responsibilities for using batons, including WHS.  1.2 Assess need to present baton against known information and potential and existing risks and threats. |
| 2. Confirm personal safety needs and draw baton. | 2.1 Select and use PPE to meet WHS requirements.  2.2 Check and confirm personal safety needs and identify withdrawal options.  2.3 Draw baton in a non-threatening manner while maintaining eye contact with subject.  2.4 Hold baton according to type, and maintain a secure grip to ensure continuous control.  2.5 Adopt stance that is confident, assertive, balanced and allows for tactical positioning. |
| 3. Direct person using baton. | 3.1 Use interpersonal techniques to exchange information with the subject and negotiate to defuse conflict and aggression.  3.2 Clearly and assertively advise subject of intention to use baton.  3.3 Use baton to restrain person and adjust response to minimise force while preventing continued aggressive behaviour. |
| 4. Apply defensive strikes using baton. | 4.1 Continually observe subject to anticipate movement and aggression.  4.2 Strike baton ensuring contact with the subject is minimised and avoids vital areas of the body.  4.3 Restrict baton strikes to target areas of hands, arms, lower abdomen, legs or feet.  4.4 Control and limit force of strike to prevent continued or escalated aggression, and discontinue baton use immediately when threat ceases or decreases.  4.5 Monitor wellbeing of subject and provide first aid and seek immediate assistance as required from relevant persons.  4.6 Use communication equipment to report incident details to relevant persons. |
| 5. Finalise and evaluate response. | 5.1 Review and evaluate effectiveness of baton response against incident circumstances and observations, in consultation with relevant persons.  5.2 Identify improvements to future security response procedures using batons.  5.3 Inspect condition of baton and report identified faults.  5.4 Complete incident report and securely maintain workplace documentation.  5.5 Recognise effects of stress and manage own well-being using stress-management techniques. |
| ***FOUNDATION SKILLS***  A person demonstrating competency in this unit must have the following language, literacy, numeracy and employment skills:   * language skills to provide information or advice in a form that is preferred and understood by the receiver and engages minority groups * writing skills to:   + record and describe incident observations and actions taken   + complete routine reports and forms * reading skills to interpret:   + workplace procedures and policies that clarify legal rights and responsibilities * speaking and listening skills to:   + use questions and active listening to exchange and understand information with subject   + control tone of voice when negotiating with the subject   + give clear and succinct spoken warnings and directions when negotiating with the subject   + use a radio to give clear and sequenced information when reporting incident details * numeracy skills to estimate distance when adopting stance and tactical positioning * problem solving skills to:   + formulate response options to match nature of risk   + target baton strikes and avoid vital areas of the body   + recognise situations requiring the need to call emergency services * self-management skills to plan tasks to meet job requirements | |
| **UNIT MAPPING INFORMATION** | Superseded and is equivalent to CPPSEC3014A Control persons using baton |
| **LINKS** | Companion volumes to this training package are available at the VETNet website:  <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b> |

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| **TITLE** | | CPPSEC3XXX Control persons using batons |
| **PERFORMANCE EVIDENCE** | | |
| A person who demonstrates competency in this unit must control persons using batons in three (3) different threat situations involving persons holding weapons.  In doing this, the person must meet the performance criteria for this unit. | | |
| **KNOWLEDGE EVIDENCE** | | |
| To be competent in this unit, a person must demonstrate knowledge of:   * standard operating procedures and workplace policies that ensure compliance with legislative and regulatory requirements including:   + anti-discrimination and diversity   + apprehension, arrest and restraint of persons   + duty of care   + licensing requirements and limits of own authority   + trespass and the removal of persons   + use of force   + workplace health and safety (WHS) * approved communication terminology, call signs and radio channels used in the security industry * arrest and control techniques using batons * basic negotiation techniques * blocking techniques using batons * first aid procedures and their application * methods of restraint and associated effects, including signs of positional asphyxiation * procedures for communicating with emergency services personnel * procedures for effecting an arrest * response options using batons that are within specified legal limits * security risk assessment steps and how they are applied * signs that a person may be suffering from emotional or physical distress * signs that a person may be suffering from mental illness * signs that a person may be under the influence of intoxicating substances * stances and grips to be adopted when using baton * target (strike) areas of the body (hands, arms, legs and feet) * techniques for drawing batons * types and uses of personal protective equipment (PPE) required when using batons * types of batons and holds and grips associated with each * types of injuries that can be incurred from baton strike including fractures, shock and bleeding * understanding of the force model * vital areas of the body and reasons they are to be avoided (head, neck, throat, spine, tailbone, chest, kidney and liver, clavicle and collar bone) * ways in which social and cultural differences may be expressed | | |
| **ASSESSMENT CONDITIONS** | | |
| Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.  Assessment of performance must be undertaken in an operational workplace environment or environment that reflects workplace conditions. Tasks are to be performed to the level of proficiency and within the time limits that would be expected in a workplace.  Assessors are responsible for ensuring that the person demonstrating competency has access to:   * specifications of assessment tasks to control persons using batons * appropriate documents, materials, equipment and personal protective equipment currently used in industry * standard operating procedures and workplace policies related to the security work role and which specify requirements for complying with industry legislation and regulations | | |
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For inclusion in separate Companion Volume: Range Statements

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| ***Workplace policies and legal rights and responsibilities*** may relate to: | * anti-discrimination and diversity * apprehension and powers of arrest * assignment instructions * client service standards * code of conduct and ethics * communication and reporting procedures * crowd control and control of persons under the influence of intoxicating substances * duty of care * emergency and evacuation procedures * industry codes of practice * licensing requirements * own role, responsibilities and authority * risk management * search of people and property and seizure of goods * team work * trespass and the removal of persons * use of force guidelines * workplace health and safety (WHS) policies and procedures |
| ***Batons*** may be: | * extendable * side handle * straight |
| ***Assessment*** may involve analysis of: | * subject’s access to weapons * available resources and team back-up * known information about people involved in the incident * known information about the circumstances of the incident * nature of the incident * observation of the environment and physical conditions * options for withdrawal or escape * potential and triggers for escalating or defusing conflict * range of response options available * safety of self and others |
| ***Threat*** may relate to: | * conflicts between members of the public * persons being violent or aggressive * persons breaching security or barriers * persons suffering from emotional or physical distress * persons under the influence of intoxicating substances * persons with access to biological hazards, industrial gases or other chemicals * persons with access to explosives * persons with access to fire and flammable materials * persons with access to weapons * persons with criminal intent * persons with packages or operating vehicles in unsuitable locations * terrorism |
| ***Personal and protective equipment*** may include: | * first aid kit gloves * head protection * masks * safety glasses |
| ***Personal safety needs*** may relate to: | * ability to maintain regular communication with team * accessing back-up support * accessing an appropriate vehicle * escape route * taking an alternative route * using personal protective equipment * using specific security equipment * withdrawal options * working in collaboration with emergency services and team members |
| ***Tactical positioning*** may relate to: | * access to cover or concealment * capacity to restrain or arrest subject * capacity to use handcuffs * capacity to withdraw or restrain subject * safety of self and others * stance (e.g. standing, kneeling, prone) |
| ***Interpersonal techniques*** may involve: | * adjusting language to suit the audience * allowing appropriate personal space * allowing two-way interaction * being culturally aware and sensitive in use of language and concepts * being non-judgemental * being respectful and non-discriminatory * controlling tone of voice and using positive body language * demonstrating flexibility and willingness to negotiate * maintaining professionalism * providing constructive feedback * providing sufficient time for questions and responses * using active listening * using effective oral and non-verbal communication * using plain English and strategies to resolve language barriers * using positive, confident and cooperative language * using reflection and summarising techniques |
| ***Recognised techniques*** may include: | * arrest of person * cultural support * defusing the situation * request for assistance * restraint of person using handcuffs * sending alarms * separation or isolation * tactical withdrawal * use of empty hand techniques * use of negotiation techniques * use of specialists or experts |
| ***Relevant persons*** may include: | * clients * colleagues * emergency services personnel (police, ambulance, fire) * supervisors |
| ***Baton faults*** may relate to: | * baton not working as it is designed, e.g. it will not extend or retract * cracks * dents * jagged edges |
| ***Documentation*** may include: | * activity logs * incident reports * request for assistance forms * security risk and incident details * vehicle and personnel movements * written and electronic reports |
| Effects of stress may include: | * being distracted * demonstrating frustration * demonstrating negative body language * inability to concentrate * over-talking * showing increasing aggression * tiredness * using minimal spoken communication * using uncoordinated movements |
| Stress management techniques may include: | * accessing counselling * accessing formal debriefing processes * conscious use of personal recreational activities such as exercise * informal exploration of incidents with team members and supporters * reviewing practices, procedures and resources to identify improvements |