



Security Toolkit: Appendix G

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SECURITY GUARD TRAINING PROGRAM COMPONENTS

HOW TO USE THIS TOOL

Security guard training is governed by the Private Security and Investigative Services Act (2005). The Act regulates private investigators, security guards and companies that provides these services. Licensing of security guards in Ontario is overseen by the Ministry of Community Safety and Correctional Services.

This tool provides an at-a-glance summary of the key areas of security-guard training required under Ontario law.

Training Program Components	Description
Laws, Statutes and Principles	<p>All security professionals require training with respect to relative laws, statutes and principles governing their operational duties and responsibilities. The training material should include:</p> <ul style="list-style-type: none"> ▪ Relevant legislation respecting security licensing and provision ▪ Trespass to Property Legislation and the principles of eviction ▪ The Criminal Code of Canada with emphasis on a citizen’s power of arrest and the lawful application of force ▪ Human Rights Legislation ▪ Occupational Health and Safety legislation ▪ Principles associated with documentation, and retention of documents

Training Program Components	Description
<p>Crisis Management Training</p>	<p>Crisis management training is designed to help security professionals recognize when a subject is in crisis, and respond appropriately according to the various stages of crisis. The four stages are:</p> <ul style="list-style-type: none"> ▪ Anxiety ▪ Defensive ▪ Acting out ▪ Tension reduction ▪ Each has a recommended response option to de-escalate the crisis.
<p>Effective Communication</p>	<ul style="list-style-type: none"> ▪ The use of effective or appropriate communication is vital to lowering a person’s crisis level and mitigating adversity. This training material centers on the skills required to respond to a crisis situation using verbal strategies intended to calm someone down. ▪ Security professionals are taught to use words that maintain professionalism, create subject accountability and permit justification of actions — e.g.: <ul style="list-style-type: none"> ▪ The First Contact Approach — A standard approach to initiating communication that includes a personal greeting and the reason behind the interaction ▪ The importance of sending appropriate verbal and non-verbal messages ▪ The need to use active listening skills — this includes listening to subjects and recognizing barriers to communication. ▪ The relevance of para-verbal communication — not what was said, but how it was said. This includes tone of voice, volume, cadence, etc. ▪ The relevance of displaying appropriate body language — e.g., facial expressions, hand gestures, etc. ▪ The need for verbal strategies that include feedback, providing messages to people at reasonable rates of speed, using simple language, the use of empathy, etc. ▪ These programs are intended to enable a reasonable and prudent person to effectively communicate with persons in crisis and in a manner that meets a standard of care.

Training Program Components	Description
Application of Force	<ul style="list-style-type: none"> ▪ The Ontario Use of Force Model (2004) mandates the process by which security professionals assess plans and respond to situations that threaten public and officer safety. The assessment takes into account factors such as the subject’s behavior and the officer’s perceptions and tactical considerations. ▪ The security officer must determine if his or her actions are appropriate and/or effective or if a new strategy should be selected. The whole process is dynamic and constantly evolving until the situation is brought under control. ▪ The Ontario Use of Force Model does not justify the use of force; rather, it provides a framework for understanding and articulating the events associated with use of force. ▪ The model takes in six basic principles: <ol style="list-style-type: none"> 1. The primary responsibility of a security professional is to preserve and protect life. 2. The primary objective of any use of force is to ensure public safety. 3. Security-professional safety is essential to public safety. 4. The Ontario Use of Force Model does not replace or augment the law; the law speaks for itself. 5. The Model is based on federal statute law and current case law. 6. The Model does not dictate policy to any agency.
Subject Restraint/Pinel Restraint Systems	<ul style="list-style-type: none"> ▪ Security professionals require training with respect to subject control and the principles associated with safe restraint and/or detention. ▪ Training material should include: <ul style="list-style-type: none"> ▪ Methods of restraint ▪ Types of restraints ▪ Preparation of restraints ▪ Infection control considerations ▪ Application of restraints ▪ Safety considerations for restraint ▪ Positional asphyxia ▪ Excited delirium ▪ Documentation Process ▪ ‘Reactionary gap’ principles ▪ Components representing a lawful arrest ▪ Non-threatening (interview) stance ▪ Visual search of a subject’s high-risk areas

Training Program Components	Description
	<ul style="list-style-type: none"> ▪ Transitioning a compliant subject to a compliant handcuffing position ▪ Effective removal of restraints ▪ Grounding principles ▪ Duty of care regarding a subject's safety/welfare
Intermediate Weapon (Batons)	<ul style="list-style-type: none"> ▪ Security professionals require training with respect to subject control and the principles associated with the use of an intermediate weapon — e.g., a baton. Officers may use an intermediate weapon as a force option: <ul style="list-style-type: none"> ▪ To prevent themselves from being overpowered when violently attacked ▪ To disarm an apparently dangerous person armed with an offensive weapon ▪ To control a potentially violent situation when other force-options are not viable for any other lawful and justifiable purpose ▪ Training material should include: <ul style="list-style-type: none"> ▪ Baton nomenclature ▪ Drawing of the baton ▪ Defensive stance ▪ Weapon and reactionary side high strikes ▪ Weapon and reactionary side low strikes ▪ Two-handed straight strike ▪ Two-handed weapon circular (hook) strike ▪ Two-handed reactionary side strike (slash) ▪ Dynamic simulation ▪ Duty of care regarding subject safety/welfare
Sharp-Edge Weapon Training	<ul style="list-style-type: none"> ▪ Security professionals require training with respect to sharp-edge weapons and responding to spontaneous attacks. ▪ Training material should include: <ul style="list-style-type: none"> ▪ Case studies on sharp-edge weapon encounters ▪ Identify and perform common grips associated with sharp-edge weapon assault ▪ Identify and perform common strikes associated with sharp-edge weapon assault ▪ Identify and perform common lines of movement associated with sharp- edge weapon assault ▪ Review the concept of the 21-foot rule with respect to sharp-edge weapon threat

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	<ul style="list-style-type: none">▪ Identify and perform effective responses to sharp-edge weapon assault▪ Identify and perform drills to enhance reactionary time▪ Identify and perform distraction and control techniques