













Session 6	<b>Personal Awareness &amp; Behaviour</b>	 Duration: <b>30 mins</b>
<b>Session Summary</b> This session reinforces the need for staff to develop awareness of their own personal security, and their surroundings, and the essential actions and behaviours required to minimise risk to themselves and their colleagues.		
<b>Session Objectives</b>  <ul style="list-style-type: none"> <li>• Emphasise the importance of developing and maintaining good personal security awareness.</li> <li>• Outline practical tips to enhance situational awareness.</li> <li>• Draw attention to appropriate personal conduct and behaviour.</li> <li>• Explain the role of an active bystander and how to intervene effectively and safely.</li> </ul>		
<b>Learning Outcomes</b> By the end of this session participants should be able to: <ul style="list-style-type: none"> <li> Describe situational awareness and list appropriate actions and behaviours that enhance security and safety within the operating context.</li> </ul>		
Time	Suggested Activities	Resources
2 mins	<b>Introduction</b> Introduce the session and provide a brief overview of what this session will cover.	<ul style="list-style-type: none"> <li>• S.6 Personal Awareness &amp; Behaviour Presentation - Slide 1</li> </ul>
3 mins	<b>Basic Principles</b> Outline the basic principles that all staff should routinely adhere to, in order to minimise risks to themselves and their colleagues. Emphasise the importance of “Aware – Prepare – React!” <div>  <ul style="list-style-type: none"> <li>• Aware – monitor your surroundings and be alert to any changes occurring that affect your security or safety.</li> <li>• Prepare – anticipate things that could occur and be prepared should they happen.</li> <li>• React – know how to react and what immediate actions to take should anything happen.</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Slide 2</li> </ul>
10 mins	<b>Developing Awareness</b> To introduce situational awareness, show the YouTube video – “ <i>How Aware Are You? - Situational Awareness - #3</i> ” <div>          Ask participants: <i>How do we develop our situational awareness - knowing what is going on around us?</i> </div> Emphasise that situational awareness - being aware of your surroundings and identifying potential threats and dangerous situations - is more of a mindset than a hard skill.	<ul style="list-style-type: none"> <li>• Situational awareness YouTube video (<a href="#">Link</a>)</li> <li>• Slide 3</li> </ul>

	<p>Briefly introduce and explain the 'Cooper's Colour Code' for situational awareness.</p> <p> Situational awareness can be broken down into four colours of escalating degrees of preparation. From White – unaware of your surroundings, to Red – engaged/focused and ready to deal with an incident.</p> <p> Ask participants: <i>Where do they think they sit on this scale? Do they adjust their position for different work activities or in different locations?</i></p> <p> While being at the White phase means individuals are totally unprepared for situations that arise, remaining at the Red phase for long periods of time takes its toll on an individual's wellbeing. Ideally, individuals should aim for the Orange phase but be prepared to adjust their level of situational awareness to changes in the environment.</p> <p>Discuss measures individual staff can take to increase their awareness, including any measures relevant to the location, or the organisation. For example, receiving security alerts and updates, attending security meetings, or monitoring external information sources.</p>	
10 mins	<p><b>Essential Dos and Don'ts</b></p> <p>Outline some of the essential measures staff should take to minimise risk to themselves and their colleagues. Adapt the list on the slides to reflect the operating environment and include any specific guidance or requirements within that location.</p>	<ul style="list-style-type: none"> <li>• Slides 4 – 5</li> </ul>
5 mins	<p><b>Active Bystander</b></p> <p>Explain that in addition to dealing with situations that may threaten us personally, we may also witness threatening situations affecting others, such as incidents of bullying, harassment or other inappropriate behaviour towards colleagues or beneficiaries. While we all have a responsibility to act when we witness such behaviours, how to react effectively or intervene safely can be challenging.</p> <p> Ask participants: <i>What do we mean by 'active bystander'?</i></p> <p>Clarify the meaning of active bystander and discuss how people react when they witness threatening or uncomfortable situations involving others, and draw attention to some of the barriers/risks to intervening.</p> <p> An active bystander is someone who witnesses or anticipates behaviour, or a situation, that is inappropriate or threatening for another individual, and actively chooses to intervene in order to prevent or de-escalate the situation.</p> <p>Explain the different ways in which individuals can intervene to assist others in inappropriate and potentially harmful situations. Emphasise the importance of your own safety and that of the individual affected.</p>	<ul style="list-style-type: none"> <li>• Slide 6</li> </ul>



There are a range of strategies that can be used to intervene and provide support, either before, during, or after a situation.

- Directly – either challenging individuals about their behaviour, distracting them to assist the person to get away, or involving yourself in the interaction to diffuse or calm the situation.
- Indirectly – speaking to the individual affected and providing reassurance and support or reporting a person's threatening or inappropriate behaviour to others.