

# Rewards and Consequences Model for Young People and Youth Justice Workers in Victoria's Youth Justice Centres

Achieve Challenge Encourage (ACE)

Youth Justice







# Introduction

The rewards and consequences model (The model) plays a fundamental role in the work we do with young people in Victoria's youth justice centres. The model aims to support young people to manage their behaviour when in custody and plays a key part in helping young people on their journey to desistance and making positive choices in life.

Importantly, it provides a framework for staff to recognise and foster positive behaviour and provides tools for them to address inappropriate behaviour. This paper explains the background and research to the development of the model. It sets out legislative rights and entitlements which underpin the model and explains the aim and objectives.

The paper then focuses on each of the four components of the model that is:

Fair and transparent process, clear rewards and consequences, rules and entitlements and support, coaching and role modelling for staff. The paper details strategies for managing behaviour including how to recognise and acknowledge positive behaviour and provide appropriate responses and consequences for inappropriate behaviour.

## Background and aims of the ACE model

In the context of a number of serious incidents and injuries on the youth justice precincts, the Department of Health and Human Services (DHHS) and the Community and Public Sector Union (CPSU) formed a time-limited working group in order to improve and redevelop the rewards and consequences behaviour model (the model). This model is a vital part of the strategies and interventions available for Youth Justice Workers in their work with young people in supporting them to manage their behaviours.

Committing to a bi-partite approach, the working group have met for over 30 contact hours and used the respective expertise and wisdom of experienced floor staff, Parkville College, Office of Professional Practice, the YHARS health service and Practice Development Team. The model, when implemented properly, is one strategy to support young people and the youth justice team to work together to create a safe and secure environment.

Building on young people's strengths and capabilities, it supports young people in custody to behave in pro-social ways, take responsibility for their behaviour and develop sound problem-solving and self-regulation skills. The model protects and promotes young people's rights, and involves them in decision making about their lives while offering the youth justice team strategies to promote positive behaviour through incentives, promoting positive behaviour and consequences for inappropriate behaviour.

## Objectives

The five agreed objectives of the model are:

1. To provide a safe and secure environment for all
2. To motivate young people and youth justice team
3. To provide informed and fair incentives and consequences for behaviour in conjunction with an agreed code of conduct
4. To be informed by research informed from 'best practice principles' and be compliant with legislation
5. To be a model which is simple, fair and informed around young people's needs and stages of development.



# Founded and adheres to rights and responsibilities

## Legislative basis

Young people in custody have a minimum set of rights and responsibilities.

These rights and responsibilities are detailed in *The Children, Youth and Families Act 2005* (CYF Act) which is the principal legislation that underpins Victoria's youth justice system. A youth justice centre is established under section 478 of the Act and requires that the aim of custodial care of children and young people is rehabilitation and should be responsive to their individual developmental needs.

Education provision within youth justice centres is directed by the *Education and Training Reform Act 2006* (ETRA). The ETRA outlines that attending school is compulsory for children in Victoria to at least 17 years of age.

The *Charter of Human Rights and Responsibilities (2006)* outlines the basic rights, freedoms and responsibilities of all people in Victoria.

Twenty fundamental human rights are enshrined in the Charter, including the right to be treated equally, to be safe from violence and abuse, to be part of a family and to have our privacy respected.

## Young people's basic entitlements

All young people within custodial centres have basic entitlements which cannot be withheld. These are derived from the Australian Children's Commissioners and Guardians model charter of rights for children and young people detained in youth justice facilities (2014).

These entitlements include:

- They have their developmental needs catered for.
- Young people have a right to education.
- Young people are able to keep in contact with parents, relatives, legal practitioners and other important support people through visits, phone calls and mail.
- Reasonable efforts are made to meet young people's medical, religious and cultural needs, including, in the case of Aboriginal young people, their needs as members of the Aboriginal community.
- Precincts provide food that is nutritionally adequate, is of consistently high quality, includes options for special dietary needs, and accommodates social and cultural food preferences.
- Precincts ensure that young people are permitted personal property limited only by security and safety considerations, and that facilities are provided for the secure storage of property.
- Young people are provided with information on the rules of the precinct, on their own rights and responsibilities and those of the staff within the precinct.
- Young people have the ability to complain to the Secretary of the Department of Justice and Regulation or the Ombudsman about the standard of care, accommodation or treatment they receive in the precinct.
- Young people are advised of the above rights.

# Overview of the Model

## Research and theory underpinning model

The rewards and consequences model is based on social learning theory and the *Positive Behaviour Support* (PBS) model which is used in schools across Victoria and overseas. Variations of these models are commonly found in most therapeutic, justice and treatment settings around the world (Picken, 2016). Providing positive reinforcement and messages is an important and effective way to motivate young people and to improve their well-being (Trotter, 2009). It is generally accepted as a more effective strategy to address inappropriate behaviours than exclusion, restraint and other punitive measures (Mathys, 2017; De Valk., Van der Helm, Beld, M., Schaftenaar. Kuiper, Stams, 2015).

*Research indicates that an effective juvenile justice system communicates, promotes and richly reinforces desirable behaviour and minimises opportunities for youth to engage in problematic behaviour (Sprague, Scheuermann, Wang, Nelson, Jolivette, Vincent, 2013).*

The successful manifestations of the model tend to be underpinned by the following elements:

- (i) an assessment of a young person's behaviour with a focus on understanding its function
- (ii) collaborative development of strategies with a young person to address behaviours
- (iii) rules and expectations are made explicit, simple and consistent
- (iv) an emphasis on instruction, where incidents are used as teaching moments in order to discourage or support identified behaviours – use of immediate corrective feedback
- (v) providing reward and acknowledgement for successfully meeting behaviour expectations
- (vi) intervention levels are proportionate to the severity of the behaviour where young people are provided with intensive support at an individual level (Solomon, Klein, Hintze, Cressy and Peller, 2012).

When there is a need to use consequences, the *Swift, Certain and Fair* model is seen as an exemplar of good practice, all of which are considered equally important:

*Swift* – when young people engage in undesirable behaviour consequences are delivered rapidly

*Certainty* – the same behaviours are responded to the same way every time

*Fair* - consequences are modest and the rules are transparent and simple.

A number of US correctional facilities have been applying the *Swift, Certain and Fair* principles in order to create a safer, more predictable environment for staff and offenders and to promote positive behaviour change. Early findings have found significant reductions in stress and assaults in correction facilities (Glebe, 2016).

Mohr, Martin, Olson and Pumariega (2009) have identified a number of factors which can potentially disable and undermine the impact and effectiveness of the model. These factors include:

- having casuals or agency professionals working within the environment and/or high staff turnover can cause inconsistencies in response, miscommunication and ignorance of the individual needs of the young people and what does and doesn't work;
- in the chaos of the environment and/or in a punitive culture, professionals may miss recognising and reinforcing positive behaviour and may inadvertently extinguish positive behaviours;
- missing 'teaching moments' and instruction in applying consequences;
- young people seeing the application of rewards and punishment as unfair and may act accordingly;
- professionals may misinterpret the meaning and function of 'acting out' behaviour as wilful and intentional rather than stemming from past trauma, disability and/or mental health issues; and
- the 'one size fits all' approach will inevitably fail to meet the needs of the diverse and extensive needs of all young people in custody – eg PTSD, disability, attachment disorders, the impact of sexual and physical abuse.



Given these potential issues, it is crucial that Youth Justice Workers have a full understanding of the model and how it works. They will require ongoing and regular 'top-up' training and active 'real-time' supervision and coaching in how to apply the model in practice. For their part, the young people will also need to fully understand the model and how it is applied. There will need to be a review process to ensure transparency and fairness. Importantly the model should be evaluated in order to ensure that it is achieving its nominated goals of improving safety and improving behaviour.

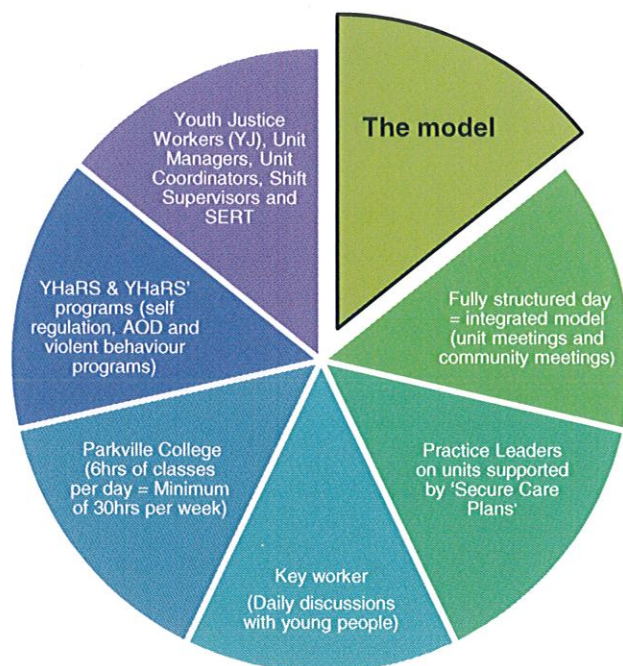
## Strategies and interventions which support the model

The model is one resource to address young people's offending behaviours and support young people to develop the skills and resources to be successfully reintegrated into the community without reoffending.

As discussed, the model supports and rewards young people to move towards more positive behaviours, and provide staff with a range of strategies to respond to inappropriate, challenging or unsafe behaviours through the informed application of managed consequences by:

- providing clear expectations of behaviour for young people in custody
- informed responses to young people's behaviour, providing a foundation for expectations
- reinforcing positive behaviour and alternatively discouraging inappropriate behaviour – 'teaching moments'
- active supervision by staff- staff noticing, encouraging and having discussions with young people around positive behaviour and challenging poor behaviour
- all adults being positive role models and building positive relationships with young people and coaching and setting examples for young people in how to behave.

The model is part of a broader number of strategies to teach, help and support young people in custody to manage their behaviour:



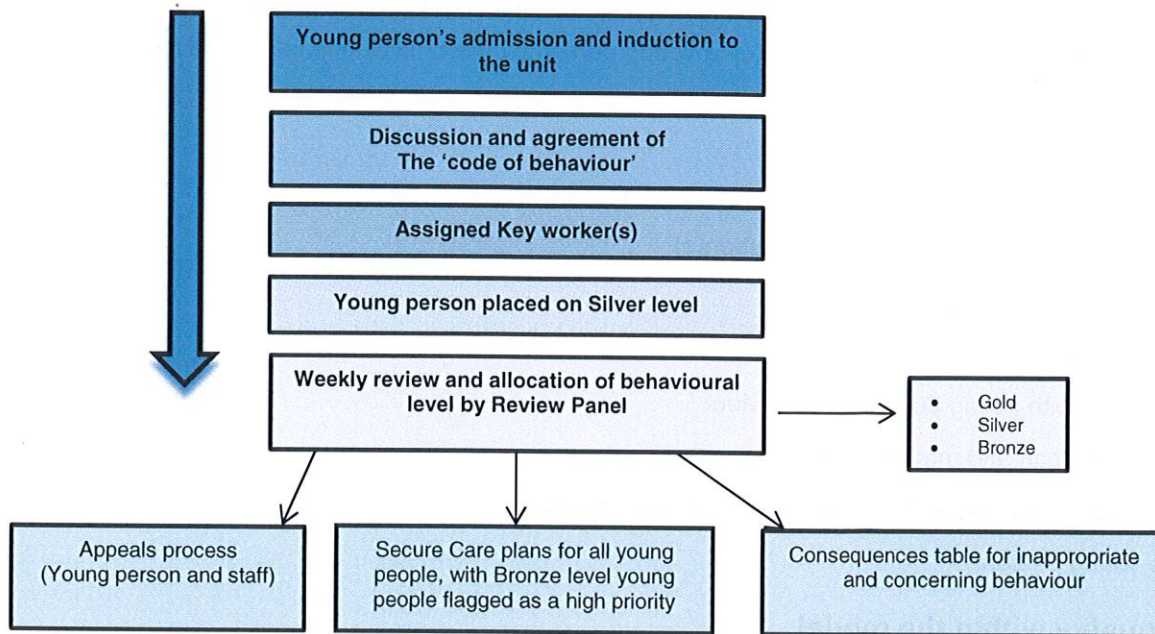


# Architecture of the model



# Fair and transparent process

## Operational flowchart of the Model



## Signing of the Behaviour code descriptors

Upon admission to the unit young people are introduced to other young people in the unit. The group rules and expectations of behaviour are relayed by another nominated young person or staff, giving examples of what is considered acceptable and unacceptable behaviour, and the process that will be employed for breaches of behaviour. The new young person then meets with their assigned key worker(s) and is asked to commit to the unit rules and expectations by signing an agreement. The young person is given the opportunity to ask questions and for anything to be clarified that is not understood. Interactions with assigned key worker(s) should start the foundation of a positive rapport and relationship.

Unit rules and behaviour expectations are reinforced at all meetings, in daily discussions, weekly panel review and on posters and signage displayed around the units. If a young person refuses to sign the behaviour code, a discussion is had with the young person with support from Practice Leader(s) and Unit Supervisor as to why they do not want to comply. If the reasons for not wanting to comply cannot be worked through with support from workers, a young person is warned that non-compliance with the behaviour code of descriptors will mean being placed on Bronze level until the scheduled weekly review. The young person is given time to think through their options, after this time if the young person is still refusing to comply they are placed on Bronze level.

If the young person after being placed on Bronze decides to sign the behaviour code of descriptors before the scheduled weekly review then they have the ability to be moved up to Silver level with Unit Supervisor and Unit Coordinator/Unit Manager discretion.

In addition, the rights of a young person are also explained as is access to the Ombudsman, Independent visitors and the process for making a complaint. Young people have the opportunity to ask questions around the 'What I need to know booklet' or any other information given. Appropriate signage including complaint and support contact numbers must be displayed in the unit.

## Allocating key workers

Upon admission to a unit each young person is allocated an ongoing key worker on both 'top' and 'bottom' shifts. Key worker allocation will be done by the Shift Supervisor in consultation with the Unit Manager and the Practice Leader when required. Casual and agency staff will be allocated a young person by the Shift Supervisor in the morning for that day.

The role of the key worker is to:

- Develop strong working relationship with young person(s)
- Provide a consistent face and response
- Role model appropriate behaviours
- Hold daily discussions with young people on behaviour
- Provide positive recognition and role modelling
- Complete ACE model behaviour assessments, visits and case notes
- Advocate for the young person

## Fairness and equality within the model

The Behaviour Management Model must include a range of incentives to support commitment to rehabilitation and good conduct by all young people, including those who have special needs.

The Behavioural Management Model must not penalise behaviour which is the direct consequence of an intellectual disability or mental illness and flexibility must be applied to deal with individual circumstances and risks. Many young people in youth justice have experienced significant trauma, abuse and neglect and as such may have experienced delays in their cognitive and emotional development. Expectations regarding a young person's behaviour need to be tempered by what is realistically achievable and an understanding of characteristics which influence a young person's behaviour. Reasonable adjustments must be made for young people on an individual basis as required; this would be done as part of the review panel and/or a Secure Care Plan.

It must also be possible for all young people to achieve the highest rewarded level (Gold), as well as relevant incentives, with a similar degree of effort. The goal is for the Behavioural Management Model to keep encouraging the 'right behaviours' through the formal strategies, but also maximising the powerful impact of group dynamics and the strong influence of peer-to-peer encouragement.

The Behavioural Management Model offers a range of earnable privileges so that all young people can receive equal benefit in return for positive behaviour. For example, if additional outdoor time is offered as an earnable privilege, there must be an alternative for young people who are physically unable or disinterested in this particular benefit.

The Model must always try to be inclusive and take into account a young person's individual needs and interests, without compromising consistency and the integrity of the model. For example, when working with young people with learning needs or cognitive disabilities, it is important to work through the expectations on behaviour using simple language and if necessary diagrams. Daily goals would be calibrated according to needs and be achievable. Reviews may need to be undertaken within shorter time frames in order to consolidate learning and reinforce achievements.



# Support, Coaching and role modelling

## Interacting with young people

Day-to-day interactions with young people are a critical component of work in custodial units.

Youth Justice Workers should use their interpersonal skills to motivate young people in all areas including their behaviour on the unit, participation in programs and case management.

Daily informal social interactions between staff and young people also provide many opportunities to model appropriate behaviour and communication skills to young people.

A Youth Justice Worker's ability to build a positive, honest and respectful relationship with young people is a key factor in encouraging young people to change their attitudes and behaviour.

“Don't tell young people how to act – show them”.

The way Youth Justice Workers deal with conflict and their own feelings teaches young people key lessons for when they are faced with challenging situations themselves.

Pro-social modelling is a way of working with young people with the goal of teaching them how to behave positively. Staff are role models to young people in custody and they demonstrate, through their everyday actions and behaviour, how adults should interact with others and overcome problems.

## Discussions with young people around behaviour

Youth Justice Workers have a responsibility to engage in daily discussions with young people around their behaviour. These discussions are used as an opportunity to model healthy modes of communication and should be respectful, providing appropriate explanations and context around behaviour. Discussions especially around concerning behaviour need to be done in private away from other young people.

Daily discussions with young people should be focused around praising and rewarding achievements and positive behaviour displayed throughout the day. Daily discussions also provide opportunity to explore what alternative interpretations of any given situation there may be, and explore decision making and problem solving techniques with the young person.

Shift Supervisors and Unit Coordinators are responsible for supporting and supervising unit staff to ensure they are having daily discussions and are remaining positive role models; role modelling appropriate behaviour and are readily recognising the same in the young people on the units.

## Recognising and rewarding pro- social behaviour

Strength based systems are more effective in working with young people in custody than 'ticks and crosses'. Youth Justice Workers need to be vigilant in identifying and reinforcing positive behaviours. This positive feedback will build self-esteem, foster constructive decision making and work towards changing the internal self-narrative that the young people often hold, which is that they are bad or hopeless.

## Positive behaviours to look for

These are the behaviours you should look for when giving timely and positive feedback to young people. Examples of positive behaviours within some of these areas are:

Participation and involvement in education and programs	Respect for staff, teachers, clinicians, visitors and other young people
<p>Willingly attends education and programs</p> <p>Actively participates in daily routines</p> <p>Positive attitude and willingness to complete assigned work in a timely manner</p> <p>Attentive and engaged behavior with teachers/program facilitators</p> <p>Takes part in unit community meetings and other activities</p>	<p>Respects others and their property</p> <p>Follows staff directions</p> <p>Uses appropriate language and good manners</p> <p>Engages in positive relationships with peers, staff, teachers, professionals and others</p> <p>Respects individual differences such as culture, gender, sexuality, disability, religion.</p> <p>Complies with unit rules and expectations</p>
Self-care and cleaning of room and unit	Positive role modelling on the unit and in the classroom
<p>Keeps room and environment free from graffiti/ tagging</p> <p>Completes unit chores</p> <p>Takes responsibility for their own and shared living space (bed made, clothes and personal items stored neatly)</p> <p>Manages own self-care and personal hygiene</p>	<p>Shows positive role modeling behavior on the unit and in programs</p> <p>Completes work expectations in classroom on time</p> <p>Assists, supports, encourages and mentors others</p> <p>Active member of the unit</p> <p>Shows leadership in unit community meetings</p> <p>Completes additional unit chores voluntarily</p> <p>Shows outstanding manners and respect</p>

## Clear Rewards and Consequences

The model uses a three tiered approach to manage young people's behaviour in custody. The three tiered approach sets out incentives for each of the reward levels based on a young person's behaviour demonstrated over a week period.

All young people upon admission to the precinct are automatically allocated to 'Silver' level (contingent on a discussion and signing of the behaviour code). Young people who are transferred across precincts or units within precincts transfer with the behavioural level they are currently assigned.

For example, a young person on Gold transferring from PYJP to MYJP remains on Gold until the next behavioural review; they are not advantaged or disadvantaged by being defaulted to Silver level.

The incentive program is supported through individual daily discussions with young people with a focus on positive behaviour and feedback, on a young person's areas of improvement, and inappropriate or concerning behaviour.



## Three tiered approach:

### Gold

- Young people who display these behaviours are **exceeding** the expected behaviour
- Greatest level of responsibility and positive behavior
- Highest level of access to incentives

### Silver

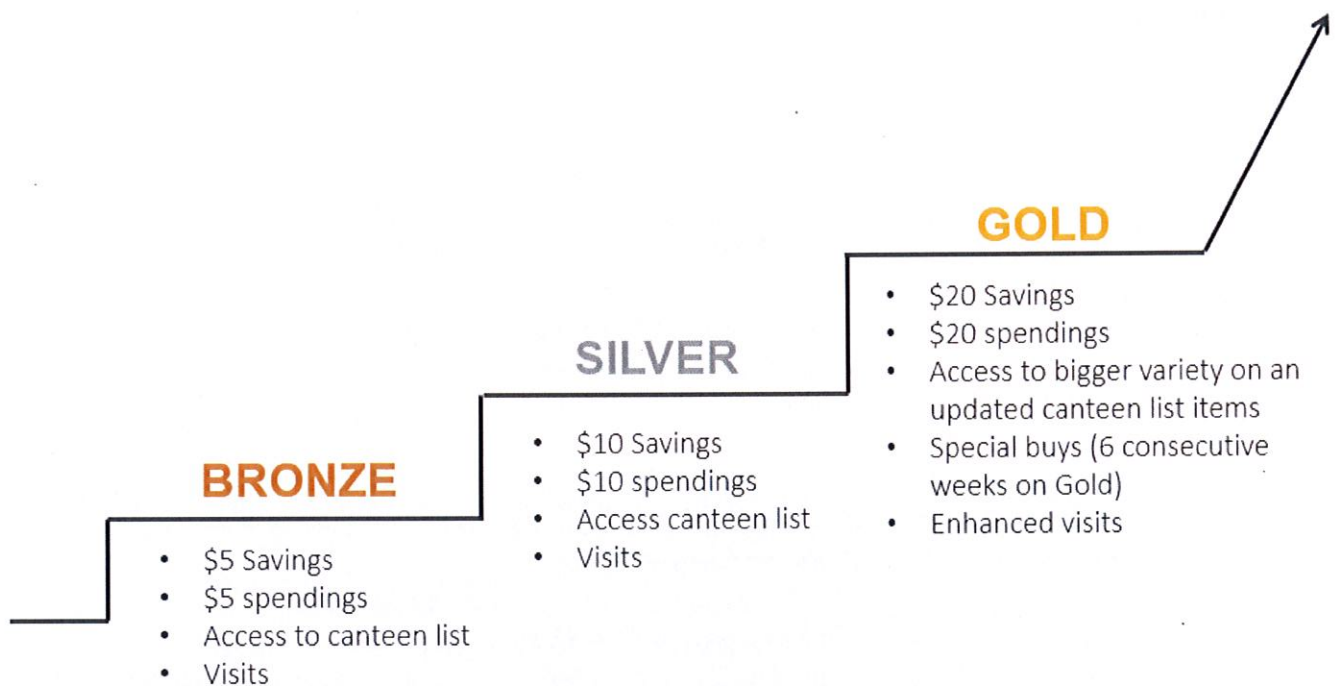
- Young people who display these behaviours are **meeting** the expected behaviour
- This is the expected level of responsibility and positive behavior for all young people within a youth justice center
- Provides access to a range of incentives to reward young people for their positive behavioral achievements

### Bronze

- Young people who display these behaviours are **not yet meeting** the expected behaviour
- This level provides the highest level of support for individual young people to move towards more positive behaviors and greater self-regulation
- All young people on Bronze will be supported by a Secure Care Plan, with access to incentives agreed as part of the plan



## Incentives



The incentives program aims to provide a structured and staged program to support young people to adopt and sustain purposeful, pro-social behaviours, thoughts and emotions.

Behavioural expectations are set out in the **behaviour code descriptors**, which reflect broader community expectations of behaviour and mutual obligations, rights and responsibilities that support and enable people to live successfully together and participate in community life.

The code of behaviour describes the behaviours that are expected of all young people while in custody and is the basis of an agreement between each young person and the youth justice team about what behaviours are acceptable and unacceptable.

The incentives program supports young people to take on increasing levels of respect and responsibility for their general living environment, themselves and others.

The three tiered approach is Gold, Silver and Bronze.

Gold is exceeding the expected level of behaviour, Silver is meeting the expected level of behavior and Bronze is not meeting the expected level of behavior.

At each level, the incentives available reflect the degree of personal commitment and effort required to achieve and sustain positive behaviours for that level. Likewise, if a young person is persistently engaged in unacceptable or problematic behaviours they will receive informed, proportionate consequences for that behaviour.

## Behavioural level incentives table

Incentive	Bronze	Silver	Gold
Spending	\$5	\$10	\$20
Savings	\$5	\$10	\$20
Updated canteen list	Basic canteen list	Access to Bronze and Silver canteen list items	Access to Bronze, Silver and Gold only canteen list items
Special buys	Not entitled	Not entitled	Access to special buys after 6 weeks consecutively on Gold
Visits	Standard visiting hours	Standard visiting hours	Standard visiting hours + Entitled to 1 'meal package' to share with visitors over a 2 week period.
Phone calls	15 phone calls for every young person (basic entitlement) Extra phone calls can be purchased off canteen list (\$4 per call) Phone calls refreshed each week, no roll over		
Unit activities  **Based on good behaviour in the unit**	Each unit picks a unit activity each fortnight. For example: movie night, roast dinner or BBQ, unit sporting games. (Every young person is involved unless otherwise stated in their Secure Care plan)		

## Canteen and special buys

<b>Canteen List</b>	<p><b>Young people on Gold</b>            -\$20 to spend on consumable and hygiene items            - \$20 to save or spend on Extra buy items</p> <p><b>Young people on Silver</b>            - \$10 to spend on consumable and hygiene items            - \$10 to save or spend on Extra buy items</p> <p><b>Young people on Bronze</b>            - \$5 to spend on consumable and hygiene items            -\$5 that must be saved while on Bronze</p> <ul style="list-style-type: none"> <li>• All young people have money to spend on weekly canteen list</li> <li>• The canteen list is itemized into items available for each behavior level (Gold, Silver &amp; Bronze)</li> </ul>
<b>Special buys</b>	<ul style="list-style-type: none"> <li>• Special Buys are rewarded to young people on Gold after 6 weeks consecutively on Gold.</li> <li>• Special Buys (e.g. clothing, gifts for family, equipment for work, study or the home) can be negotiated by young person and Unit manager with approval from General Manager.</li> <li>• Young people can access their savings to use for Special Buys.</li> <li>• Special Buys purchased by young people in custody are not allowed in units and can only be accessed upon their release. The General Manager may approve exceptions.</li> </ul>

## Consequences for inappropriate behaviour

The Youth Justice Workers role is to provide timely constructive feedback to young people about their behaviours.

Where young people are behaving inappropriately, Youth Justice Workers should intervene immediately. This intervention ranges from engagement and re-directing, to de-escalation, and explanation of concerns.

Where negative behaviours persist or escalate young people should be provided with immediate appropriate consequences – as per *Consequences Table* below (pg. 17) alongside discussions which help young people understand why the behaviour is inappropriate and explore alternative ways of behaving. It is important for workers to use the *Swift, Certain and Fair* criteria when providing consequences and negative feedback.

## Advice for Youth Justice Workers in their day-to-day interactions with young people in custody

- Always look for opportunity to provide positive feedback to reinforce and recognise positive behaviour.
- Where young people display inappropriate behaviour seek to engage the young person, re-direct, de-escalate, and explain your concerns about their behaviour and why it is inappropriate.
- Where their behaviour escalates and/or repeats an immediate consequence can be given in response to an instance of unacceptable behaviour (Consequences for inappropriate table). As a first step, you ensure the safety and security of all young people and youth workers. This may include using knowledge and skills learnt from your training in managing high risk situations.
- A major consequence is given in response to an instance of subsequent, or serious, dangerous or harmful behaviour. (Consequences for inappropriate table). Again as a first step you ensure the safety and security of all young people and Youth Workers. This may include using your knowledge and skills learnt training in managing high risk situations.
- All criminal acts, such as assault, must be reported to the Victoria Police as per procedures in the Youth Justice Custodial Services Manual.

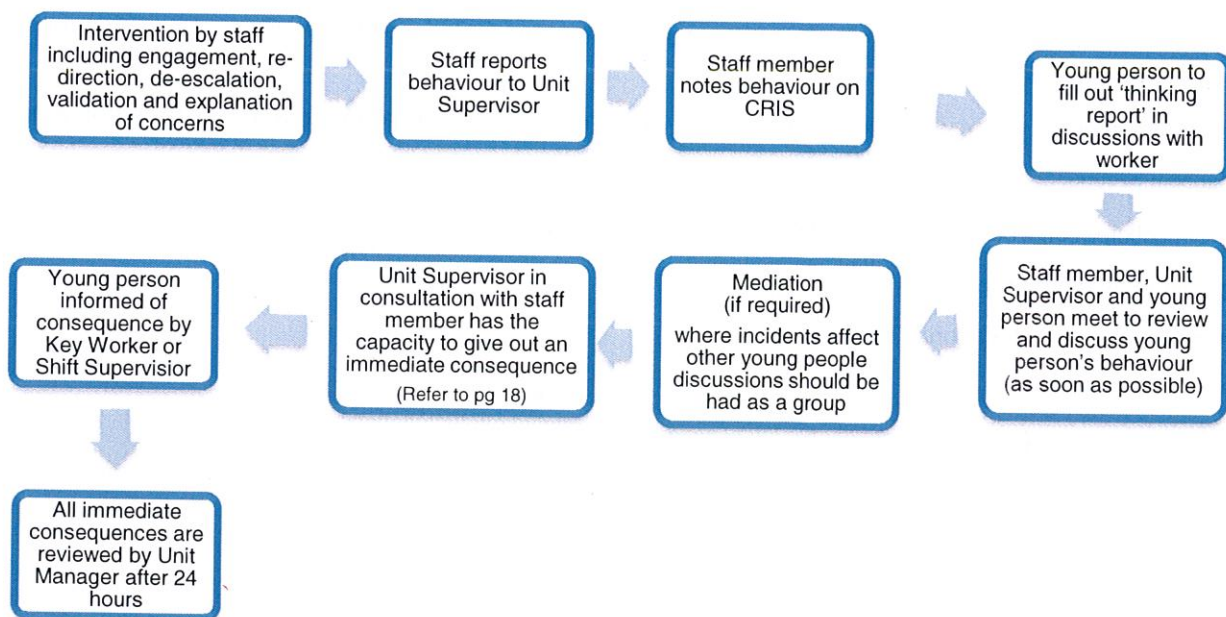


## Consequences for inappropriate behaviour table

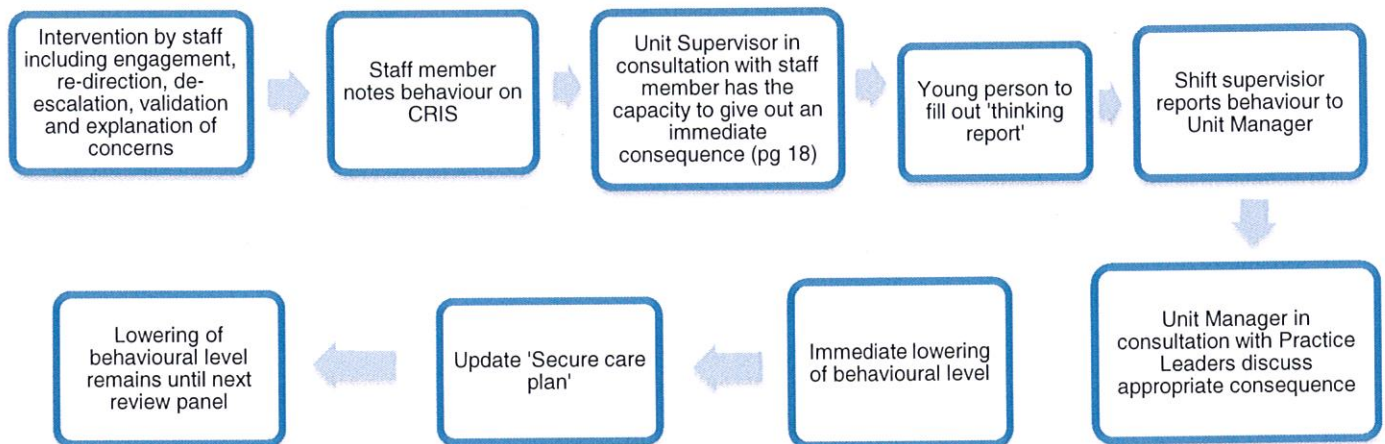
Examples of behaviour	First time	Subsequent behaviours
Play fighting, graffiti/tagging, non-compliance, posturing, inappropriate language, inappropriate sexual behaviour and language	Immediate consequences flowchart	Subsequent and serious behaviour consequences flowchart
Verbal assaults/abuse, property damage, general spitting (ground)	Immediate consequences flowchart Completion or update of 'Secure Care Plan' Unit Practice Leader involvement to support staff with strategies Unit Manager warning	Subsequent and serious behaviour consequences flowchart Referral to YHaRS General Manager warning
Serious property damage, serious threats to harm others, spitting directly at a staff member, all assaults including staff assaults, rioting, escapes, roof climbing, sexual offences eg. threats to rape	Subsequent and serious behaviour consequences flowchart Update 'Secure care plan' with safety and behaviour support section to be completed. Immediate drop to 'Bronze level' Referral to YHaRS Immediate care team meeting General Manager warning	Subsequent and serious behaviour consequences flowchart Increased Practice Leader support for young person and all staff Immediate care team meeting Youth Parole Board warning Review of remissions

– All criminal acts, such as assault, must be reported to the Victoria Police as per procedures in the Youth Justice Custodial Services Manual.

## Immediate consequences decision making flowchart



## Subsequent and serious behaviour consequences decision making



### Examples of immediate consequences

The following are examples of immediate consequences handed out by the Shift Supervisor in consultation with Key worker. All consequences are to be reviewed after 24 hours with the possibility of roll over in 24 hour blocks:

- Clean up of damage
- Extra cleaning chores
- Fines - must be accompanied by an incident report and should be approximately 5% of caused damage (maximum of \$50)
- Room stripped back to bedroom entitlements
- Loss of TV
- Loss of behaviour level incentives, for example a young person on Gold loses the privilege of having a music device in their room for 24 hours
- Loss of gym access, for example no outside access apart from enclosed outdoor area and school programs
- No kitchen access
- Loss of participation in evening external provider program i.e. Soccer
- Suspension of leave program (if applicable)
- Withdrawal from the Vocational Training Unit



## Reviewing achievements and progress within the incentives program

Behavioural reviews for each young person will be conducted on a weekly basis by a panel. The panel will act as 'therapeutic parents' to review a young person's behaviour to ensure their behaviour remains appropriate for the level that they are on.

The panel will include:

1. Unit Manager or Unit Coordinator (chair)
2. Practice Leader or Cultural Worker or YHaRS or Parkville College representative (based on individual needs)
3. Key Worker or Shift Supervisor (advocate for the young person).

A young person's key worker (advocate) will present an overview of the young person's week to the panel focusing on a young person's demonstrated positive behaviour throughout the week, any concerns and discussions around personal goals and achievements. The review panel form must be filled out and signed by the panel and the young person (see Appendix). The Unit Coordinator is responsible for scanning each young person's review form onto CRIS after the review panel meeting including case notes on discussions held. The Unit Coordinator is also responsible for sending an email to all staff acknowledging all young people's new behaviour levels. The Shift Supervisor and/or Key Workers are responsible for updating the whiteboard.

A young person is invited to be a part of this process and discussion (if they choose) in the last 5 minutes. Young people should be encouraged to attend and have a voice in this process with an opportunity to state their case; this provides a sense of empowerment.

At the end of these discussions the panel will decide on an appropriate behavioural level (Gold, Silver or Bronze) with help from the behaviour code descriptors. The young person will be informed of any level changes – there should be 'no surprises'.

Included in the weekly review panel:

- A discussion of the young person's week (referring to case notes)
- Comments and updates from Parkville College or YHaRS
- Discussion of attendance in programs
- Discussion of Secure Care Plan
- Positive recognition and conversations that have happened during the week
- Hearing from the young person how they feel they have gone during the week

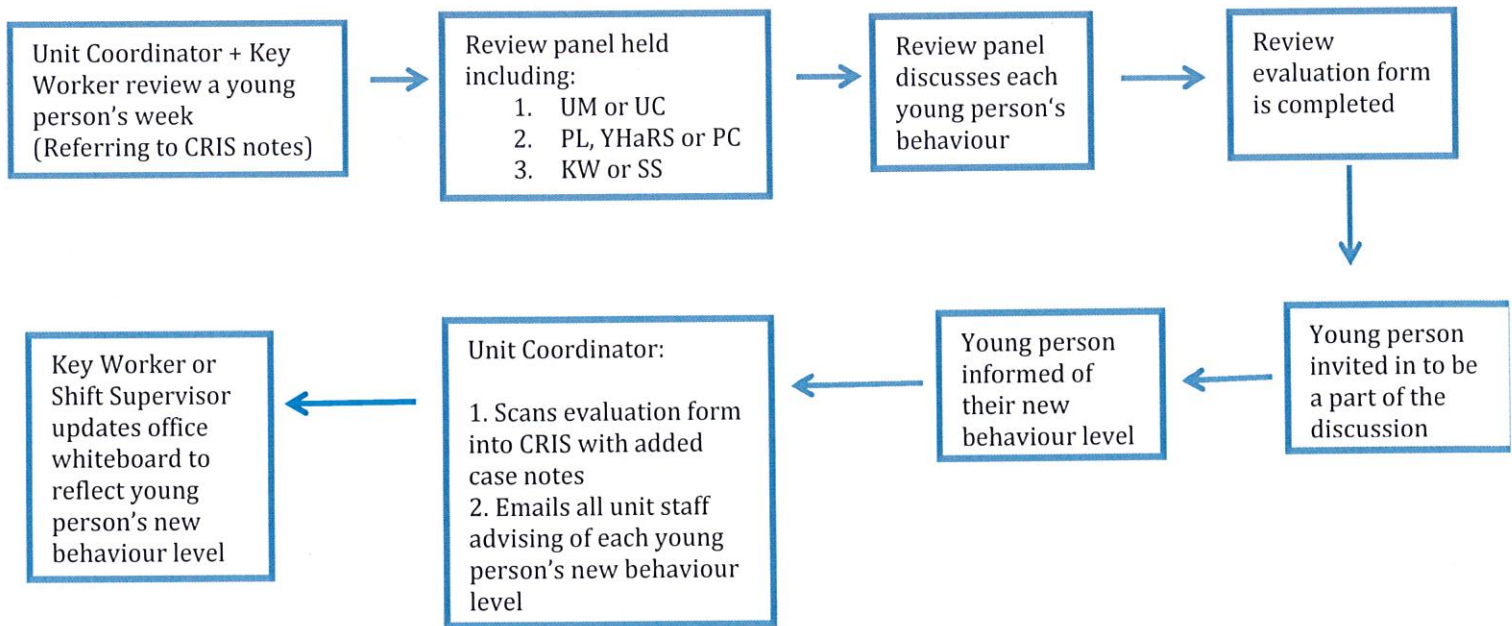
At the end of a shift staff must ensure that:

- A daily discussion is held with their allocated young person around behaviour displayed throughout the day.
- The expectation of daily discussions is to acknowledge positive behaviour and appropriately address concerning or difficult behaviour displayed throughout the day.
- Daily behavioural case notes have been completed on CRIS including any significant events case note.

Prior to the review, the key worker (advocate) must ensure discussion with a young person throughout the week around behaviour has been had, so there are no surprises and daily review sheets informing a young person's behaviour have been completed and available for the panel. Reviews include an overview of the young person's behaviour throughout the week, education evaluations and/or comments, comments from any rehabilitation programmes which have been completed as part of the young person's Secure Care Plan, any comments from other staff that have had close dealings with the young person throughout the week.

Decisions about the appropriate privilege level for each young person must be open, fair and informed.

## Review panel process flowchart



**Note:** young people who do not attend the review panel are informed of their new behaviour level from the Key Worker with support from the Shift Supervisor or Unit Manager/ Unit coordinator when required.

## Measuring behaviour displayed throughout the week

Measuring behaviour against a set criteria for each level (refer to Appendix behaviour code descriptors) provides a clear understanding of how the young person performed that week and acknowledges young people for successfully meeting behavioural expectations.

The behaviour code descriptors are positively worded to encourage and reinforce a sense of hope in young people who may not have met expectations, moving away from reinforcing learnt helplessness and negative perceptions about themselves.

Weekly behavioural assessment in front of a panel will consider the individual's capabilities, and individual goals. The importance of measuring incremental change is fundamental to the system. Small (and large changes) need to be acknowledged. The goal is to reinforce small behavioural changes to encourage them to be permanent changes. The weekly behaviour assessments in front of a panel are to be conducted alongside positive verbal acknowledgement with reinforcement from key workers and other youth justice staff throughout the week in daily discussions held with the young person.

Evaluating behaviour in a weekly behaviour assessment allows for a more individual focus to managing a young person's behaviour. The review panel has the capacity to implement smaller goals to be met throughout the week as a way of making higher levels more achievable to all young people. For example the panel may agree that if a young person meets Silver behaviour criteria goals in the next few days then they could be entitled to a Silver incentive such as more choice on the canteen list. The review panel also has the capacity to work with a young person towards their own recognised and agreed goal as well as award young people who display exceptional behaviour, for example creating a 'special job/ task'.



## Raising a young person's behavioural level

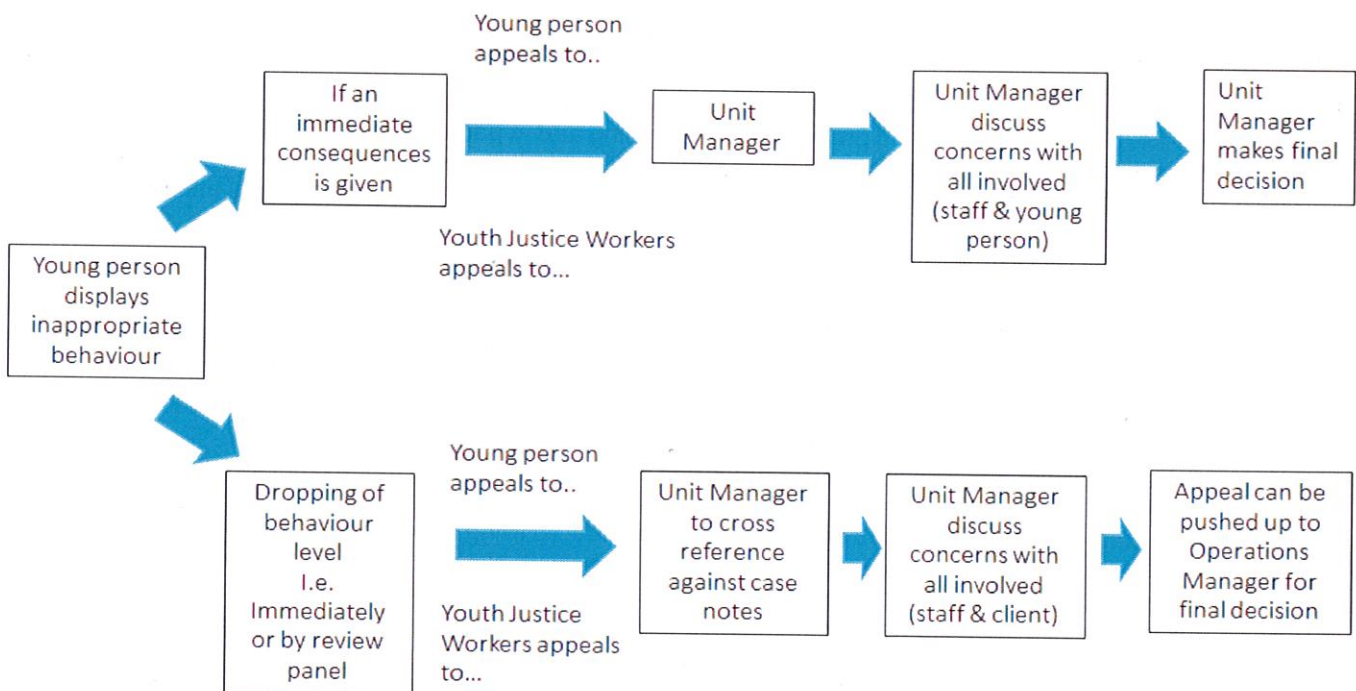
Where a young person has been placed on Bronze, the weekly review is to be used to identify goals for the young person to achieve, which will include the development of an individual Secure Care plan. There is to be a review/discussions every week for all young people to measure progress against goals, unless otherwise specified by the GM or delegate.

Practice Leaders will work with staff to support strategies to encourage behaviour. Practice Leaders should also review young people's levels, focusing on young people who remain on bronze for a number of weeks.

## Appeals process

Young people and Youth Justice Workers have the option to appeal a decision made at the weekly review panel if they feel they have reasonable grounds to do so. An appeals sheet, including a description of the reasons why a review is needed, is filled in and sent to the Operations Manager for review. Refer to Appendix 5.

Young people seeking to appeal a decision need to be supported by staff for a fair and transparent process.



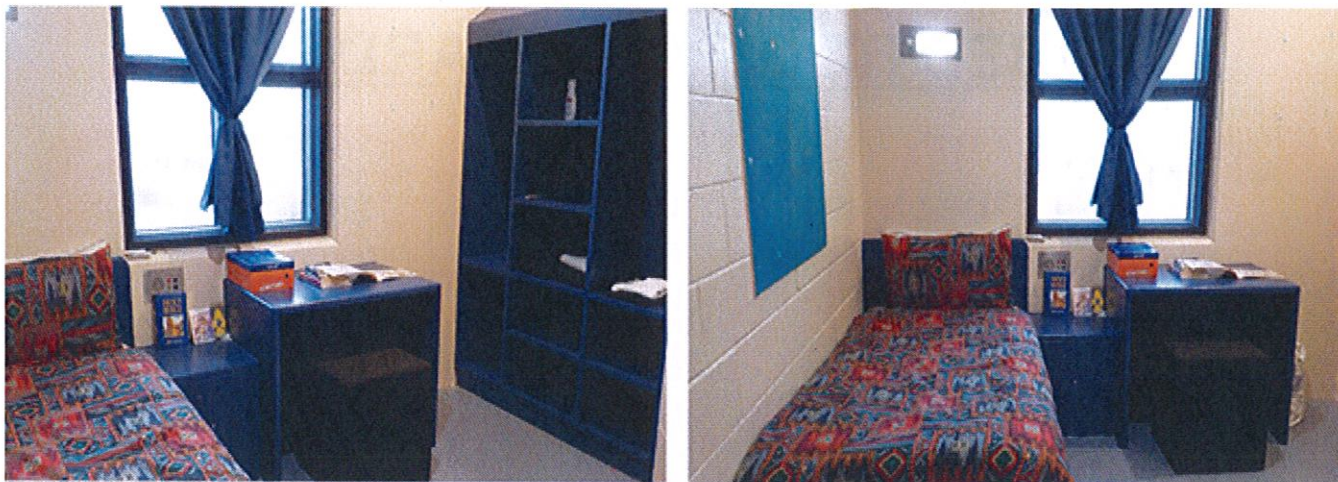


## Appendix 1 - Behaviour code descriptors

<b>Gold</b>	<ul style="list-style-type: none"> <li>▪ <b>Structured Day-</b> Actively participates and is motivated to engage in daily routine; including maintaining a clean room and living space, being ready to attend programs each morning and participating in community meetings</li> <li>▪ <b>Participation-</b> Participates positively in all education, health, rehabilitation and other programs. Excellent attendance in programs, has a positive attitude and is motivated towards assigned work, demonstrates attentive and engaged behaviour towards teachers/ program facilitators</li> <li>▪ <b>Respect-</b> Demonstrates respect for unit rules and code of behaviour. Follows staff directions, respects others space and right to live on the units safely and takes on a positive attitude towards daily routine</li> <li>▪ <b>Behaviour</b> – Takes responsibilities for themselves, respects others and their property, demonstrates positive role modelling behaviour</li> <li>▪ <b>Commitment</b> – Takes on daily feedback and works towards identified personal goals, actively engages with key worker, seeks out ongoing support (when needed) and strives to be the best they can be</li> <li>▪ <b>Peers and staff</b> – Respects others, their property, culture and religious practices, contributes to the unit community, supports and provides mentoring to other young people, has positive relationships with peers and staff</li> <li>▪ <b>Self-care</b> – Respects and takes responsibility for their own living space, exceeds expectations for maintenance of shared living space including completion of unit chores and adheres to self-care and personal hygiene</li> <li>▪ <b>Attitude-</b> Exceeds commitment to code of behaviour. Makes a conscious effort to take responsibility for themselves and act as a positive role model around the unit. Seeks help and support from staff when needed</li> </ul>
<b>Silver</b>	<ul style="list-style-type: none"> <li>▪ <b>Structured Day-</b> Generally participates in daily routine including; maintaining a clean room and living space, being ready to attend programs each morning and in participating in community meetings</li> <li>▪ <b>Participation-</b> Participates in most education, health, rehabilitation and other programs. Meets expectation of engagement and attitude towards assigned work. Has an appropriate attitude towards teachers/ program facilitators</li> <li>▪ <b>Respect-</b> Complies with unit rules and code of behaviour. Generally follows staff directions, demonstrates effort towards others space and right to live on the units safely, shows an appropriate attitude towards daily routine</li> <li>▪ <b>Behaviour</b> – Appropriately manages themselves, manages their behaviour around others and their property</li> <li>▪ <b>Commitment</b> – Shows commitment towards personal goals, participates and respects key worker discussions</li> <li>▪ <b>Peers and staff</b> – Generally demonstrates respect for others, their property, culture and religious practices, contributes to the unit community, has appropriate relationships with peers and staff</li> <li>▪ <b>Self-care</b> – Looks after their own living space and shared living space including completion of unit chores (most of the time), maintains self-care and personal hygiene (based on developmental capacity)</li> <li>▪ <b>Attitude-</b> Shows commitment towards the code of behaviour, acknowledging when they have made mistakes and demonstrates their intention to work on their behaviour. Makes an effort to seek help and support when needed to manage their behaviour</li> </ul>
<b>Bronze</b>	<ul style="list-style-type: none"> <li>▪ <b>Structured Day-</b> Not ready to participate in daily routine including maintaining a clean room and living space, being ready to attend programs each morning and participating in community meetings</li> <li>▪ <b>Participation-</b> Not willing to engage in education, health and rehabilitation groups</li> <li>▪ <b>Respect-</b> Struggles to understand the importance of unit rules and code of behaviour, finds it difficult to follow staff direction and take ownership over their own behaviour</li> <li>▪ <b>Behaviour</b> – Regards behaviour such as bullying, threats, non- compliance and property damage as an appropriate</li> <li>▪ <b>Commitment</b> – Not willing to engage in discussions with key worker</li> <li>▪ <b>Peers and staff</b> –Doesn't recognise the concept 'treat others how you would like to be treated', not ready to engage and contribute to the unit</li> <li>▪ <b>Self-care</b> –unwilling to take responsibility for personal living space and shared living space including completion of unit chores. Struggles to manage self-care and personal hygiene (based on developmental capacity)</li> <li>▪ <b>Attitude-</b> Struggles to meet the requirements of the code of behaviour. Doesn't recognise where improvement could be made and how to go about this. Unwilling to seek out help and support when needed</li> </ul>



## Appendix 2 – Bedroom standards



**Note:** it's expected that all young people keep there room this way (see pictures above)

### BEDROOM ENTITLEMENTS

- Issued Bedding (Donna Cover Set, Sheet, Pillow & case)
- Towels (2)
- Clothing [3 track pants, 3 jumpers, 4 t-shirts, 7 pairs of socks and underwear, 1 issue cap]
- 3 x shampoo sachets
- 3 x conditioner sachets
- 1 toothbrush
- 1 deodorant stick
- 1 x soap
- 1 x hairbrush
- Medication (if permitted in bedroom)
- Up to 5 books/mag/sketchpad/exercise book
- Reading glasses
- Water bottle
- 1 shoe box of personal belongings
- 1 grey lead pencil
- School Items as assessed

#### GOLD

##### Toiletries

Up to 10 items  
(1 of each)

##### Canteen

Up to 10 items

##### Special

Up to 6 items

#### SILVER

##### Toiletries

Up to 6 items  
(1 of each)

##### Canteen

Up to 6 items

##### Special

Up to 4 items

#### BRONZE

##### Toiletries

as per  
entitlements

##### Canteen

Up to 4 items

##### Special

as per  
entitlements



## BED ROOM STANDARDS

**GOLD**  
**\$20**

### Toiletries

Maximum purchase of 1 of each:  
1 x Shampoo  
1 x Conditioner  
1 x Bodywash  
1 x Toothpaste  
1 x Toothbrush  
1 x Bathmat  
1 x Hairbrush  
1 x Hair Gel  
1 x Soap  
1 x Moisturiser

### Canteen

Maximum purchase of up to 10 consumable canteen items

### Special

Maximum purchase of up to 6 non consumable canteen items

**SILVER**  
**\$10**

### Toiletries

Maximum purchase of 1 of each:  
1 x Shampoo  
1 x Conditioner  
1 x Bodywash  
1 x Toothbrush  
1 x Bathmat  
1 x Moisturiser

### Canteen

Maximum purchase of up to 6 consumable canteen items

### Special

Maximum purchase of up to 4 non consumable canteen items

**BRONZE**  
**\$5**

### Toiletries

As per entitlements:  
3 x Shampoo Sachets  
3 x Conditioner Sachets  
1 x Soap  
1 x Toothbrush  
1 x Section Brush  
1 x Deodorant

### Canteen

Maximum purchase of up to 4 consumable canteen items

### Special

Nil



## Appendix 4 - Daily behavioural case note

Agency staff only

Please complete the template below and give to Unit Coordinators before the end of your shift.

Safety concerns must always be reported immediately to your line manager.

Staff member name (full):

Date:

Young person's name (full):

Unit:

Current behaviour level:

- |  |  |
|--|--|
| <input type="checkbox"/> Received visits (personal and professional)             | <input type="checkbox"/> Attended education and programs |
| <input type="checkbox"/> Accessed health services                                | <input type="checkbox"/> Attended court                  |
| <input type="checkbox"/> Daily discussion around behaviour had with young person |  |

**Positive behaviour observed and discussed with the young person**

**Any behaviour of concern discussed with the young person**

Brief behavioural assessment ( tick one grade per question)	Bronze	Silver	Gold
How well did the young person follow the structured daily routine?			
How well did the young person comply with staff instructions?			
How well did the young person participate in all types of activities?			
How well did the young person clean their room and communal areas?			
How well did the young person engage with staff and peers?			
How would you rate the young person's behaviour generally over the day?			

Use the comment section below to document the young person's behaviour (in addition to the above), highlighting any specific issues, both positive and negative including dangerous behaviours.

Time	General Comments (Please record if you have informed the Unit Supervisor of any concerns)	Staff name

Staff member signature



## Appendix 5 – Panel evaluation

Young person name:

Current ACE level:

Who is at the meeting:

Date and time of review:

Date of last meeting:

Documents checked before the review, by (print name): \_\_\_\_\_

CRIS case notes

Update from YHaRS

Update from Parkville College

Secure care plan

### Looking back at the last week

Positive behaviours shown

Areas requiring improvement

Goals to work toward next week

Summarise the outcome of this review

New ACE level based on the above review:

Y/N

New level:

Panel members  
signature:

Young person signature:

**Decisions about the appropriate privilege level for each young person must be open, fair and consistent. Young people or staff wishing to appeal the outcome of the review should complete the section over the page for the Operations Manager**

## Appeals form

Young people and Youth Justice Staff

Date of request for appeal:

*Young person or staff member to fill out section below*

Reason for requesting an appeal:

*Unit Manager to fill in*

CRIS notes have been checked

Unit Manager comments:

*Operation Manager to fill in*

Has the appeal been approved

Y/N

Operation Manager Comments

ACE behaviour level:

Name:

Signature:

Date:



## Appendix 6- LET'S TALK ABOUT WHAT HAPPENED

*Note: to be used with younger boys and girls*

**DATE:**

**Young person's name:**

**Time of incident:**

**Duration of incident:**

**What happened?**

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**How I felt in that moment...** (OR encourage the young person to draw their own face and identify their own words to what they were feeling)



- Happy
- Calm
- Relaxed



- 
- 
- 



- Upset
- Angry
- Frustrated

**What I did in that moment...**

Yelled

Used my Self Care strategies: name the strategy/strategies that were used

---

Swore

Talked to staff

Punched something

Walked away

Laughed

Argued

Stayed calm

Hurt someone

Hurt myself

Something else \_\_\_\_\_

**What I could have done differently...**

- Walked away
- Not answered back
- Go to my room
- Listen to my music
- Talk to staff

Used my Self Care strategies: name the strategy/strategy's that I could have used

\_\_\_\_\_  
Something else \_\_\_\_\_

**What self-care strategies can help me now?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STAFF COMMENTS/OBSERVATIONS**

**Any key observations of the young person before the incident happened**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are some of the things that helped the young person to calm down?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is there anything that wasn't helpful in helping the young person calm down?**

\_\_\_\_\_  
\_\_\_\_\_

**Any other comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix 7- 'Thinking report'

*Note: to be used with older boys and girls*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The way we think and feel affects the way we choose to behave. A thinking report makes us look at how we acted in a situation and hopefully learn more positive ways to react next time.

1. What happened?

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2. THOUGHTS:

What thoughts WENT THROUGH YOUR HEAD? List them in the order you had them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4. FEELINGS: List how you felt during the incident.  
(Write what you really felt, you can't get into trouble for it)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4. ACTION: What things did you do / How did you act?

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5. NEXT TIME: How could you act differently if you are in a similar situation again?

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Staff to work through the thinking report with the young person after an incident.

\_\_\_\_\_  
Young person to sign

\_\_\_\_\_  
Staff member to sign

