

# Youth detention centre OPERATIONAL POLICY

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**Title:** YD-1-2 Youth detention – Behaviour support

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## Policy statement

Young people in youth detention need to be supported to develop prosocial and positive behaviours and held accountable for poor behaviour. This is both a critical part of incident prevention, and a necessary step towards their successful rehabilitation and reintegration back into the community.

In doing so, the department acknowledges that many young people in youth detention have a history of complex trauma that strongly influences their day-to-day behaviour, developmental level and capacity to understand why appropriate behaviour is important.

At times, young people may engage in high risk or challenging behaviour. This creates a complex service delivery context and requires staff to understand the reasons for the behaviour, to develop and implement effective support strategies.

Accordingly, the department acknowledges that youth detention centres (YDCs) require an effective behaviour support framework that promotes the safety and wellbeing of staff and young people, as well as appropriate expectations of behaviour for young people. The department is committed to using positive behaviour support responses and managing behaviour in accordance with section 263 and Schedule 1 (Charter of Youth Justice Principles) of the *Youth Justice Act 1992*, sections 15 to 17 of the *Youth Justice Regulation 2016* and the *Human Rights Act 2019*.

Consequences will be applied appropriately and proportionately, ensuring young people are provided with opportunities to take responsibility for their behaviour and learn about the impact of their actions on others.

Management of risk may require the use of incident response strategies and/or restrictions from particular activities. These responses must always be actioned in accordance with relevant policies and procedures and approved by the relevant delegated officers<sup>1</sup>.

## Principles

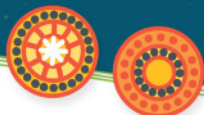
### 1. General principles

1.1 Behaviour support in YDCs will:

- be underpinned by trauma-informed practice principles and tailored to a young person's individual needs, taking into consideration their personal circumstances, age, culture, gender, developmental level, abilities/disabilities and cognitive functioning

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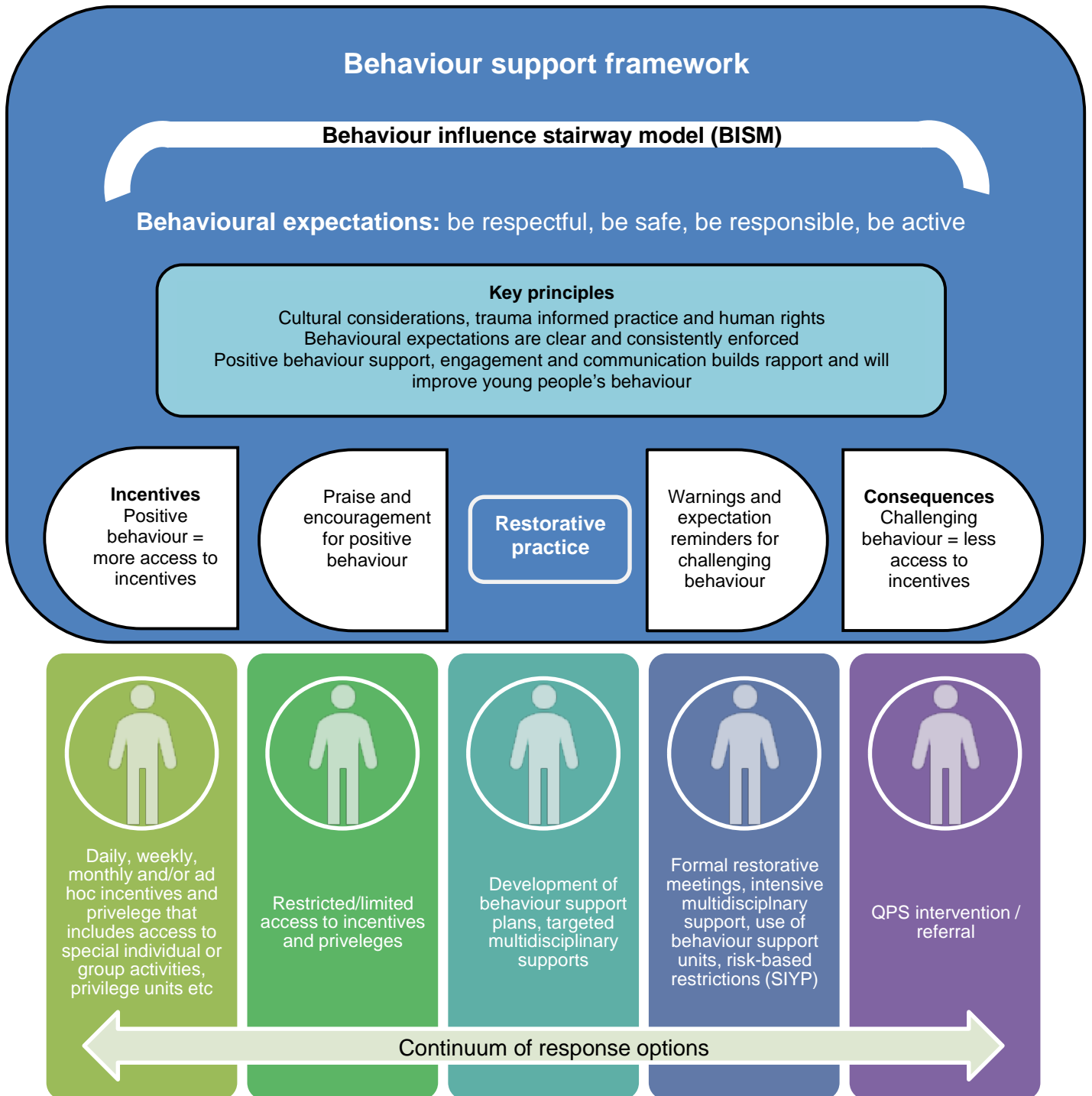
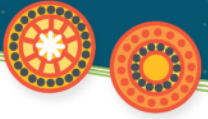
<sup>1</sup> As outlined in the incident management policies and Chapter 3 of the [Youth Detention Centre Operations Manual](#).



- be multidisciplinary, therapeutic and undertaken collaboratively with young people
  - be culturally safe and supportive of the discrete needs of Aboriginal and Torres Strait Islander young people
  - use [restorative practice](#) principles and responses
  - promote positive behaviour using intrinsic and extrinsic incentives and consequences, applied in a consistent and reasonable manner.
- 1.2 Behavioural expectations for young people must be clearly defined, easy to understand, explained at [induction](#), reiterated frequently and role modelled.
  - 1.3 YDC staff will ensure any consequences applied in response to challenging behaviours are timely, fair and proportionate to the behaviour.
  - 1.4 YDC staff will take into consideration previous behaviour, risk and ensure decisions are age appropriate.
  - 1.5 Basic rights and entitlements must not be revoked for disciplinary purposes.
  - 1.6 YDC staff must model appropriate and positive behaviours when interacting with young people and contribute to promoting a youth detention environment that is safe, inclusive and respectful of others.
  - 1.7 Rapport building and engagement with young people is fundamental, and staff will maintain professional boundaries when supporting and interacting with young people to help define, teach and support positive behaviour.
  - 1.8 Young people will be provided the opportunity to request a review of decisions made to support fair, equitable and accountable decision making.
  - 1.9 The review process will also aim to empower staff and young people to talk about their views and decision-making processes in a calm and respectful manner and should be facilitated as a learning opportunity.
  - 1.10 YDCs may develop tailored, local guidelines to support the implementation of this policy.

## **2. Behaviour support framework**

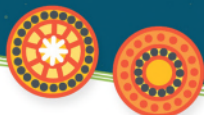
- 2.1 The behaviour support framework provides a range of responses from universal approaches, such as positive behaviour support and incentives models, to more targeted and individualised approaches to prevent and address challenging behaviour. This is illustrated in the diagram below:



### 3. Positive behaviour support

3.1 Behavioural expectations will be based on the following fundamental principles:

- be respectful
- be safe
- be responsible, and
- be active.



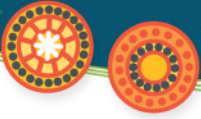
- 3.2 Appendix A provides the behavioural expectations matrix.
- 3.3 These behavioural expectations will be displayed in key areas around the YDC, to support staff to consistently reiterate the expectations, further promoting predictability and consistency for young people.
- 3.4 Staff will acknowledge, encourage and praise positive behaviour through verbal feedback and non-verbal cues as often as possible.
- 3.5 YDCs will establish an incentives model to motivate young people to demonstrate positive behaviour, while reinforcing social, educational, vocational skills and post release goals. Depending on local arrangements, the incentives model may be integrated with the school-based incentives models (e.g. Positive Behaviour for Learning) utilised by the Department of Education (DoE).
- 3.6 The incentives model will work on the basic premise that positive behaviour provides greater access to incentives; and challenging behaviour means less access.
- 3.7 The incentives model<sup>2</sup> will also:
  - provide motivating intrinsic and extrinsic incentives in a timely way to promote long term behavioural change
  - be transparent in how it assesses and rewards behaviour
  - be consistently and fairly applied
  - be clearly communicated to young people and easy for them to understand, being mindful of their developmental level and any cultural considerations. This may include consulting with the cultural unit and/or cultural liaison officers to provide additional support.
- 3.8 Incentives may include a range of items<sup>3</sup>, activities and privileges that can be accessed through young people's daily routine on a daily, weekly, or ad hoc basis. It may also include group activities and programs utilised exclusively as a privilege.
- 3.9 Accurate record keeping is required by staff to ensure a consistent and equitable incentives model is sustained e.g. recording points which will in turn be utilised to purchase approved incentive items.
- 3.10 Items received must be administered in a way that prevents their misuse by young people. Any unreasonable stockpiling of items or the use of incentives as a form of currency for gambling or any other purpose is strictly prohibited. Non-perishable excess items are to be stored in young people's property.

#### 4. Behaviour support plans

- 4.1 A behaviour support plan will be created for young people who:
  - have identified needs
  - require additional supports to understand behavioural expectations
  - are displaying risk factors that place themselves, other people or property at risk
  - have behaviour that indicates an escalating risk of ongoing behavioural issues.
- 4.2 Behaviour support plans will be developed by the multidisciplinary team and include operational and professional streams, and partner agencies such as Queensland Health and DoE wherever possible. They will also be developed in collaboration with the young person

<sup>2</sup> Refer to Appendix B for further information.

<sup>3</sup> Inclusive of 'buy ups'. Refer to the definitions section for further information.



to assist them to understand their individual needs, recognise their triggers and identify support strategies and people to help them.

#### 4.3 Behaviour support plans must be recorded on DCOIS and will include:

- reasons for the behaviour support plan
- the young person's strengths and interests
- triggers and contributing factors
- escalating behaviours
- patterns and behaviours of effective response, and
- communication support, management, de-escalation and post-escalation strategies.

### 5. Managing challenging behaviour

#### 5.1 Challenging behaviour is behaviour that:

- is inappropriate to the context in which it occurs
- significantly influences and impacts young people's day-to-day experiences
- is of such frequency, intensity and duration that it presents a risk to the young person or others.

#### 5.2 Challenging behaviours are part of a continuum; from behaviour that does not cause risk or harm to a person, property, safety or security, through to behaviour that causes minor, moderate or serious risk or harm.

#### 5.3 Utilising the behaviour support framework, YDC staff will respond to challenging behaviour in a way that:

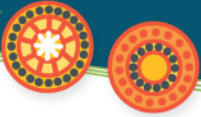
- is proportionate and reasonable to the nature of the behaviour
- provides young people with learning opportunities that help them understand why the behaviour is inappropriate, how to self-manage and regulate their behaviour
- is responsive and timely to allow young people to understand the connection between their behaviour and the reasons for the appropriate response and consequences
- will deter, disrupt and discourage challenging behaviours through proactive warnings and redirection in the first instance, followed by the application of consequences and/or restriction of access to incentives for continued challenging behaviours
- uses restorative practice responses where relevant and appropriate
- provides young people an opportunity to request a review of decisions made.

#### 5.4 Consequences should occur from least-intrusive to most-intrusive interventions, ranging from feedback, redirection, distraction, positive praise of others around who are behaving well, setting examples, and warnings, through to more serious options depending on the level of risk and continued challenging behaviour.

#### 5.5 Interventions and strategies may include:

- strategies from behaviour support plans and SIYP
- proactive and reactional strategies
- use of the behavioural influence stairway model (BISM)<sup>4</sup>
- communication and de-escalation techniques from CART
- restorative practices and techniques
- risk management responses, such as CART physical interventions (refer below).

<sup>4</sup> Refer to [Chapter 1 - Care and management of young people, Youth Detention Centre Operations Manual](#) for further information.



- 5.6 While a consequence may occur because of a young person's behaviour, steps must be taken by staff and young people to proactively work toward repairing the relationship, to support understanding and trust. It is the responsibility of staff to role model and initiate this process.
- 5.7 Appendix C provides more information about practical examples, proactive responses and appropriate consequences to challenging behaviour.

## 6. Prohibited disciplinary strategies

- 6.1 As per sections 16(4) and 21(1) of the *Youth Justice Regulation 2016*, YDC staff must not use any of the following for the purpose of disciplining a young person:
- separation<sup>5</sup>
  - corporal punishment
  - physical contact
  - any act that involves humiliation, physical abuse, emotional abuse or verbal abuse
  - deprivation of sleep, food, water, visitors, or bedding items
  - withholding mail sent to or from the young person
  - withholding access to phones or other means of communication
  - exclusion from cultural, therapeutic, education or vocational programs
  - medication or deprivation of medication
  - any other response that infringes upon a young person's basic rights and entitlements.<sup>6</sup>
- 6.2 To remove any doubt, the above list does not prevent necessary risk-based responses, such as those required to protect the safety of people. This may include short-term restriction from school attendance<sup>7</sup> within designated classroom or program spaces. This means that educational activities and/or programs will continue to be offered to the young person in another location (such as an accommodation unit).
- 6.3 The above list also does not prevent the YDCs from using non-core programs and activities<sup>8</sup> as incentives or privileges. For example, while young people cannot be denied access to recreational time as a consequence, they may be unable to participate in special programs or activities that are specifically designed to promote and incentivise prosocial behaviour.

## 7. Statutory obligations and other referral pathways

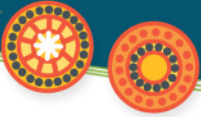
- 7.1 If a young person's behaviour has resulted in alleged or suspected harm to another young person, the matter must be reported in accordance with section 268 of the *Youth Justice Act 1992*. Refer to [Policy YD-3-9 Identifying and reporting harm in a youth detention centre](#) for guidance on these matters.
- 7.2 YDCs must refer any suspected criminal offence by a young person to QPS for investigation, as per [policy YD-3-10 Complaints about young people to the Queensland Police Service](#) and [appendix 3-7 Referring potential criminal offences to the QPS](#).
- 7.3 In relation to alleged child sexual offences, if a person in detention (aged 18 years or over) commits a sexual offence against a young person (aged under 16 years, or under 18 years with an impairment of mind), or it is reasonably believed they may have committed a sexual

<sup>5</sup> Separation is authorised only in circumstances where a person or property requires protection, or the order of the centre needs to be restored.

<sup>6</sup> Refer to [Appendix 1-7 Promoting and protecting human rights in youth detention](#) for further information.

<sup>7</sup> Which is determined by on-centre Department of Education staff.

<sup>8</sup> Refer to definitions section.



offence, staff must report this to their supervisor or manager immediately. Failure to report this information to QPS is a criminal offence<sup>9</sup>.

- 7.4 If a young person is charged with an offence arising out of their behaviour while in a YDC, information regarding post-incident management (including consequences, referrals to programs, mediations) must be made available to the court prior to sentencing as part of a pre-sentence report (which will usually be requested by the relevant youth justice service centre (YJSC)).

## 8. Behaviour support, management and responding to incidents

- 8.1 At times, young people's behaviour may place their safety or the safety of other young people, staff, property or the security of the centre at risk. In these situations, YDC operational staff may be required to use behaviour and incident management procedures and separation to respond to the immediate safety risks.
- 8.2 Where safe and possible to do so, de-escalation and communication techniques should be utilised in the first instance and throughout the incident.
- 8.3 Physical interventions must only be used when absolutely necessary and actioned in the safest way possible for all people. Refer to [policy YD 3-4 Communication and Resolution Techniques](#) (CART) for more information.
- 8.4 Risk mitigation procedures should only remain in place for as long as the risk exists.
- 8.5 To remove any doubt, CART and the behaviour support framework are separate frameworks that work together when a young person's behaviour has the potential to pose safety risks to themselves, other people, property or the good order of the centre.

## Objectives

This policy aims to provide YDCs with an effective behaviour support framework to promote the safety and wellbeing of young people and staff, as well as appropriate expectations and standards of behaviour. It also identifies the use of behaviour and incident management procedures to prevent and reduce challenging behaviour to contribute to centre safety and security.

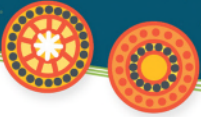
This policy also ensures the use of positive behaviour support responses and managing behaviour in accordance with the legislative requirements outlined in section 263 and Schedule 1 (Charter of youth justice principles) of the *Youth Justice Act 1992*, sections 15 to 17 of the *Youth Justice Regulation 2016* and the *Human Rights Act 2019*.

## Scope

This policy applies to young people sentenced or remanded in a YDC and is to be read in conjunction with:

- Chapter 1: Care and management of young people, Youth Detention Centre Operations Manual
- Policy YD-1-12: Physical contact between young people
- Policy YD-1-16: Restorative practice
- Policy YD-2-1: Admission of a young person
- Policy YD-3-4: Communication and resolution techniques (CART)
- Policy YD-3-8: Separation
- Policy YD-3-9: Identifying and reporting harm in a youth detention centre

<sup>9</sup> Refer to [Appendix 3-11 Failure to protect and failure to report laws](#) for further information.

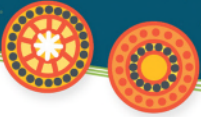


- Policy YD-3-10: Complaints about young people to the Queensland Police Service
- Policy YD-4-6: Use of surveillance technology and client privacy
- Appendix 0-2: Philosophy of youth detention services
- Appendix 1-3: Exchange of client information
- Appendix 1-7: Promoting and protecting human rights in youth detention
- Appendix 3-7: Referring potential criminal offences
- Appendix 3-11: Failure to protect and failure to report laws

## Roles and responsibilities

- Client relations manager or advisor:
  - refer potential criminal matters to QPS.
- Client services manager or assistant director (AD):
  - lead behaviour support responses and management
  - create, review and update centre-specific resources related to behaviour support
  - lead behaviour support plan development, implementation and review
  - ensure relevant information is integrated into case plans.
- Deputy director (DD) or AD
  - ensure compliance with this policy.
- Director, Youth Detention Operations:
  - review and update this policy as required
  - provide practice advice to support compliance with this policy.
- Executive director (ED):
  - ensure YDC staff understand their obligations and responsibilities in accordance with this policy.
- Multidisciplinary team:
  - provide ongoing feedback and support to young people about their positive and challenging behaviour
  - develop, monitor and review the young person's behaviour support plan and provide feedback
  - actively participate and encourage young people to participate in behaviour support planning processes
  - provide high quality psychological services including psychological behavioural assessments, treatments and interventions
  - make sure relevant psychological information is integrated into case plans
  - provide cultural supports and interventions as required
  - collate and provide information to partner agencies, as well as the relevant YJSC, relevant stakeholders and/or child safety service centre (if applicable) about the young person's behaviour while in detention, including post-incident management information for provision to the court if a young person is charged with an offence arising out of their behaviour whilst in a YDC.
- Restorative practice coordinator:
  - coordinate any restorative practices if requested by staff.
- Section supervisor:
  - clearly communicate behavioural expectations in a timely way to young people





- actively participate in the development of behaviour support planning processes and implementation
- actively engage with operational staff to keep young people engaged throughout the day
- assist with operational staff concerns
- collate feedback regarding young people's behaviour
- maintain, update and coordinate issuing of points and rewards
- ensure accurate recordkeeping.
- Shift supervisor:
  - ensure consistent application of the incentives model
  - actively engage with operational staff to review and evaluate young people's behaviour and attempts to manage the behaviour
  - advocate the interests of YDC operational staff and the welfare of young person.
- Training team:
  - ensure training content complies with relevant policies and procedures
  - contribute to policy and procedure reviews as required.
- Unit manager:
  - lead the development and application of incentive and consequence schemes
  - oversee the implementation of incentives and consequences and ensure they are applied consistently, fairly and transparently
  - assist with the reviews of decisions made.
- YDC operational staff:
  - ensure behavioural expectations are clearly explained and consistently applied
  - model appropriate and positive behaviours when interacting with young people
  - support young people while maintaining professional boundaries
  - respect young people's human rights, dignity, cultural background and beliefs when responding to behaviour
  - take into consideration the young person's age, culture, gender and developmental level, abilities/disabilities and cognitive functioning when responding to behaviour
  - encourage, praise, acknowledge and reward positive behaviours
  - apply consequences from least-intrusive to most-intrusive interventions
  - ensure consequences are timely, fair and proportionate to the behaviour
  - make accurate and timely records about a young person's behaviour.

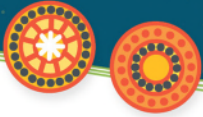
## Authority

*Youth Justice Act 1992*

*Youth Justice Regulation 2016*

## Delegations

Relevant sections	
<i>Youth Justice Act 1992</i> Section 263 (2) – May issue directions, codes, standards and guidelines for the security and management of detention centres and the safe custody and well-being of children in detention.	Refer to the <a href="#">Statutory delegations</a> which detail positions with delegated authority.
<i>Youth Justice Act 1992</i> Section 263 (3) – The chief executive is responsible for providing services that promote the health and wellbeing of detained children; promoting the social, cultural and educational development of detained children, maintaining discipline and good order and maintaining the security and management of the centre.	Relevant statutory delegations align with the roles and

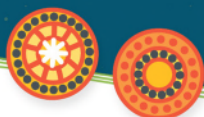


<p><i>Youth Justice Regulation 2016</i> Section 15 (1) (2) – Must, as soon as practicable after a child is admitted to a detention centre, give the child written notice of types of behaviour which is likely to result in discipline. Must ensure information in notice is explained to the child having regard to the child’s age and ability to understand.</p>	<p>responsibilities outlined in this policy.</p>
<p><i>Youth Justice Regulation 2016</i> Section 16 (2) (3) (4) – If a child detained in a detention centre does not comply with an instruction mentioned, the chief executive may discipline the child. Must ensure the misbehaviour is disciplined in a way that respects the child’s dignity and has regard to a range of specified factors. Must not use as a way of disciplining the child.</p>	
<p><i>Youth Justice Regulation 2016</i> Section 17 (2) – Must ensure information about anything done by the chief executive to discipline the child for the misbehaviour is given to the court before the court sentences the child for the offence.</p>	

## Definitions

For the purpose of this policy, the following definitions shall apply:

Term	Definition
Behavioural expectations	YDCs will base behavioural expectations on the following fundamental principles - be respectful, be safe, be responsible and be active. See Appendix A for further information.
Behaviour support plan	This plan documents a specific intervention plan in response to a young person’s behaviour. It facilitates a collaborative, individualised, focused, multidisciplinary approach to the management and support of a young person’s behaviour.
Buy ups	Items available to young people through a purchasing scheme that is linked to the behaviour support framework.
Challenging behaviour	Behaviour that: <ul style="list-style-type: none"> <li>• is inappropriate to the context in which it occurs</li> <li>• significantly influences and impacts young people’s day-to-day experiences</li> <li>• is of such frequency, intensity and duration that it presents a risk to the young person or others.</li> </ul>
Communication and resolution techniques (CART)	An incident intervention response framework based on using the proportionate level of response possible in order to safely resolve an incident.
Consequence	A behaviour management response to a young person’s challenging behaviour, intended to drive behavioural change. Consequences should be consistent, proportionate, timely and fair.
Core programs	Activities, programs, and services offered in YDCs that help address offending behaviours and successful reintegration into the community by promoting social, behavioural, emotional, educational, cultural and vocational development. Exclusion from core activities, programs and services must not be used as a consequence.
Corporal punishment	Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
DCOIS	Detention Centre Operational Information System.
Basic rights and entitlements	Young people must be provided with access to the following entitlements to ensure their physical and mental wellbeing: <ul style="list-style-type: none"> <li>• clothing items</li> <li>• hygiene items</li> <li>• items of personal significance that are safe for a youth detention environment</li> <li>• stable accommodation</li> <li>• regular meals</li> </ul>



Term	Definition
	<ul style="list-style-type: none"> <li>• access to food and beverages outside of standard meal times</li> <li>• educational, vocational and rehabilitation activities</li> <li>• recreation time</li> <li>• visits</li> <li>• cultural and religious needs</li> <li>• complaints mechanisms</li> <li>• medical care.</li> </ul> <p>Youth detention centres will uphold and promote young people's basic rights and entitlements consistent with the <i>Human Rights Act 2019</i>.</p>
Incentive	Items, activities, and privileges intended to motivate, acknowledge and reward positive and prosocial behaviour.
Induction	Part of the admissions process. It is a critical point of communicating to the young person their rights and responsibilities while in youth detention. Also see the <a href="#">induction booklet</a> .
Multidisciplinary team	The client services or therapeutic support teams, which include caseworkers, therapeutic staff and cultural staff.
Non-core programs	Special programs or activities that are specifically designed to promote and incentivise prosocial behaviour. Individual YDCs can determine how to use and provide these.
NTS	Not to share
Separation	When a young person is placed in a locked room by themselves for a reason prescribed under section 21 of the <i>Youth Justice Regulation 2016</i> .
SIYP	Special interest young person

## Human rights compatibility statement

Youth Justice is committed to respecting, protecting and promoting human rights. Under the [Human Rights Act 2019](#), Youth Justice has an obligation to act and make decisions in a way that is compatible with and properly considers human rights. When making a decision about the care and management of young people, decision-makers must comply with that obligation.

## Multicultural Queensland Charter

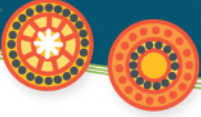
Youth Justice supports the [Multicultural Queensland Charter](#), established under the *Multicultural Recognition Act 2016* (Qld). The Charter seeks to promote Queensland as a unified, harmonious and inclusive community.

## Child safe standards

The Royal Commission into Institutionalised Responses to Child Sexual Abuse developed several national [child safe standards](#) for institutions and organisations working with children. Youth Justice is cognisant of these standards when considering operational practice guidelines and service delivery in community and youth detention centres.

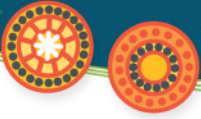
## State disability plan

Youth Justice will work with our partners to build a fairer, more inclusive Queensland where people with a disability, their families and carers are able to access the same opportunities, on the same basis as everyone else. We will take actions to progress the priorities of the [All Abilities Queensland: opportunities for all](#) state disability plan and support improved access to services for Queenslanders with disability.



## Feedback and reflective practice

Youth Justice recognise that best practice is a constantly evolving process. The Youth Justice Framework for Practice posits that our values guide us in all aspects of our work, including a departmental commitment to continuous improvement and effectiveness. To that end, all Youth Justice staff are encouraged to provide feedback about operational policy and procedure to inform routine review of our work to maintain a high standard of service delivery. Please make your views known through your management team or by emailing [YDCPracticeEnquiries@youthjustice.qld.gov.au](mailto:YDCPracticeEnquiries@youthjustice.qld.gov.au).



**Version number:** 1.8

**Date of approval:** 12 December 2024

**Approved by:**

- 1.0 Director General DJAG (23 September 2013)
- 1.1 Assistant Director-General (22 July 2015)
- 1.2 Director, Practice, Program and Design (16 November 2017)
- 1.3 Director, Secure Services Operations and Practice
- 1.4 Deputy Director-General (2 December 2019)
- 1.5 Director, Secure Services Operations and Practice (16 December 2019)
- 1.6 Director, Youth Detention Operations and Support (29 June 2020)
- 1.7 Youth Detention Executive Directors (2 May 2023)
- 1.8 Director, Youth Detention Operations (12 December 2024)

**Date of operation:** 12 December 2024

**Date to be reviewed:** 3 years from date of approval or as required

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**Office:** Youth Detention Operations

**Help contact:** [YDCPracticeEnquiries@youthjustice.qld.gov.au](mailto:YDCPracticeEnquiries@youthjustice.qld.gov.au)

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## Communication strategy

- publish on intranet
- publish on internet
- advise staff to read
- supervisors discuss with direct reports

## Links

[Australasian Youth Justice Administrators \(AYJA\) service standards for juvenile custodial facilities](#)

[Human Rights Act 2019](#)

[Youth Detention Centre Operations Manual](#)

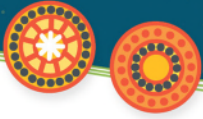
[Youth Justice delegations](#)

[Youth Justice policies](#)

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Bob Gee

**Director-General**



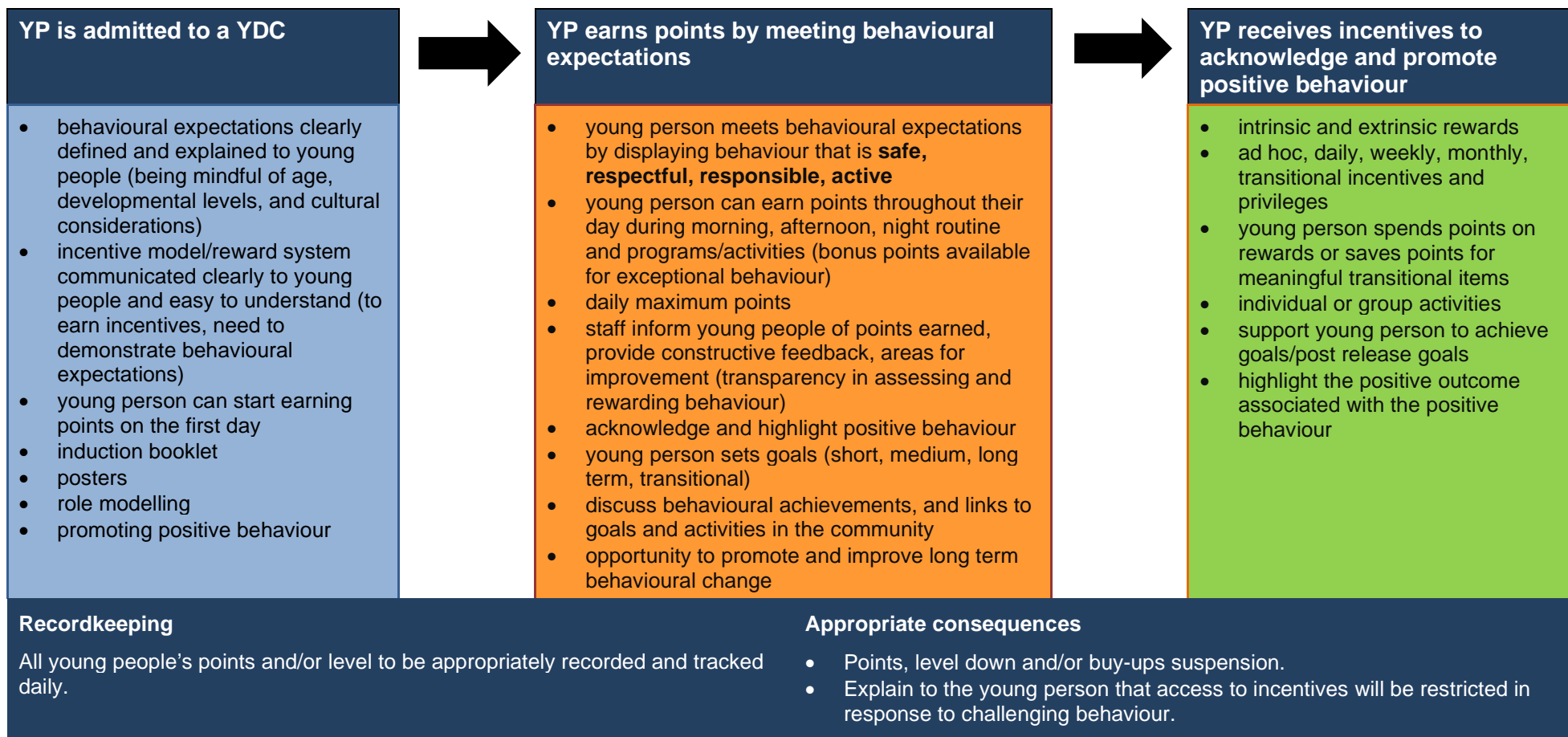
## Appendix A: Behavioural expectations matrix

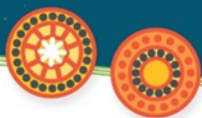
This table identifies the four centre-wide behavioural expectations as outlined in section 3.1 above. To earn incentives, young people must display these appropriate behaviours when they are in accommodation units or attending indoor programs, participating in outdoor activities and moving throughout the centre. These behavioural expectations can be used as a guide that youth detention centres can further develop as required.

	Be respectful	Be safe	Be responsible	Be active
<b>Accommodation / indoor programs</b>	<ul style="list-style-type: none"> <li>use appropriate language</li> <li>discourage bullying</li> <li>use good manners</li> <li>keep centre property undamaged</li> <li>listen to others</li> <li>take turns</li> <li>appreciate others culture</li> <li>respect others personal space</li> </ul>	<ul style="list-style-type: none"> <li>settle issues without violence</li> <li>walk instead of running</li> <li>follow daily routines</li> <li>keep hands and feet to self</li> <li>maintain hygiene</li> <li>think before you act</li> <li>use cutlery safely</li> </ul>	<ul style="list-style-type: none"> <li>be cooperative</li> <li>be on time to line up and movements</li> <li>encourage others to do the right thing</li> <li>complete daily chore</li> <li>take care of centre property</li> <li>look after your belongings</li> <li>participate in programs</li> <li>follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>join in and help</li> <li>follow routines</li> <li>follow staff instructions</li> <li>try your best</li> <li>it's OK to ask for help</li> <li>it's OK to make mistake</li> <li>help others</li> <li>be a role model</li> </ul>
<b>Outdoor activities</b>	<ul style="list-style-type: none"> <li>use appropriate language</li> <li>discourage bullying</li> <li>use good manners</li> <li>keep centre property undamaged</li> <li>listen to others</li> <li>take turns</li> <li>appreciate others culture</li> <li>play by the rules</li> </ul>	<ul style="list-style-type: none"> <li>settle issues without violence</li> <li>follow program routine</li> <li>think before you act</li> <li>keep clothing on</li> </ul>	<ul style="list-style-type: none"> <li>be cooperative</li> <li>follow staff instructions</li> <li>participate in programs</li> <li>ask for help if you need it</li> </ul>	<ul style="list-style-type: none"> <li>join in and help</li> <li>follow routines</li> <li>follow staff instructions</li> <li>try your best</li> <li>it's OK to ask for help</li> <li>it's OK to make mistake</li> <li>help others</li> <li>be a role model</li> </ul>
<b>Movements</b>	<ul style="list-style-type: none"> <li>use appropriate language</li> <li>discourage bullying</li> <li>use good manners</li> <li>keep centre property undamaged</li> <li>listen to others</li> <li>take turns</li> <li>appreciate others culture</li> <li>respect others personal space</li> </ul>	<ul style="list-style-type: none"> <li>settle issues without violence</li> <li>walk instead of running</li> <li>follow daily routines</li> <li>keep hands and feet to self</li> <li>think before you act</li> </ul>	<ul style="list-style-type: none"> <li>be cooperative</li> <li>follow staff instructions</li> <li>encourage others to do the right thing</li> <li>take care of centre property</li> </ul>	<ul style="list-style-type: none"> <li>join in and help</li> <li>follow routines</li> <li>follow staff instructions</li> <li>try your best</li> <li>it's OK to ask for help</li> <li>it's OK to make mistake</li> <li>help others</li> <li>be a role model</li> </ul>

## Appendix B: Incentives model

This framework is a visual representation of the incentive scheme adopted by youth detention centres to motivate young people to demonstrate positive behaviour, while reinforcing social, educational, vocational skills and positive post release goals.





## Appendix C: Proactive responses and appropriate consequences to challenging behaviour

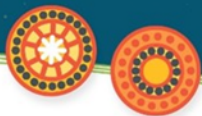
Young people must be held accountable for poor and challenging behaviours.

This table provides practice examples relating to challenging behaviour, proactive responses, and a continuum of appropriate consequences.

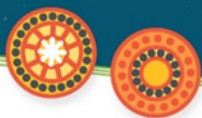
This appendix is a guide only and should be further informed by any local operating models or frameworks, per sections 1.10 and 3.5 above. Staff are encouraged to consider the individual and identified needs of a young person (e.g. age, culture, gender, developmental level, disabilities/abilities, cognitive functioning) and existing dynamics and risk assessment strategies. If further guidance is required, staff should liaise with their supervisor.

Examples of challenging behaviour	Examples of proactive responses	Examples of appropriate consequences	Examples of restoration
<b>LOW LEVEL EXAMPLES</b>			
<ul style="list-style-type: none"> <li>• throwing food</li> <li>• bragging about criminal activities</li> <li>• minimal graffiti</li> <li>• non-compliance</li> <li>• speaking inappropriately or in a disrespectful manner</li> <li>• indirect swearing</li> <li>• indirect spitting</li> <li>• littering</li> <li>• play fighting with peers</li> <li>• refusing to complete chores</li> </ul>	<p><b>Proactive responses</b></p> <ul style="list-style-type: none"> <li>• Clearly communicate behavioural expectations.</li> <li>• Maintain positive relationships.</li> <li>• Provide positive reinforcement and feedback.</li> <li>• Role model.</li> <li>• Intervene early to prevent an escalation of behaviour.</li> </ul> <p><b>Tactical ignoring</b></p> <ul style="list-style-type: none"> <li>• Is it something that can safely be ignored? Young people display challenging behaviour at times to gain attention. Tactical ignoring is effective when challenging behaviour is used to get staff attention. The key is to immediately provide positive praise and attention once the challenging behaviour has stopped.</li> </ul> <p><b>Verbal feedback</b></p> <ul style="list-style-type: none"> <li>• Provide immediate feedback that the behaviour is unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• removing graffiti</li> <li>• cleaning</li> <li>• having time out from games i.e. table tennis</li> <li>• completing chores on their own</li> <li>• rewarding other young people for doing the right thing</li> <li>• restricting access to incentives</li> </ul>	<ul style="list-style-type: none"> <li>• apologising verbally</li> <li>• apologising in writing</li> <li>• discussing with young person (take young person aside to allow for privacy)</li> <li>• talking with casework, the cultural unit and/or cultural liaison officers, client services about the behaviour</li> </ul>

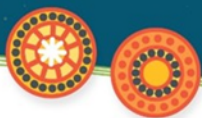




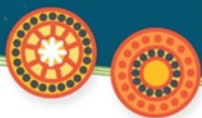
Examples of challenging behaviour	Examples of proactive responses	Examples of appropriate consequences	Examples of restoration
	<ul style="list-style-type: none"> <li>• When providing feedback to a young person, you should:                             <ul style="list-style-type: none"> <li>– identify the challenging behaviour</li> <li>– explain why the behaviour is unacceptable (including the effect the behaviour has on others)</li> <li>– make sure any criticism is about the behaviour, not the young person</li> <li>– discuss strategies with the young person that will help them to self-regulate their behaviour.</li> </ul> </li> <li><b>Redirection</b></li> <li>• Divert the young person to another activity, bring up another subject or shift their focus to more positive and productive behaviours. Focus on the young person’s strengths.</li> <li><b>Verbal warning</b></li> <li>• A verbal warning provides the young person with an opportunity to change their behaviour before it escalates.</li> <li>• Ask the young person to stop the behaviour.</li> <li>• When issuing a verbal warning, you should:                             <ul style="list-style-type: none"> <li>– identify the challenging behaviour</li> <li>– explain why the behaviour is unacceptable (including the effect the behaviour has on others)</li> <li>– provide an opportunity for the young person to acknowledge and apologise for behaviour</li> <li>– discuss strategies with the young person that will assist them to self-regulate their behaviour</li> </ul> </li> </ul>		



Examples of challenging behaviour	Examples of proactive responses	Examples of appropriate consequences	Examples of restoration
	<ul style="list-style-type: none"> <li>- explain that continued challenging behaviour will result in a consequence</li> <li>- explain the consequences</li> <li>- consequences must be proportionate to the behaviour and based on the principle of restorative practice.</li> </ul> <p><b>*If options above have been exhausted and the challenging behaviour continues, explain to the young person that because of their continued challenging behaviour, the consequences will be implemented → implement the consequence*</b></p>		
<b>MID LEVEL EXAMPLES</b>			
<ul style="list-style-type: none"> <li>• direct swearing</li> <li>• continuous littering</li> <li>• continuous play fighting with peers</li> <li>• refusing to address hygiene issues</li> <li>• refusing to go to programs</li> <li>• continuous refusal to complete chores</li> <li>• refusing to follow directions</li> <li>• non-compliance with movement directions</li> <li>• passive bullying</li> <li>• uncooperative and aggressive behaviour</li> </ul>	<p>Verbal feedback Redirection Verbal warning</p>	<ul style="list-style-type: none"> <li>• having additional chores</li> <li>• repairing damaged property</li> <li>• not permitting the young person to sit next to the peer they are play fighting with</li> <li>• having time out in a quiet area</li> <li>• restricting participation in non-core programs (this means programs that are part of privileges e.g. football)</li> <li>• restricting access to tooled programs (safety strategy)</li> <li>• restricting/limiting access to incentives</li> <li>• level down and suspending points and/or buy ups</li> </ul>	<ul style="list-style-type: none"> <li>• apologising to affected party</li> <li>• repairing relationship</li> <li>• discussing with young person (take young person aside to allow for privacy)</li> <li>• using conflict resolution/mediation (talk through the issues, come up with an agreed way forward)</li> <li>• considering a behaviour support plan</li> <li>• seeking multidisciplinary team support or cultural unit and/or cultural liaison officers, consulting Queensland Health and/or talking to the young person's teachers</li> </ul>



Examples of challenging behaviour	Examples of proactive responses	Examples of appropriate consequences	Examples of restoration
<ul style="list-style-type: none"> <li>• inciting others to be uncooperative and/or aggressive</li> <li>• making a complaint that is found to be vexatious and has a moderate impact to the affected party</li> <li>• causing moderate damage to property, including persistent graffiti</li> <li>• jumping on surfaces, e.g., kitchen bench, basketball hoop</li> <li>• racist or sexualised comments</li> </ul>			<ul style="list-style-type: none"> <li>• using restorative practices (way for young person to take responsibility for their behaviour by talking about what happened, who was involved, their actions, thoughts and feelings and an opportunity to make things right or better)</li> </ul>
<b>HIGH LEVEL EXAMPLES</b>			
<ul style="list-style-type: none"> <li>• physically, verbally or sexually assaulting other young people or staff</li> <li>• instigating/organising physical altercations</li> <li>• continued bullying</li> <li>• deliberately spitting on someone or intentionally coughing/sneezing on someone to incite fear of COVID-19 transmission</li> <li>• causing serious property damage</li> </ul>	<p>Verbal feedback</p> <p>Redirection</p> <p>Verbal warning</p> <p>Employ approved CART techniques if required</p>	<ul style="list-style-type: none"> <li>• having additional chores</li> <li>• repairing damaged property</li> <li>• SIYP consideration</li> <li>• referring to behaviour unit or alternative accommodation strategy</li> <li>• restricting access to incentives</li> <li>• suspending points and/or buy ups</li> <li>• keeping young person section bound (based on assessment and if risk is imminent)</li> </ul>	<ul style="list-style-type: none"> <li>• apologising to affected party</li> <li>• repairing relationship</li> <li>• discussing with young person (take young person aside to allow for privacy)</li> <li>• using conflict resolution/mediation (talk through the issues, come up with an agreed way forward)</li> <li>• requesting behaviour support plan</li> </ul>



Examples of challenging behaviour	Examples of proactive responses	Examples of appropriate consequences	Examples of restoration
<ul style="list-style-type: none"> <li>• making a complaint that is found to be vexatious and has a serious impact to the affected party</li> <li>• inciting others to riotous or assaulting behaviour</li> <li>• possessing restricted, prohibited and illegal articles</li> <li>• climbing onto a roof</li> <li>• running away from staff or unit</li> </ul>		<ul style="list-style-type: none"> <li>• restricting mixing with other young people (safety strategy)</li> <li>• restricting access to tooled programs (safety strategy)</li> <li>• considering movement control (safety strategy)</li> <li>• searching room daily (safety strategy)</li> <li>• making NTS restrictions (safety strategy)</li> <li>• making possible criminal charges through QPS</li> </ul>	<ul style="list-style-type: none"> <li>• referring to caseworker for appropriate interventions e.g. CHART</li> <li>• involving multidisciplinary team including partner agencies – Queensland Health and Department of Education</li> <li>• requesting intensive cultural unit intervention</li> <li>• using restorative practices (way for young person to take responsibility for their behaviour by talking about what happened, who was involved, their actions, thoughts and feelings and an opportunity to make things right or better)</li> </ul>