

TasBC Behaviour Management Procedures

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This policy outlines the Tasmanian Bike Collective's (TasBC) commitment to fostering a safe, supportive, and empowering environment for all participants, particularly at-risk youth. It integrates therapeutic, strengths-based, trauma-informed, and restorative practices to promote positive behaviour, skill development, and self-esteem.

Underlying Principles:

- **Dignity and Respect:** TasBC is committed to protecting the rights of individuals to be treated with dignity and respect.
- **Positive Participation & Skill Development:** Our programs are an important tool to boost self-esteem through positive participation and skill development while restoring bikes.
- **Capacity for Growth:** TasBC is committed to providing support to all participants and recognises that all individuals are able to learn and develop skills to become confident and competent members of the community.
- **Staff Responsibility:** Staff and volunteers are expected to implement positive and appropriate behaviour management strategies within their respective positions to provide this environment.
- **Volunteer Responsibility:** Volunteers are required to follow the lead and direction of staff and support staff in implementing positive and appropriate behaviour management strategies.
- **Trauma-Informed Approach:** Recognising that past experiences, including trauma, can significantly impact behaviour, we commit to understanding and responding to participants' needs with empathy and sensitivity, whilst not undermining growth and personal accountability.
- **Strengths-Based Focus:** We believe in identifying and building upon the inherent strengths and resiliencies of each participant.
- **Restorative Practices:** Our approach prioritises repairing harm, fostering understanding, and promoting accountability through dialogue and collaborative problem-solving.

- **Therapeutic Approach:** Focuses on understanding the underlying causes of a behaviour and then implementing strategies to address those root causes, often involving skill-building, emotional regulation, and changes to their surroundings, rather than solely focusing on suppressing the problematic behaviour itself. As this therapeutic work is non clinical in nature, it may require referring participants to external services for further case management, support and/or counselling.
- **Relationship Building:** Building strong, positive, and trusting relationships between staff/volunteers and participants is a foundational element of effective behaviour management and promotes engagement and positive outcomes.

Rights and Responsibilities:

All Participants have the right to:

- Be free from physical, verbal or emotional abuse.
- Be free from unwanted touch.
- To feel safe and secure.
- To have the support they need to complete their tasks.
- For confidentiality to be respected.
- Be heard and actively participate in developing expectations and solutions.
- Receive positive reinforcement and acknowledgement for responsible behaviour.
- Access appropriate support services if needed.

All Staff and Volunteers have the right to:

- Be supported when dealing with difficult behaviours.
- Be informed about formal behaviour intervention plans.
- Be informed about any behaviours they may confront.
- Be informed about emergency procedures.
- Be protected wherever possible, from harm or injury.
- Be free from physical, verbal or emotional abuse and withdraw from a dangerous situation if this does not place others at risk.
- Receive ongoing training in therapeutic, strengths-based, trauma-informed, and restorative practices.
- Access supervision and debriefing opportunities.

Guiding Principles for Behaviour Management:

All staff and volunteers should use a positive, therapeutic, and restorative approach in managing participants' behaviour.

1. Positive Language and Communication:

- Use positive language to make sure each participant is clear about expectations of performance and behaviour. This means to say what you can do, rather than what you can't do.

Example: 'please walk inside' rather than 'don't run!'.

- Positive language can teach, give simple explanations and/or offer alternatives for behaviour.
- To give instruction and encouragement not just through words, but also body language and the non-verbal communication to reinforce positive and cooperative behaviour.

Examples: Eye contact, nods, & smiles. Giving a thumbs up or fist bump.

- Making sure it is made clear that bad feelings are not bad, it is the response (action) to those feelings which is problematic for both the young person and those they interact with. Participants should be encouraged to talk about their feelings under the guidance of workers and supported to gain self-control through the use of positive language, de-escalation and grounding exercises if suitable.

Example: It's okay to feel frustrated when that part doesn't fit, but throwing it isn't a safe way to show that. Can you show me what's not working or what is another way you could deal with that frustration?

2. Collaborative Rule/Boundary Development and Clear Expectations:

- To use a cooperative approach to the development of rules, boundaries and expectations with participants, parents and staff.
- To display, discuss and practice positive rules and boundaries.

Example: Have a group discussion at the start of a session to agree on some or even just one program norm/s and discuss what they look like in practice.

- To provide an environment with choices which both recognise and promote success as well as building the participants self-esteem while offering simple explanations and/or alternatives for behaviour.

Example: If a participant is struggling with a task, say "It looks like you're having trouble with that. Would you like to try a different approach, or ...would you prefer to work on another task for a bit and come back to this?"

3. Fostering Responsibility and Self-Regulation:

- While attending participants are supported to develop an acceptance of responsibility for their own behaviour. To develop this acceptance, participants need:
 - To understand behaviour results from choices made by the participant and all behaviour (appropriate and inappropriate) has consequences good or bad.
 - Encouragement to respect everyone's rights and fulfil their responsibilities.
 - To be given opportunities to be involved in establishing and implementing behavioural expectations and rules.

Example: During a group check-in, ask "What do we think are fair consequences if someone breaks our norm about using power tools safely?"

- To have responsible behaviour acknowledged.
- To help participants develop responsibility for their own behaviour, we need to consider what may lead a participant to display inappropriate behaviour or response to a situation and strategies they use including: Feelings of anger, frustration, boredom, desire for attention, tiredness, excitement, too much or not enough choice can result in inappropriate behaviour or response. Even if the reaction seems out of proportion to the cause, still dealing with the behaviour through positive language ensures you are labelling the behaviour and naming up the feelings, not labelling the participant as a bad person.

Example: Liam, has been quiet and withdrawn all session. When asked to help tidy up tools, he suddenly slams a shifter onto the workbench, causing a loud bang, and then crosses his arms, muttering, "This is stupid, I hate this program." Other young people look over, startled.

Instead of saying, "Liam, that's not how we treat tools, and don't speak like that," a staff member using a therapeutic approach might calmly approach Liam and say:

*"Liam, I noticed you slammed the shifter, and then you said you hate the program. It seems like you're feeling a lot of **frustration** or maybe even **anger** right now, and it's okay to feel those big feelings. But slamming tools isn't safe for anyone and it can damage our equipment. Can you tell me what's actually going on for you right now? Maybe we can figure out what needs to happen to make things feel less 'stupid' for you today."*

4. Therapeutic and Restorative Responses to Inappropriate Behaviour (Tiered Intervention System):

TasBC employs a tiered intervention system, moving from universal positive behaviour supports to targeted interventions and, when necessary, individualised support plans.

Tier A: Universal Positive Behaviour Supports:

- **Proactive Strategies:** This policy outlines our proactive strategies above, including positive language, clear expectations, relationship building, and collaborative rule development.
- **Inductions:** During this onboarding stage, set clear behavioural agreements and expectations of everyone's responsibility to create and maintain a safe space
- **Positive Reinforcement:** Give attention and praise to appropriate behaviour.
- **Look to De-escalate Early:** this prevents escalation to other concerning behaviour, reduces harm, preserves relationships, minimises the need for restrictive interventions which all fosters a safer and more supportive environment.
- **Focusing on Behavioural Impact (rather than personalising):** Respond to the effects of a young person's actions, using language that describes the behaviour and its

impact, rather than suggesting character flaws or framing it as a personal conflict with the young person or TasBC team member.

*Example: **Instead of personalising:** "Alex, you're always so messy and disrespectful of our workshop rules. Why can't you just follow instructions?"*

***Focusing on Behavioural Impact:** "Alex, when tools are left out like this, it makes it really hard for others to find what they need, and someone could trip over them. Would you be able to work with us, same as everyone else and help to keep our workshop safe and organised?"*

Tier B: Targeted Interventions for Emerging Concerns:

- **Respond Calmly and Firmly:** Respond in a calm but firm manner.
- **Positive Language and Alternatives:** Use positive language to indicate that they aren't in trouble and what the young person/s need to do to resolve the situation. Use positive language to offer alternatives to unacceptable behaviour.

Example: "It looks like you're having trouble focusing on this task. Would you prefer to work on something else for a few minutes, or would a quick break help you come back to it with fresh eyes?"

- **Attend to All Parties:** Give attention to both parties involved in a dispute. For example, comfort the young person that has been hurt and talk to the aggressor (away from the group if necessary).
- **Encourage Restorative Dialogue:** Encourage restorative behaviour by supporting the young persons to talk about what happened and how they felt. This includes exploring the impact of their actions on others and what they can do to repair any harm.

Example: What happened here? How did that make you feel? What do you think needs to happen now to make things right for everyone involved?"

- **Strategic Ignoring:** Choosing not to reinforce minor, attention-seeking, or secondary behaviours while still acknowledging compliance or addressing the primary issue helps prevent escalating minor annoyances into larger conflicts.

Example: You ask a young person to wipe down a workbench. They sigh dramatically, roll their eyes, and mutter, "Ugh, why do I always have to do the crap jobs?" while still starting to wipe.

Instead of getting drawn into a debate about fairness, you could simply say, "Thanks for helping to keep our space tidy. It makes a big difference for everyone." You acknowledge their action of cleaning without giving attention to the grumbling.

- **De-escalation and Therapeutic Break (Time-Out):**
 - As a break to diffuse the situation and emotional reaction rather than as punishment. When behaviour is putting or may put other participants and/or staff at risk of harm (physically and mentally). When a participant's behaviour and emotional reactions are elevated.
 - **Before Time-Out:** When inappropriate behaviour is persistent, talk to the young person about their behaviour and give guidelines for what is expected. This

should be done away from the group – go for a walk or step out of the room. Explain to the young person that there may be consequences if the behaviour continues, and this may involve time out. Give a warning before you use time out. Remind them of their agreement to keep the space safe for everyone, which was made during the induction process.

Example: Peter we have spoken about you throwing the tools, if you keep throwing the tools what do you think will happen? What do you need to do to stay in the program?

- **Options for Time-Out:** Separate the participant from the situation which is causing them to display inappropriate behaviour. Ask the participant to go for a walk with you. Ask the participant to sit somewhere for a few minutes and to come back when they are ready to discuss what happened and what the participant needs to do to stay in the program. Give an aggressive person more personal space while elevated. Remove others from the area if it is unsafe for them to remain or if it will help calm things down.
- **Safety during Time-Out:** The participant should be visible at all times during time out.
- **Restraint:** NEVER restrain a participant unless the circumstances are exceptional, and restraint should only be done with another person present. (See more under point 5)
- **After Time-Out:** Ask the participant what they think they need to do to help them remain with the group. Using positive language, suggest positive behaviours, words and actions which will ensure they can remain with the group. If the participant is able to have a restorative conversation and agree to behaviour expectations, they are able to re-join the program.

Example: Now that you've had some time to calm down, what do you think would help you stay engaged with the group for the rest of the session?" or "How can we make sure you feel comfortable and engaged now that you're back?

Tier C: Intensive, Individualised Support:

- **Individualised Support Plans (ISPs):** For participants with persistent or complex behavioural challenges, individualised support plans (ISPs) will be developed. These plans are collaborative, involving the participant, their family/guardians, their school or referring agency and relevant staff. ISPs will:
 - Identify triggers and underlying needs for challenging behaviours.
 - Outline proactive strategies to prevent undesirable behaviours.
 - Detail specific, agreed-upon responses to behaviours.
 - Set measurable goals and desired outcomes.
 - Be regularly reviewed and adjusted based on progress.

- **Ongoing Support and Collaboration:** If behaviour is an ongoing concern, the parents/guardian of the participant will be informed along with the school/referring agency and consulted to determine if there are other factors affecting their behaviour. This collaborative approach will involve exploring external supports and developing a shared understanding and plan for the participant. Maintain open communication with participants and their families/guardians and school/referring agency to address concerns proactively and ensure consistent support.

5. Physical Restraint

Physical restraint is an intervention of last resort, employed only when there is an immediate and significant risk of harm to the young person or others, and less restrictive interventions have been attempted or deemed ineffective in the moment. Our priority is always to ensure the safety and well-being of all participants and staff.

When Physical Restraint May Be Appropriate:

Physical restraint may be considered appropriate in situations where:

- **Immediate and Significant Danger:** A young person's behaviour poses an immediate and direct threat of serious physical harm to themselves (e.g., running into traffic, self-harm attempts) or to others (e.g., violent assault).
- **De-escalation Attempts Fail:** All reasonable attempts at verbal de-escalation, redirection, and therapeutic breaks have been exhausted or are clearly ineffective in managing the immediate physical danger to the young person, other participants, staff, volunteers or any other person at risk of harm.
- **To Prevent Serious Property Damage with Safety Risk:** The young person is actively engaged in behaviour that will cause significant property damage which also poses an immediate safety risk (e.g. causing equipment to fail in a dangerous manner).

When Physical Restraint Is Not Appropriate:

Physical restraint is never to be used:

- **As Punishment:** Restraint must never be used as a form of discipline or punishment.
- **For Convenience:** It should not be used for staff convenience or to simply gain compliance with instructions.
- **When Less Restrictive Options Suffice:** If the situation can be safely managed through verbal de-escalation, redirection, environmental changes, or other non-physical interventions.
- **To Prevent Property Damage Without Immediate Safety Risk:** If the behaviour is causing property damage but does not pose an immediate risk of harm to individuals.
- **For Non-Compliance:** Simply because a young person is refusing to follow an instruction or is verbally defiant.

- **If It Exacerbates the Situation:** If applying restraint is likely to increase the young person's distress, aggression, or increases risk of injury, or there are safer alternatives.

Example: A young person has produced a knife and is threatening someone in the group. Move staff, volunteers and participants away from the threat as opposed to trying to remove the weapon from a young person.

Legal Considerations and Staff Protections in Tasmania:

In Tasmania, staff are protected when using physical restraint if it is a necessary, last-resort measure to prevent immediate serious harm, and is applied with reasonable force. Key considerations include:

- **Duty of Care:** Staff have a legal duty to protect young people from foreseeable harm, which can, in rare instances, involve physical intervention to prevent immediate serious injury, when deemed safe and reasonable to do so .
- **Reasonable Force:** Any force used must be the minimum necessary to contain the immediate danger and proportionate to the risk, applied for the shortest possible duration. This aligns with common law principles of self-defence and defence of others, as outlined in Tasmanian legislation.
- **Last Resort:** Physical restraint is consistently recognised as a measure of last resort within Tasmanian child safety and youth justice frameworks.
- **Documentation:** Comprehensive and immediate documentation of any restraint incident is critical for accountability and staff protection. This record should detail the events, de-escalation attempts, the nature and duration of the restraint, and the outcome.
- **Training & Policy:** Adherence to TasBC policies and completion of appropriate training in de-escalation are essential for staff safety and legal protection.
- **Worker and Volunteer Safety:** The duty of care to protect young people from harm does not override the requirement for a safe workplace. Worker and volunteer safety needs to be assessed before any physical intervention or action is undertaken. There may be situations where the safest option is to isolate the threat by removing other persons from potential harm and calling **Tasmania Police on 000**.

Note: This policy serves as a guideline. In situations requiring physical restraint, staff are always encouraged to act in a way that aligns with their training, the safety of all individuals, and their duty of care, whilst prioritising the least restrictive means possible. Any incidents must be reported as per TasBC and statutory obligations.

6. Directing Volunteers in Behaviour Management Support

Recognising that volunteers contribute significantly to a positive environment but may not have the same level of training as staff, nor the same level of responsibility, it is crucial for staff members to provide clear direction and support in implementing these behaviour management procedures.

Staff Responsibilities in Guiding Volunteers:

Staff should actively direct and support volunteers by:

- **Explaining Expectations from the Start:** Behavioural management procedures, decision making, delegation and boundaries to be included as part of volunteer inductions.
- **Providing Clear Expectations:** Before or during sessions, staff must clearly communicate the expected behaviour management strategies for the day or specific activities. This includes reiterating key positive language phrases, immediate de-escalation steps, and boundaries.
- **Leading by Example:** Staff should consistently model the positive, therapeutic, and restorative approaches outlined in this policy, allowing volunteers to observe and learn best practices in action.
- **Assigning Appropriate Roles:** Volunteers should be assigned tasks that align with their training and comfort level. Their primary role in behaviour management is generally to support positive participation, redirect minor off-task behaviour, and promptly alert staff to emerging concerns.
- **Ensuring Timely Intervention:** Staff must be readily available to step in and manage more challenging behaviours. Volunteers should be empowered and encouraged to immediately seek staff assistance when a behaviour escalates and requires interventions higher beyond Tier A (basic interventions as outlined under point 4), or when safety is at risk.
- **Briefing and Debriefing:** Conduct brief pre-session briefings with volunteers to highlight potential challenges and relevant strategies. After sessions, offer opportunities for volunteers to debrief, ask questions, and share observations in a supportive environment.
- **Emphasising Safety:** Clearly instruct volunteers on safety protocols, including when and how to remove themselves from a situation if they feel unsafe, and that physical restraint is strictly reserved for trained staff in exceptional circumstances only. Volunteers should never engage in physical restraint.
- **Fostering a Team Approach:** Cultivate an understanding that behaviour management is a collective responsibility, with staff taking the lead and volunteers providing essential support within their defined roles.
- **Reinforcing Policy Principles:** Regularly remind volunteers of the underlying principles of the policy, such as dignity and respect, relationship building, and the trauma-informed approach, encouraging them to apply these in their interactions.

7. Exclusion from Program Activities:

Excluding a young person from a program is seen as a last resort, typically reserved for behaviours that create an unsafe or unmanageable environment. While Program Managers

have discretion to consider extenuating circumstances for temporary exclusions, some serious behaviours may warrant automatic exclusion. This could include but aren't limited to:

Physical threats of harm: Strong verbal or non-verbal communication indicating an intent to cause physical injury to another person or themselves.

- **Persistent bullying:** Repeated aggressive behaviour intended to harm, intimidate, or coerce another individual, including physical, verbal, social, or cyberbullying.
- **Harassment or discrimination:** Engaging in repeated and unwelcome behaviour that demeans, intimidates, or offends another person based on their background, identity, or any protected characteristic.
- **Being under the influence of drugs or alcohol:** Exhibiting impairment due to substance use that compromises safety, judgment, or adherence to program rules.
- **Repeated defiance and refusal to follow safety instructions:** Consistently ignoring direct instructions that are crucial for the safety and well-being of themselves or others, especially after repeated warnings and attempts at de-escalation.
- **Bringing dangerous items to the program:** Possessing weapons, illicit substances, or any other objects that could be used to cause harm or are prohibited by schools.
- **Theft of significant value or repeated minor thefts:** Stealing items from the program, staff, or participants, particularly if it's a recurring issue despite other interventions.
- **Engaging in highly disruptive behaviour that significantly impedes the program for others:** This encompasses consistent outbursts, violent tantrums, or other actions that make it impossible for the program to continue effectively or create a consistently negative experience for the majority of participants.

8. Staff Training and Support:

- **Training:** All staff over time are encouraged to complete training in:
 - Trauma-informed care and understanding the impact of trauma on behaviour.
 - Positive behaviour support strategies.
 - Culturally responsive practices to support diverse participants.
 - De-escalation techniques
- **Debriefing and Supervision:** Processes for debriefing after challenging incidents will be provided for staff to process experiences and for participants to reflect and learn. Regular supervision will be available to support staff well-being and development.
- Processes for debriefing after challenging incidents will be provided for staff to process experiences and participants to reflect and learn. Regular supervision will be available to staff to support their well-being and professional development
- **Annual Duress Drills:** Staff to conduct an annual session that practices de-escalation and critical responses to situations of high duress. This is to help ensure staff have a

level of preparedness for responding to incidents where there is potential for, or actual physical harm occurring.

- **Self-Care:** TasBC recognises the emotional demands of working with at-risk youth and encourages staff to engage in self-care practices.

9. Cultural Responsiveness and Inclusivity:

- TasBC aims to apply these procedures in a culturally sensitive manner, recognising and valuing the diverse backgrounds, experiences, and cultural norms of all participants.
- Communication styles and support strategies will be adapted to be inclusive and accessible to all participants and their families/guardians.

10. Transition and Exit Planning:

In the event that a participant's behaviour consistently poses a significant risk to themselves or others, or if the program is no longer able to meet their needs despite all interventions, a clear and supportive transition plan will be developed in collaboration with the participant, their family/guardians, and school or relevant external agencies.

11. Behaviour Management Agreement

I have read and agree to abide by these behaviour management guidelines.

Signature: _____

Name: _____

Date: _____