

Incentive Scheme Policy

Essential Summary

The Youth Justice Incentive Scheme is a proactive intervention tool to encourage positive behaviour choices and achievement of individualised goals and target behaviour tasks on an ongoing basis for young people in a Youth Justice Centre.

The policy draws on the importance of recognising, encouraging and rewarding young people for their positive change in behaviour and therefore address and reduce incidents of problematic, challenging behaviour. The policy also informs of the importance of recognising and addressing poor or worsening behaviour choices by young people.

The safety and security of all young people and employees within a centre is at the forefront of all youth justice centre functioning. Having a consistent, effective, fair and transparent incentive scheme is paramount to ensuring a settled and well-functioning centre environment.

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Please check in the [Operations Manual \(TOM\)](#) to ensure you have the latest version before using this document.

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1 Scope

This policy applies to all Youth Justice NSW (YJNSW) centre employees required to use the Incentive Scheme to manage and report on a young person's behaviour in custody.

2 Purpose

The purpose of this policy is to inform employees of:

- the function of, and processes involved in, delivering the Incentive Scheme
- the use of the Incentive Scheme as a tool to encourage positive change in a young person's behaviour and/or to address negative behaviours on an ongoing basis.

3 Definitions

Centre Manager means the person for the time being in charge of the centre

Incentive Scheme Checklist is a form that list the different Incentive Scheme stages and lists tasks and programs that the young people are to complete in each stage to progress through stages.

Employee refers to people employed by Youth Justice NSW on a permanent, temporary or casual basis

Incentive Scheme is a behaviour management tool used to encourage positive behaviour and therefore reduce the incidents of problematic behaviour in young people.

Must indicates a mandatory action to be complied with.

Risk Assessment refers to the assessment carried out in a detention centre to determine the risk of violence or harm to both the young persons and others.

Should indicates a recommended action to be complied with unless there are sound reasons for taking a different course of action

Young person refers to all children and young people that YJNSW has a mandated responsibility to supervise, whether in the community or custody.

Youth Justice Centre (YJC) refers to a place of detention of young people pursuant to the definition in the Children (Detention Centres) Act 1987.

4 Incentive Schemes

4.1 What is an Incentive Scheme?

An incentive scheme is a token economy system that encourages positive behaviour and achievement of individualised goals. It is a system of recognising, encouraging, and rewarding young people for their positive behaviour and addressing and reducing instances of problematic and challenging behaviour.

The incentive scheme is crucial to the day to day operation of Youth Justice Centres. It assists young people's awareness of their individual responsibilities for behaviour and achieving their individual goals. Young people in custody require support and opportunities

to have socially acceptable 'pro-social' behaviours reinforced, and non-acceptable behaviours addressed. This promotes the development of new skills to manage situations and regulate emotive behaviour.

4.2 The YJNSW Incentive Scheme

The YJNSW incentive scheme is a proactive intervention under the *Detainee Behaviour Management Framework* and fosters a young person's value in, and capacity to, identify and build upon positive changes in behaviour.

The incentive scheme recognises a key *YJNSW Philosophy* principle that '*every interaction is an opportunity*'.

4.3 Key Principles of the YJNSW Incentive Scheme

YJNSW recognises the importance of empowering young people through developing and enhancing their skills and strengths, promoting an approach to behaviour management that clearly respects and recognises the young person's contribution to effectively modifying behaviour and skill building.

Adherence to the following principles assists with modifying a young person's behaviour and skill building:

- the Incentive Scheme reinforces socially acceptable behaviours and encourages participation in programs, activities, and routines through appropriate rewards.
- delivery of the incentive scheme is collaborative, young person-centred and value young people's participation in all processes
- goal setting, and behaviour observation is responsive to individual needs
- behaviour expectations are clearly signposted and communicated in all centre processes.
- behaviour management methods are informed by approaches and interventions that are evidence-based
- Skill building interventions to foster young people's strengths, self-determination and self-efficacy
- implementation of the scheme ensures young people's culture, perspective, abilities, social context, developmental stage and cognitive capacity are considered
- facilitation involves all key stakeholders
- implementation is underpinned by respecting the inherent rights and dignity of young people
- Progression or regression adapts to changes in young people's behaviour and circumstances
- progression, reflection and regression is time-limited and delivered in a timely manner
- regression is based on documented objective evidence
- regression is based on collaborative agreement
- the regression appeal process is transparent and includes documented evidence
- record keeping is transparent, accountable and objective
- young people must not be restricted from access to their rights and entitlements

4.4 How the YJNSW Incentive Scheme works?

The YJNSW incentive scheme is made up of daily and weekly incentives, along with four stages of progression to encourage long term engagement and positive behaviour.

Young people can earn incentive rewards and move backwards and forwards through the incentive stages, dependent on their behaviour and achievement of individual goals. Stage 1 is the lowest stage with incentive rewards progressively increasing through to stage 4.

On admission, young people are assigned to stage 1 of the incentive scheme.

Daily and weekly incentives are managed via the *Progress and Points/ Observation Form* with movement between stages facilitated through Client Assessment Meetings (CAMs) and Client Services Meetings (CSM).

A change in incentive scheme stage can be requested by a young person or a centre employee and must be supported with documented reasons (Section 7 of this policy). Approval of movements between stages is a collective decision made by the Client Service Meeting (CSM) representatives, following discussion and assessment of reasons provided.

The incentive scheme operates independent of case management phases (assessment, intervention and exit planning) and the Objective Classification System, although positive engagement with case plan activities and interventions allows young people to earn daily and weekly points under the incentive scheme and can contribute to their progression between stages.

4.5 Incentive Scheme Governance and Quality Assurance

The Centre Manager must ensure the integrity of the scheme is maintained by directing YJNSW employees to follow the scheme as it is designed and intended.

Centre Managers must incorporate a quality assurance (QA) system, that occurs at least quarterly, into the functioning of the scheme at their centre. The QA must be comprised of assessment of:

- goal setting
- movements between stages
- documentation of progress and observation
- fairness and transparency of the regression appeal process,

as identified in the related sections of this policy and the *Incentive Scheme Procedure*.

5 Incentive Scheme Stages

When a young person is admitted into a centre they, they commence on stage 1. Individual goals are to be established with the young person that clearly show what is expected of them to move through the stages.

5.1 Focus Area of Achievement – Goals

Across all four stages there are the three focus areas of achievement:

1. Unit rules and responsibilities
2. Engagement with case plan activities
3. Participation in programs and activities

Within these areas of achievement, individual goals for expected behaviour are established that a young person must work towards to be awarded daily points, and/or be assessed for movement between stages.

5.1.1 Unit Rules and Responsibilities

All centres must have set routines to uphold the centre's safety and security and provide structure for young people during their time in custody. Young people must be assessed individually on their capacity to meet the centre's set unit rules and responsibilities, and have individual goals established.

The expectations of appropriate behaviour and compliance with unit rules and responsibilities assist to address and develop a young person's interactions with others, selfcare and care of property around them.

Unit rules and responsibilities should include:

- respects others and their property
- follow direction of YJ employees
- use appropriate language and good manners
- engages in positive relationships with peers, YJ employees, teachers, clinicians and others
- respect individual differences in culture, gender, sexuality, disability and religion.
- keeps room and environment free from graffiti/tagging
- completes unit chores
- manage own self-care and personal hygiene

5.1.2 Engagement with Case Plan activities

A young person's case plan is developed to address offending behaviour and is based on their identified areas of offending-related intervention need.

Positive engagement with case plan activities and interventions allows young people to earn daily and weekly points and can contribute to their progression between stages.

While young people will progress through the case management phases (assessment, intervention and exit planning) based on their achievement of case plan goals, their incentive scheme stage can progress or regress independent of this based on their behaviour and achievement of incentive scheme goals.

5.1.3 Participation in Programs and Activities

All centres have a range of recreational, educational, offence-focused, and developmental activities included in daily routines.

Positive engagement in these programs and activities allows young people to earn daily and weekly points and can contribute to their progression between stages.

Programs and activities that young people are able to participate in may be dependent on their incentive scheme stage, risk assessment and behaviour.

5.2 Stage 1 – Starting point

Stage 1 is the starting point of the incentive scheme and is a period of establishing or resetting behavioural expectations and individual goals.

On admission, young people must be working on adjusting to the custodial environment by being compliant with unit rules and responsibilities. They should be actively participating in assessment and induction processes, unit activities and the development of their case plan.

Young people on stage 1 should be attempting to:

- participates in daily routine including; maintaining a clean room and living space
- complete the centre induction process
- participating in health, education and psychological assessments
- complying with unit rules and responsibilities
- meet and develop a case plan with the case worker
- follow employee directions
- show a willingness to improve on issues or concerns identified by unit employees
- participate fully in the weekly CAM

By '*attempting*' young people should be seen as:

- trying to be compliant
- showing gradual improvement in behaviour
- gaining an understanding of unit rules and own responsibilities.
- working at a pace that is equal to their identified capacity to settle into the centre environment

These young people may require consistent reminding and direction from unit employee to complete tasks and to keep behaviours to an acceptable level.

Gradual improvement can be seen in documented observation comments and points gained over each weekly period. They may be having problems achieving daily rewards.

Young people on this stage must be strongly encouraged and supported in stabilising their behaviour and complying with the custodial routine, rules and environment. They will have access to limited incentive rewards in comparison to other stages.

Where a young person has regressed from a higher stage back to stage one, this recognises poor behaviour has occurred indicating the need for goals and expected behaviours to be reset and reiterated.

Advancing to stage 2 will occur when a young person is shown to be consistently addressing their individual goals and expected behaviours on stage 1.

5.3 Stage 2 - First step up

As young people start to progress through the stages and commence on stage 2, they must be working on demonstrating how well they have adjusted to the custodial environment by being generally compliant with rules and routines. They must also be participating in unit activities and their case plan tasks.

Young people must be generally showing the following behaviours:

- 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
- participates in all required education, health, rehabilitation and other programs. Meets expectation of engagement and attitude towards assigned work. Have an appropriate attitude towards teachers/program facilitators
- complies with unit rules and the centre's behaviour expectations
- 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

- follows employee directions, demonstrates effort towards others space and right to live on the units safely, shows an appropriate attitude towards daily routine .
- appropriately manages themselves, manages their behaviour around others and their property
- shows commitment towards personal goals, participates and respects key worker discussions
- participate in the weekly CAM

The individual goals established in the three areas of achievement (see section 5.1 of this policy) should recognise their compliance with unit routines and seek to work towards progression to stage 3.

By '*generally*' young people should be seen as:

- showing improvement in behaviours on a day-by-day basis
- achieving most daily incentive rewards
- having a full understanding of the unit rules and their responsibilities
- forming their own room routines (hygiene, cleanliness, tidiness)
- following unit routines and responsibilities
- showing respect to others
- participating in programs and activities

5.4 Stage 3 - Step-up

This level recognises positive behaviours and progress; greater incentives are rewarded for positives behaviours.

Young people must be demonstrating consistent compliance with unit rules and responsibilities, taking on more responsibilities and beginning to show examples of role model positive behaviours.

The young person should also be continuing participation in unit activities and active progression through their case plan and interventions.

The individual goals established in the three areas of achievement (see section 5.1 of this policy) should recognise their consistent compliance with unit routines, seek to continue their positive behaviour and demonstrate behaviours that will help progress them to stage 4.

Young people on this stage must be consistently showing the behaviours as set out in the stage 2 step-up level. Where in stage 2 step-up behaviours are displayed *generally*, stage 3 requires the same behaviours to be shown *consistently*.

By '*consistently*' young people should be seen as:

- showing consistent positive behaviours
- achieving daily incentive rewards
- following unit rules and responsibilities
- forming their own room routines (hygiene, cleanliness, tidiness)
- showing respect to others
- participating in case plan and unit programs and activities
- achieving their weekly incentive

5.5 Stage 4 - Top level

This stage recognises ongoing positive behaviours and role modelling among other young people. Young people on this stage are rewarded with access to the most appealing incentive rewards.

This is the final stage of the scheme which gives young people the opportunity to set and practice their own positive behaviour strategies.

A young person on stage 4 should be demonstrating their ability to maintain behavioural expectations and role model positive behaviours with other young people.

The individual goals established in the three areas of achievement (see section 5.1 of this policy) should recognise their positive behaviour, strive for continual improvement and seek to ensure they remain on stage 4.

Young people on this stage must be showing the following behaviours:

- 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
- 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
- demonstrates respect for unit rules and the centre's behaviour expectations
- follows directions of employees, respects others space and right to live on the units safely and takes on a positive attitude towards daily routine
- takes responsibilities for themselves, respects others and their property, demonstrates positive role modelling behaviour
- 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
- 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 employees
- 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
- 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

6 Incentive Rewards

Incentives rewards are material items, access to areas or activities given to a young person based on achievement of target behaviour on a daily and weekly basis.

6.1 Types of Rewards

Different types of rewards are to be used as incentives to help young people adopt or maintain positive, pro-social behaviour. Rewards for a young person should be age appropriate, hold value, be culturally appropriate, and offer a source of praise and recognition.

Rewards are categorised as either social, material or activity reinforces, as described below.

6.1.1 Social Reinforces

Any human interaction that follows and strengthens behaviour, such as:

- verbal praise or recognition – individually, in front of a group or family, awards, letters of recognition / achievement, graduation ceremonies, displayed artwork or homework, etc;
- written awards – resident of the week, student of the week, room of the day or week, certificate of achievement, record holder in a sport event, etc;
- appointments – employee helpers, resident leader, added responsibility, selection for an activity, etc; and,
- nomination of a guest for dinner or another event.

6.1.2 Material Reinforces

Any tangible item given to a young person that can be purchased or donated, such as:

- clothes, shoes, hats, etc;
- luxury personal hygiene items;
- additional food, treats, snacks, etc;
- posters, books, radios, music players, etc;
- cards, models, stationery, etc.; and,
- recreation equipment – e.g. board games, arts and crafts supplies, etc.

6.1.3 Activity Reinforces

Anything a young person likes to do, such as:

- games – e.g. basketball, football, etc;
- dinners, movie rentals, etc;
- music shows, talent shows, plays, video games, etc;
- cooking, painting, arts and crafts, gardening, etc; and,
- sleep-ins, selection as a leader, choice of music or television show, etc.

6.2 Access to rewards

Each day unit employees will assess achievement against each young person's goals, by reflecting on their observations of the young person's behaviour in reference to the *Progress and Points/ Observation Form*. Young people are to receive an incentive reward if they meet their daily points.

A list of daily and weekly incentive rewards must be clearly identified for young people on each stage of the Incentive Scheme.

At the end of the week, if the young person has achieved their daily points 5 out of 7 days, or the required amount of days in relation to their time in the centre, they will receive a further incentive reward after participation in the weekly CAMS (buy ups).

If material incentive rewards are provided, items may be kept either in a young person's room or where restrictions apply (*Dangerous Items Procedure*) in their personal property (*Personal Property (Young Person) Procedure*).

6.3 Banked Points and Rewards

Young people have the option of saving a set weekly dollar value earned during the week.

A young person has an option of not purchasing a reward item and banking their points. This allows the young person to save points that are converted into a dollar value to purchase items from a nominated approved store.

Each centre is responsible for determining what the dollar value will be linked to the stage/s. The maximum amount a young person can save is \$100 and this must be spent before discharge.

6.4 Reviewing available rewards

The choice of incentives in each centre should be determined through consultation with unit employees and the young people, through regular reviews and further regular consultations with the young people for example the *Representative Committee (Young People) Procedure*.

7 Implementing the Incentive Scheme

Recognising and rewarding positive behaviour is more effective at achieving long term behavioural change than punishments and consequences for negative behaviour. The incentive scheme embraces this method of behaviour change and is a tool that assists young people develop consistently appropriate behaviour, in turn reducing the likelihood of problematic behaviours that may pose a risk to the safety, security and good order of the centre.

It is important that the incentive scheme is primarily used to promote, reward and encourage positive behaviour of young people. If a young person regresses through the stages, this is an opportunity to reset their individual goals and target behaviour and recommence recognition and rewarding of positive behaviour through incentive rewards relevant to their new stage.

7.1 Employee Roles and Responsibilities

It is imperative that YJNSW employees regularly liaise with key stakeholders to implement the scheme to provide consistency, communication and effective information sharing. Key custodial and community stakeholders include (but are not limited to):

- Department of Education employees
- YJ Psychologists
- YJ Caseworkers
- Centre Managers
- Unit Managers
- Assistant Managers
- Youth Officers
- Shift Supervisors
- JH&FMHN employees
- Chaplains

All employees who deal with young people on a day to day basis must be well informed of weekly goals agreed on with the young person, as well as continually reminding the young person of what they are working towards achieving. It is crucial that all stakeholders are informed of the young person's behavioural goals for the week.

Youth officers 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 young people often hold, which is that they are bad or hopeless.

7.2 Goal Setting

The centre must have set generic goals and task in place for all newly admitted young people to work towards accessing daily and weekly points and incentive rewards.

Once a young person has been in custody for four days or more, preparations are to be made for them to participate in a weekly CAM to determine individualised goals and tasks (*section 5 of this policy*).

A young person's focus areas of achievement goals and target behaviours must be both relevant and responsive to the individual needs and factors specific to each young person. It is therefore crucial that the young person is an active driver in the development of their goals and target behaviours, along with their access, participation and movement through the incentive scheme.

7.2.1 Reaching targeted behavioural goals

Most young people may take some time to fully reach their targeted behavioural goals, therefore their goals may remain consistent for more than one week. However, if a young person is continually not able to reach, or be seen to be not making progress towards meeting the same goal over a period of 2 weeks, measures must be taken to:

- simplify the goal e.g. by breaking down the goal into smaller steps
- reduce the number of goals and concentrate on the most pertinent at the time
- provide the young person with new strategies to assist them to achieve
- provide continual feedback and encouragement to the young person when showing positive behaviour towards meeting their goal
- provide a continual reminder to the young person, during shifts, of their goals and the benefits of achieving them

All frontline employees have a responsibility to encourage and assist young people with improving their behaviour for the betterment of the young person, the community and YJNSW employees as well as the safety and security of the centre.

7.2.2 Target Behaviour Tasks

Target behaviour tasks are linked to the focus areas achievement goals that a young person is working towards achieving for the week. They are agreed to at the Weekly Client Assessment Meetings (CAMs) conducted with the young person.

Goal Setting during weekly CAMs should adopt **SMART principles** as follows:

- **Specific:** Goals should be very simple and specific, not general or vague
- **Measurable:** Goals should be both achievable and measurable
- **Agreed Upon:** Goals should be negotiated collaboratively with the young person
- **Relevant:** Goals should be relative to a behavioural focus that is identified by the young person as an area for improvement.
- **Timely:** Goals should follow the SMART principles with a completion time set (usually within a week, and to be worked towards and monitored daily).

7.3 Data Collection: Observing and Recording Behaviour

Observations of behaviour against the young person's goals and target behaviours should be regularly fed back to young people through positive verbal remarks, prompting, or challenging at the time of the observed behaviour. These observations are also considered when assessing and recording if a young person has achieved their daily or weekly target tasks.

It is because of this that all employees must record observations and comments that can provide specific examples of how a young person is progressing in meeting their goals and tasks daily. Comments such as good shift; behaved well; did not follow rules or did not follow directions; are not meaningful to motivate a young person to change their behaviour and do not provide information to inform decisions made at CAMs or CSM discussions.

The young person needs to know what rules they are not following, or why they had a good shift. Employees must provide documented comments that include references to the specific goals in each area a young person is trying to achieve.

7.3.1 Daily Points

The *Progress and Points - Observation Form* is used to document the daily observation of a young person's behaviour and progress towards completing their weekly target behaviours and goals.

A young person's goals and tasks for each week must be transcribed from the weekly CAM form onto the *Progress and Points - Observation Form* at the beginning of each new incentive scheme week. This is to remind unit employees of each young person's current goals and tasks when providing observation comments.

This form is a critical tool used for determining the young person's access to daily and weekly incentive rewards. Access to daily reward is determined by tallying the points a young person earns in a 24-hour period and comparing to the amount required for their stage. Young people earn incentive points which are awarded for responses, effort, participation and achievements.

7.3.2 Incentive Scheme Checklist

The *Incentive Scheme Checklist* is used to record a young person's achievements as they progress through the incentive scheme stages and is used to support a young person's

request to move up a stage. The amount a young person can achieve is based on their behaviour being settled, in order to fully participate in programs and activities designed to meet the young person's needs. A review of the checklist must be conducted with the young person by the Unit Manager at a CAM to assess their eligibility to progress.

Each centre has its own Incentive Scheme Checklist program and resources criteria for each of the four stages; due to the differing range of programs and resources available and demographic of young people. (*Incentive Scheme Procedure*).

All involved employees must complete and sign the *Incentive Scheme Checklist Form* when relevant, to show achievement by a young person; this will inform stage movement discussions at the CSM. The form is available on *The Operations Manual (TOM)*.

7.4 Client Assessment Meetings (CAMs)

Client Assessment Meetings (CAMs) must be conducted weekly with each young person to review their progress and achievements for the previous week, identify problem areas and to establish new or re-assess current target behaviours and goals for the coming week. Refer to section 7.2.1 of this policy for information regarding the re-assessment of current target behavioural goals.

The Unit Manager must conduct a weekly CAM with each young person, together with another unit employee. (CAMs must not be conducted with only one employee present).

Young people must be given the opportunity to be heard during CAMs and provided with time to reflect on the past week. They must be included in goal and task setting and show agreement by signing the CAM form

To assist with discussion and decisions made at CAMs, the following documentation must be made available at the meeting:

- past weeks progress and points form
- Incentive Scheme Checklist
- Weekly reports from the:
 - Centre psychologist
 - Education & Training Unit (school)
 - Case worker
- Misbehaviour and / or Incident reports.

To assist with the collection of some of the above information a *Pre-Client Assessment Meeting Report* is available on *CIMS*.

A young person may also request to move up a stage at CAMs.

If a young person's behaviour or participation level is declining, the possibility of stage regression must also be discussed with the young person. This is to give the young person the opportunity to address the behaviour and/or participation issues. The discussion must be noted on the CAM form and /or a case note for evidence that the discussion occurred.

Comments on the previous week's behaviour, new weekly goals and behaviour targets, along with additional commentary and reasons if a stage move is being proposed, must all be recorded on the *Client Assessment Meeting Form*, available in *CIMS (Incentive Scheme Procedure)*.

7.4.1 Non-participation in CAM

Considerable effort should be made to encourage a young person to participate in a CAM. If they are refusing, explain the benefits and consequences fully.

If a young person remains un-cooperative and cannot be persuaded to participate, the consequences for non-participation must be explained which include:

- the completion of goals and tasks cannot be discussed for an assessment of whether they have earned a weekly incentive reward.
- will affect their next week's incentive rewards as they will have no new goals or tasks to complete and be rewarded points.
- no option of having the CAM completed at a later time.
- may affect movements up stages when the time arrives.

If young people did not get the opportunity to participate in their CAM due to other reasons, such as attendance at court. Employees are to make arrangements to complete the CAM with the young person out of session to ensure they have an opportunity to access their weekly incentive reward and set new goals for the next week.

7.5 Stage Movement: Progression Criteria

It is important to recognise positive change in behaviour not only through daily and weekly incentive rewards, but also through recognising a young person is eligible to move forward to a more advanced stage of the scheme; fostering a young person's value in, and capacity to build upon positive changes in behaviour to a greater extent.

For a young person to move forward to the next stage in the scheme, they must be achieving their individual goals and demonstrating their target behaviours against the three focus areas of achievement; unit rules and responsibilities, engagement with case plan activities and participation in programs and activities.

Achievement of these goals and target behaviours must be observed, discussed with the young person and recorded on the CAMs form in CIMS with the proposed new stage selected. This will then be reviewed and approved/not approved at the Client Services Meeting (CSM).

7.6 Stage Movement: Regression

Young people may go through periods of decline in behaviour, which may require regression back to lower stages of the incentive scheme.

Regression to lower stages of the incentive scheme is not a punishment for misbehaviour and must not be used as such. Punishments for misbehaviour are set out in legislation and the *Misbehaviour Policy*.

However, regression to lower stages may be required to reset the young person's behavioural expectations, establish new goals and behaviour targets, and allow the young person to recognise what is required to maintain the benefits of higher incentive scheme stages.

A young person's regression may be driven by involvement in an incident, or because of consistently poor responses to their individual goals and behavioural targets.

Reasons for proposed regression (both incident driven and because of consistently poor responses) must be discussed with the young person and recorded on the CAMs form in

CIMS with the proposed new stage selected. This will then be reviewed and approved/not approved at the Client Services Meeting (CSM).

If a decision to regress a young person is required before the scheduled CSM, an out of session meeting can be held with the outcome initially case noted and then recorded through the CAMs and CSM modules on CIMS at the next scheduled CSM.

Regression on the incentive scheme stages does not impact the phase of case management (assessment, intervention and discharge/exit) a young person is participating in.

7.6.1 Incident driven

A young person's involvement in any incident does not warrant an immediate regression to a lower stage of the incentive scheme. Consideration must take into account if the incident was planned and targeted 'premeditated', 'opportunistic' or 'reactive'.

However, if a young person is involved in a serious incident (as set out below), they should regress one or more stages to reset the expectations of their behaviour, individual goals and behaviour targets.

Serious incidents that may initiate a regression include, but are not limited to:

- serious assault on a young person or employee where:
 - the physical or psychological injury suffered by the victim was substantial
 - injuries sustained required extensive treatment
- actual or threatened use of violence or weapons
- serious damage to property where the repairs or replacement of the property is to the value \$500 or more
- refusing direction that has an impact on the safety, security or smooth running of the centre (refusals that have stopped the structured programming and/or routines in the centre).
- security breach/ attempted escape
- contraband (e.g. drugs, weapons)
- incidents have required an adjustment to routines and/ or employee ratios
- response and services required from emergency services (e.g. ambulance, NSW police, Fire and Rescue NSW, Corrective Services NSW etc.)
- involvement in continued similar incidents or misbehaviours

Following a young person being involved in a serious incident, an assessment must be conducted, to decide whether a regression of one stage or multiple stages is required. The decision should be based on the young person's intent to cause injury or damage and /or circumstances leading up to the incident.

The young person's behaviour must be discussed with the young person and a clear explanation must be given to the young person as to why they are being regressed.

If the young person has been placed on a DRMP following the serious incident, an assessment for stage regression must still occur for a decision on which stage the young person will be regressed to after coming off the DRMP.

When an incident requires a young person to be transferred to another centre for classification or safety and security reasons, the originating centre must include information relevant to reviewing the incentive scheme stage in the handover provided to the receiving centre. It is important the originating centre does not provide the young person with information about the anticipated stage they will transition to – this is to be conveyed to the young person by the receiving centre.

7.6.2 Consistent poor responses

If a young person is demonstrating poor responses to their individual goals and behavioural targets, this must be discussed with them at their weekly CAM, and strategies put in place for improvements to be made. The young person must be provided an opportunity to implement these strategies before a regression of stages occurs.

If poor responses to individual goals and behavioural targets continue, a possible regression of stages on the incentive scheme is to be discussed with the young person at their weekly CAM. It must be clearly explained to the young person why they may be regressed, with specific and clear examples of their poor behaviour provided. New goals and behaviour expectation must also be established.

The CAM form must be completed on CIMS with the proposed new stage selected. The reasons for the stage move must be clearly documented on the CAM form; this will then be reviewed and approved/not approved at the CSM.

7.7 Client Services Meeting (CSM) Review

Following the CAM, the CAM form is completed on CIMS with the proposed new stage selected. The reasons for the stage move must be clearly documented on the CAM form. This will then be reviewed and approved/not approved at the Client Service Meeting CSM.

The CSM is a weekly information gathering and decision-making forum where all centre stakeholders participate and discuss strategies and plans required to meet the identified needs of young people.

A standing action item at the CSM is to monitor and discuss behaviour issues, young people's participation in CAMs and movement through the incentive scheme stages.

It is the collective decision of CSM participants and therefore the final point of approval required to decide whether a young person moves to a different stage in the scheme. If there is disagreement on whether a young person moves to a different stage, the assigned Assistant Manager is responsible for making the final decision. The Assistant Manager may defer to the Centre Manager if required.

If a young person is regressed to stage 1, there are no further incentive scheme stages they can regress to. It is important to consider the management of future behavioural concerns when a young person is moving backwards on the incentive stages.

7.8 Appeals

Young people have the option to appeal a decision made at the CSM, if they feel they have reasonable grounds to do so.

Grounds for requesting an appeal include:

- role in the incident
- level of intent
- lack of opportunity to show a change in behaviour
- being regressed as a punishment
- more than one stage regressed
- previous good behaviour

A *Stage Regression Appeal Form* must be completed stating a description of the reason and forwarded to the Unit Manager within 2 days of the stage regression being implemented.

Young people seeking to appeal a decision must be supported by an employee for a fair and transparent process.

An assessment of the grounds for the appeal and the evidence provided will be conducted by the Unit Manager and forwarded to Centre Manager for discussion and a decision on the appeal. The Centre Manager will be the final decision maker.

The whole appeal process must be completed within 3 days of the regression being implemented.

8 Other Considerations

The following factors can impact on a young person's ability to access, move through, and achieve rewards in the scheme. These factors should be considered when implementing the incentive scheme:

8.1 Unit placement

Some specific purpose accommodation units in the YJNSW custodial system such as the Waratah Pre-Release Unit, Enhanced Support Unit (ESU) and High Risk Units (HRU) require customised application of the incentive scheme to match the unit rules and routines. This requires close transition planning with the young person and clear communication about how the incentive scheme operates on these units.

The High Risk Young Offenders Review Panel (HRYORP) is not linked to the YJNSW Incentive Scheme. Referrals to the HRU, through the HRYORP are reserved for only a small cohort of young people that continually pose a high level of risk within the YJNSW system.

Young people cannot be referred to the HRYORP as part of an incentive scheme behaviour response.

8.2 Developmental Capacity

Each individual young person's ability to identify, value and build upon positive changes in behaviour will vary depending on their social and psychological developmental capacity, such as mental health issues or intellectual disabilities.

It is important when implementing the scheme with a young person that their developed focus areas of achievement goals and target behaviours are individualised in a way that is clear, and simple for them to understand and work towards.

8.3 Culture

The incentive scheme must be implemented in a way that is culturally appropriate and celebrates the diversity and individuality of young people.

The Working with Aboriginal and Torres Strait Islander Peoples Good Practice Guide' is a valuable resource for implementing good practice with Aboriginal and Torres Strait Islander young people across all YJNSW services and systems, including how the incentive scheme is implemented.

The YJNSW philosophy acknowledges that *'culture is celebrated and considered vital to positive outcomes*. This is applicable to the positive outcomes achieved through the incentive scheme.

8.4 Time away from the centre

If a young person is on Day or Overnight leave, the calculation of daily points must be adjusted to compensate for the young person's time away from the centre, to allow them to achieve daily and weekly incentives.

When a young person is accessing leave, for example, attending a vocational course for three days of the week, and under the supervision of a Department of Education employee, or the work experience supervisor, feedback on behaviour and participation must be received from the leave supervisor. (*Leave Policy; Leave Procedure*)

If a young person is on an escorted absence and therefore not participating in daily rules, routines and activities for a period of time, their access to the incentive scheme will also be different. Escorting officers must complete a *Report on Young Person Conduct* form.

Where possible, any documented behavioural observations in forms such as *Report on Young Person Conduct*, *Information for Officers Supervising Young Person(s) in Hospital (CIMS)*, *Supervisors Leave Undertaking Form* must be considered when tallying daily points and allocating weekly incentives.

A young person should be assumed to have met their daily points for any period they are away from the centre, unless contrary information is provided by the absence or leave supervisors.

8.5 Detainee Risk Management Plans (DRMP)

Detainee Risk Management Plans (DRMPs) provide management strategies for addressing ongoing behaviour/s that are resulting in an increased risk to safety and security, and that have been unsuccessfully managed through mainstream routines, the Incentive Scheme, Case Management or Misbehaviour processes.

While a young person is on a DRMP, their participation in the incentive scheme (both daily/weekly rewards and their stage) is placed on hold. Individualised goals and rewards based on meeting agreed strategies to address their behavior are instead included on the DRMP. Positive changes in behavior must be rewarded whilst a young person is on a DRMP but in a more restricted capacity. (*DRMP Procedure*).

If required, a young person's incentive scheme stage can be reviewed when they are transitioning off a DRMP and back to normal unit routines. This is to occur through the normal CAMs and CSM processes.

9 References

9.1 Legislation

- Children (Detention Centres) Regulation 2015
- Children (Detention Centres) Act 1987

9.2 Policies

- Behaviour Intervention Framework Policy
- Collaborative Case Management of Young People in Custody Manual version 2
- YJNSW Psychologist Manual

9.3 Procedures

- Escorted Absence Procedure
- Supervision of Young People Procedure
- Inducting Young People Procedure
- Representative Committee (Young People) Procedure
- Dangerous Items Procedure

9.4 Forms

- Incentive Progress and Points – Observation Forms (TOM)
- Weekly Client Assessment Meeting (CIMS)
- Incentive Scheme Checklist (CIMS)
- Client Services Meeting – Agenda Item Module (CIMS)

9.5 Resources

- Induction information for young people
- Importance and development of centre routine requirements
- Classification and Risk Assessment – Assistant Manager Client Services Responsibilities

10 Document Information

Title:	Incentive Scheme Policy
Business Centre:	Operations Unit
Author:	Project Officer
Approver:	Director, Policy & Practice
Date of Effect:	29 April 2020
Next Review Date:	29 April 2021
File Reference:	D20/03326
Key Words:	incentive, rewards, positive, behaviour, scheme, progression, regression,

11 Document History

Version	Date	Reason for Amendment
1	27 th April 2020	New policy created to provide direction and instruction in relation to delivering and monitoring the implementation of the incentive scheme. Regression to lower stages now implemented in the scheme.