



BEHAVIOUR MANAGEMENT POLICY

1. Goals & Objectives

- a) The Rosemore Calisthenics Dance College Inc. is committed to providing a safe, respectful and disciplined learning environment for members, where all members have opportunities to engage in quality calisthenics dance experiences and acquire values supportive of their lifelong wellbeing.
- b) This Responsible Behaviour Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our dance college can be effective and members can participate positively within our community.

2. Learning and Behaviour Statement

- a) The Rosemore Calisthenics Dance College values are:
 - i) Respect;
 - ii) Acceptance;
 - iii) Consideration;
 - iv) Cooperation;
 - v) Honesty;
 - vi) Resilience;
 - vii) Contribution;
 - viii) Responsibility
- b) We consider the Behaviour Management Policy to be an opportunity for valuable social learning as well as a means of maximising the success of member's calisthenics participation.
- c) Our Behaviour Management Policy outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our college policy, shared expectations for member behaviour are plain to everyone, assisting the Rosemore Calisthenics Dance College Inc. to create and maintain a positive and productive environment, where ALL community members have clear and consistent expectations and understandings of their role in the calisthenics process.
- d) Our community has identified the following rules, which reflect our dance college values to teach and promote our high standards of responsible behaviour:
 - i) Be respectful, be accepting, considerate and cooperative, get along with everyone
 - ii) Be responsible contribute to making things better, be a problem solver, be organised
 - iii) Be safe at practice and move safely everywhere during training and performances to keep yourself and others safe
 - iv) Be resilient and confident, learn from mistakes, have a positive attitude, persist to achieve goals

3. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

- a) The first step in facilitating standards of positive behaviour is communicating those standards to all members. At Rosemore Calisthenics Dance College Inc. we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at Rosemore. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all members designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.
- b) A set of behavioural expectations in specific settings outlines our agreed rules and specific behavioural expectations in all dance college settings.

	During training	In and around the Rosemore Calisthenics Dance College buildings & toilets	During Competitions, Excursions, Camps or at Club Presentations
Be Respectful	<ul style="list-style-type: none"> Listen to all coaches Include everyone Consider other people's needs and rights 	<ul style="list-style-type: none"> Use a quiet voice Respect others privacy 	<ul style="list-style-type: none"> Listen to your coaches and chaperones Include everyone Be polite to all strangers, including all competition calisthenics performers
Be Responsible	<ul style="list-style-type: none"> Be organised Be on time Do your best work Report any damage or misuse immediately Use equipment only under the supervision of your coaches 	<ul style="list-style-type: none"> Put all rubbish in the bins Be in the right place Flush the toilets Put paper in the bins and turn off taps 	<ul style="list-style-type: none"> Manage your own equipment and belongings Consider the experience for all around you
Be Safe	<ul style="list-style-type: none"> Use an inside voice Follow coaches' instructions straight away Use equipment in a way that is safe for yourself and others Use equipment for its intended purpose only Keep feet and hands to yourself 	<ul style="list-style-type: none"> Walk on concrete Walk around corners and on verandahs Wash and dry your hands Keep feet and hands to yourself 	<ul style="list-style-type: none"> Don't leave your group Wait quietly for instructions Keep feet and hands to yourself Consider allergies when packing any snacks
Be Resilient and Confident	<ul style="list-style-type: none"> Ask for help when you need it Set goals and plan how to achieve them Be a proactive problem solver 	<ul style="list-style-type: none"> Be focused on what you need to be doing and where you need to be Report any mess, damage or inappropriate behaviour 	<ul style="list-style-type: none"> Notify an adult if you have any concerns Congratulate all winners Take a loss with good grace

Reinforcing expected behaviour

- a) At Rosemore Calisthenics Dance College Inc., communication of our key messages about behaviour is delivered consistently, which provides members with feedback for engaging in expected dance college behaviour. This system of feedback and reflection is designed to increase the quantity and quality of positive interactions between members, coaches and the committee.
- b) Students who behave appropriately, are active and focused learners and who model our values are acknowledged for their appropriate behaviours and achievements in a variety of ways. These include: class or section level systems of acknowledgement; letters/emails or phone calls home to parents; certificates; referral to the Principal Coaches and acknowledgement at celebrations.

Re-directing low-level and infrequent problem behaviour

- a) When a member exhibits low-level and infrequent problem behaviour, the first response of the coaching team or Committee is to remind the member of expected behaviour, then ask them to change their behaviour so that it aligns with our expectations.
- b) Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, more respectfully, more responsibly or with resilience. This encourages members to reflect on their own behaviour, evaluate it against expected behaviour, and plan how their behaviour could be modified so as to align with the expectations of the Rosemore Community.

Target Behaviour Support

- a) Each year a small number of members are identified as needing targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these members' Calisthenics development and social success at risk if not addressed in a timely manner.
- b) Rosemore Calisthenics Dance College Inc. is committed to Calisthenics development of all members. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that are beyond the skill set of Rosemore coaches, though all coaches and the Committee will endeavour to:
 - i) work with all members to develop appropriate behaviour expectations and strategies
 - ii) monitor the impact of support for individual students
 - iii) provide consistent strategies and adjustments
 - iv) work to achieve continuity and consistency.

4. Consequences for inappropriate or unacceptable behaviour

- a) The Rosemore Calisthenics Dance College Inc. makes systematic efforts to prevent inappropriate or unacceptable behaviour by coaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. We seek to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.
- b) An incident form is used to record all major problem behaviour.
- c) When responding to behaviour incidents, the coach determines if the problem behaviour is minor or major, with the following agreed understanding:
 - i) Minor behaviour incidents are handled by coaches at the time it happens
 - ii) Major behaviour incidents are referred directly to the Committee
- d) Minor problem behaviours are those that:
 - i) are minor breaches of the Rosemore rules
 - ii) do not seriously harm others or cause you to suspect that the member may be harmed
 - iii) do not violate the rights of others in any other serious way
 - iv) are not of a pattern of inappropriate behaviours
- e) Minor problem behaviours may result in the following consequences:
 - i) a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the member,
 - ii) a re-direction process where a coach takes the student aside and:
 - (1) names the behaviour that member is displaying
 - (2) asks the member to name expected behaviour
 - (3) states and explains expected behaviour if necessary
 - (4) gives positive verbal acknowledgement for expected behaviour.
- f) Major behaviours are those that:
 - i) significantly violate the rights of others
 - ii) put others / self at risk of harm
 - iii) require the involvement of the Committee or Principal Coaches.
- g) Major behaviours result in an immediate referral to Committee because of their seriousness. When major unacceptable behaviour occurs, coaches calmly state the behaviour and remind the member of

expected behaviour. The coach then escorts the student to Principal Coaches or notifies the Committee. A report of the student's behaviour is recorded by the Secretary.

- h) Major unacceptable behaviours may result in the following consequences:
- i) Level One: Time out, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.
 - ii) Level Two: Parent contact, suspension from training, behaviour improvement conditions.
 - iii) Level Three: Members who engage in serious unacceptable behaviours may be excluded from Rosemore Membership.

Definition of consequences

Time out	<p>A coach may use time out as a strategy for members to manage their own behaviour and to assist the member to calm down.</p> <p>During time out, the member is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Temporary Removal of Property	A Rosemore coach has the power to temporarily remove property from a student.
Suspension	<p>The Committee or Principal Coach may suspend a member from Rosemore activities under the following circumstances:</p> <ol style="list-style-type: none"> 1. disobedience by the member; 2. misconduct by the member; and 3. other conduct that is prejudicial to the good order, reputation and management of Rosemore.
Behaviour Improvement Condition	The Principal Coach or Committee may impose a behaviour improvement condition if they are reasonably satisfied that the member has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the member from activities is inadequate to deal with the behaviour.
Proposed exclusion or recommended exclusion	<p>A member may be suspended pending a decision to exclude when the member's behaviour is so serious that suspension of the student from Rosemore would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ol style="list-style-type: none"> 1. disobedience 2. misconduct 3. other conduct that is prejudicial to the good order, reputation and management of Rosemore, or 4. breach of Behaviour Improvement Conditions.

Examples of minor and major behaviour incidents

	Area	Minor	Major
Being Safe	Movement around buildings	Running on concrete or around buildings	Inappropriate use of the toilets
	Training	Incorrect use of equipment	Throwing objects
	Physical contact	Minor physical contact (eg: pushing and shoving)	Serious physical aggression Fighting
	Other		Inappropriate use of personal technology devices or social networking sites, which impacts on the good order, reputation and management of Rosemore
	Being in the right place	Not being punctual (eg: lateness after breaks) Not in the right place at the right time.	Leaving class without permission (out of sight)
	Follow instructions	Low intensity failure to respond to adult request Non-compliance Unco-operative behaviour	Defiance
	Accept outcomes for behaviour	Minor dishonesty	Major dishonesty that impacts on others
	Rubbish	Littering	
	Mobile Phone or personal technology devices	Mobile phone switched on in any classes at any time without authorisation (written permission from a coach)	Use of a mobile phone during any Rosemore activity for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order, reputation and management of Rosemore
Being Respectful	Language	Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone	Offensive language Aggressive language Verbal abuse / directed profanity
	Property	Petty theft Lack of care for our environment	Stealing / major theft Wilful property damage Vandalism
	Others	Not playing fairly Minor disruption to class Minor defiance Minor bullying	Major bullying Major disruption to class Blatant disrespect Major defiance

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate. "Being Resilient" is embedded in and is focused on how students go about acting out the other rules or how they respond when things go wrong and they need to problem solve.

Relate inappropriate or unacceptable behaviour to expected behaviours

When responding to inappropriate or unacceptable behaviours, coaches ensure that members understand the relationship of the behaviour to be expected at Rosemore. One method that coaches might use to achieve this is to have members:

- i) articulate the relevant expected behaviour
- ii) explain how their behaviour differs from expected behaviour,
- iii) describe the likely consequences if the problem behaviour continues; and
- iv) identify what they will do to change their behaviour in line with expected behaviour.
- v) Should an inappropriate or unacceptable behaviour be repeated, the coach may not repeat the discussion/explanation process but simply remind the member of the consequences of their problem behaviour.

5. Emergency Situation or Critical Incident Responses

- a) It is important that all coaches have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of members and coaches.
- b) An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.
- c) Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the member or others is likely to be placed at serious risk.

Immediate Strategies

- d) Avoid escalating the unacceptable behaviour.
- e) Avoid shouting, cornering the member, moving into the member's space, touching or grabbing the member, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- f) Maintain calmness, respect and detachment.
- g) Model the behaviour you want members to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the member, be matter of fact and avoid responding emotionally.
- h) Approach the member in a non-threatening manner.
- i) Move slowly and deliberately toward the situation or incident, speak privately to the member/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- a) If the member starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other members' attention towards their usual activity.
- b) If the member continues with the unacceptable behaviour, then remind them of the expected behaviour and identify consequences of continued unacceptable behaviour.
- c) Follow Up Strategies.
- d) Restore normal calisthenics operations as soon as possible.
- e) Provide post incident opportunities that include:
 - i) Assisting any distressed member/s.
 - ii) Assisting the individual member to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
 - iii) Recording a reflection to assist the member to develop a personal framework of expectations and appropriate actions.

Physical Intervention

- a) Coaches may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a member is:
 - i) physically assaulting another member or coach
 - ii) posing an immediate danger to him/herself or to others.
- b) Appropriate physical intervention may be used to ensure that Rosemore Calisthenics Dance College Inc. Coaches and Committee demonstrate a duty of care to protect members and coaches from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.
- c) Physical intervention can involve coming between members, blocking a member's path, leading a member by the hand/arm, herding a member by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

- d) It is important that all coaches and Committee understand:
 - i) physical intervention cannot be used as a form of punishment
 - ii) physical intervention must not be used when a less severe response can effectively resolve the situation
- e) Physical intervention is not to be used as a response to:
 - i) property destruction
 - ii) calisthenics activity disruption
 - iii) refusal to comply
 - iv) verbal threats
 - v) leaving a class or activity, unless member safety is clearly threatened.
- f) Any physical intervention made must:
 - i) be reasonable in the particular circumstances,
 - ii) be in proportion to the circumstances of the incident
 - iii) always be the minimum force needed to reduce the risk of harm to self or others take into account the age, stature, disability, understanding and gender of the member.
- g) Record keeping: each instance involving the use of physical intervention must be formally documented by the Coach, Committee and Secretary.

5. Network of Member Support

Members at the Rosemore Calisthenics Dance College Inc. are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- a) Parents;
- b) Coaches; and
- c) The Committee

Support is also available through the following government and community agencies:

- d) Disability Services Queensland
- e) Child and Youth Mental Health
- f) Queensland Health
- g) Department of Communities (Child Safety Services)
- h) Police
- i) Local Council

6. Consideration of Individual Circumstances

- a) The individual circumstances and actions of all members and the needs and rights of Rosemore community are considered at all times.
- b) The Rosemore Calisthenics Dance College Inc. considers the individual circumstances of members when applying support and consequences by:
 - i) promoting an environment which is responsive to the diverse needs of its students
 - ii) establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
 - iii) recognising and taking into account information relevant to the members' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state.
- c) Recognising the rights of all members to:
 - i) express opinions in an appropriate manner and at the appropriate time
 - ii) train and perform in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - iii) receive adjustments appropriate to their learning and/or impairment needs
 - iv) provide written or verbal statements that will be taken into consideration in the decision-making processes
 - v) ensure that processes maintain the dignity, respect, privacy and confidentiality of the member, consistent with the rights of the rest of the community.

Appendix 1

The Use of Personal Technology Devices* at calisthenics activities

- a) This policy reflects the importance Rosemore places on member displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned from Calisthenics Activities

- a) Members are encouraged not to bring valuable personal technology devices like cameras, phones, iPads, digital video cameras or MP3 players to calisthenics activities as there is a risk of damage or theft. If devices are becoming distracting coaches may confiscate them and return them at the end of training.

Confiscation

- a) Personal technology devices used contrary to this policy will be confiscated by coaches. They will be made available for collection at the end activity unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.
- b) Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Etiquette

- a) Bringing personal technology devices to calisthenics activities is not encouraged by Rosemore because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to activities, they must be turned off and out of sight during classes and activities.

Recording Voice and Images

- a) Every member of the Rosemore Community should feel confident about participating fully and frankly in all aspects of calisthenics without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.
- b) We uphold the value of trust and the right to privacy at Rosemore. Members using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.
- c) Members must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
- d) Recording of events in class is not permitted unless express consent is provided by the coach.
- e) A member who uses a personal technology device to record private conversations, ordinary activities (apart from social functions like ceremonies) or violent, illegal or embarrassing matter capable of bringing Rosemore into public disrepute is considered to be in breach of this policy.
- f) Even where consent is obtained for such recording, Rosemore will not tolerate images or sound captured by personal technology devices at calisthenics activities or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or Rosemore, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Text communication

- a) The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline. Members receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the Committee or Principal Coaches.

¹ The Rosemore Calisthenics Dance College Inc. does not tolerate bullying behaviour. This includes bullying conducted by electronic means.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

- a) It is important that all members of the Rosemore Community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.
- b) Members need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

- a) Members who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability) should negotiate a special circumstances arrangement with the Principal Coach or Committee.

Inappropriate behaviour outside of calisthenics activities

- a) Members may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of calisthenics activities, and affects the good order, reputation, members wellbeing and management of Rosemore.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) at Rosemore Calisthenics Dance College Inc.

Purpose

- a) Rosemore Calisthenics Dance College Inc. strives to create positive, predictable environments for all members at all times. The disciplined environment that we are creating is essential to:
 - i. achieving overall improvement,
 - ii. raising achievement and attendance
 - iii. promoting equality and diversity and
 - iv. ensuring the safety and well-being of all members of the Rosemore community.
- a) There is no place for bullying in Rosemore. Research indicates that both those being bullied and those who bully are at risk for behavioural and emotional problems. These outcomes are in direct contradiction to our community's goals and efforts for supporting all members.
- b) Bullying behaviours that will not be tolerated at Rosemore include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
- c) Bullying may be related to:
 - i. race, religion or culture
 - ii. disability
 - iii. appearance or health conditions
 - iv. sexual orientation
 - v. sexist or sexual language
 - vi. young carers or children in care.
- d) At Rosemore there is broad agreement among coaches, the Committee and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between members of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the Rosemore Community.

Rationale

- a) Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied.
- b) All members are being explicitly taught the expected Rosemore behaviours and receiving high levels of social acknowledgement for doing so.

Prevention

- a) Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our college is not kept to a low level. Therefore, universal behaviour support practices will be maintained at all times. This will ensure that:
- b) Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- c) All members know the Rosemore rules and have been taught the expected behaviours attached to each rule in all areas
- d) All members are receiving high levels of acknowledgement for demonstrating expected behaviours, including those associated with following our routines, from all coaches
- e) A high level of quality active supervision is a permanent coach routine.
- f) Cyberbullying often does not occur at calisthenics activities. If members receive unwanted messages they may for example:
 - a. Not respond to messages but keep them to report to parents and/or coaches immediately
 - b. Report any instances they see as a bystander of cyberbullying to parents and/or coaches immediately.
 - c. Rosemore Calisthenics Dance College Inc. will then investigate and respond to any incident of cyberbullying.



Major Incident Form Tiny Tots & Tinies

Copies to:

☐ Parent

☐ Secretary

☐ Parent

Date.....

Name: Coach.....

Referred by.....

Incident Summary.....

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What did you do?	1. Draw a picture of what you did.
What values/rules should you have followed?	
3. What can you do to help fix things?	4. Draw a picture of what you will remember to do.
4. What will you remember and learn to do next time?	

Student signature..... Coach signature.....

Follow Up: Who When..... What.....



Major Incident Form

Copies to:

☐ Parent

☐ Secretary

Date.....

Name: Coach/Committee Member.....

Referred by.....

Incident Summary.....

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What did you do?

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What values/rules should you have followed?

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What can you do to resolve things?

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.....
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What will you remember to do next time? What have you learned?

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Member signature..... Coach/Committee Member signature.....

Follow Up: Who When..... What.....