

Libraries & Learning

New staff Manual

Working with difficult behaviours and conflict resolutions

Content

The following content is available on BERT. Also available is an Information Sheet on Conflict Resolution and negotiation

Managing difficult customer behaviour procedure	Page 2
Consequences for poor customer behaviour procedure	Page 10
Library rules	
Team rules for implementing Library rules	Page 19
Examples of how the rules can be applied	Page 21

MANAGING DIFFICULT CUSTOMER BEHAVIOUR

1 SCOPE

This is a Library procedure to provide guidance to staff in the event of poor customer behaviour

Objectives include:

- To provide a safe work environment for library staff within the limitations allowed by a service which is open to all, does not discriminate nor place value judgements on others
- To provide a safe environment for customers to relax, access information, entertain themselves and connect with others
- To provide a needed service to those vulnerable in our community providing them with access to technology, information and to educational opportunities for all ages

2 APPLICATION

All Library staff may be affected by poor customer behaviour and should be aware of effective actions that assist in managing poor customer behaviour and any follow-up actions as required.

3 RESPONSIBILITY

3.1. SERVICES COORDINATOR

The Services Coordinator is responsible for ensuring that all staff are aware of policies, procedures and support mechanisms in incidents of challenging customer behaviour. The Services Coordinator is responsible for supporting the Branch Coordinator and as required, managing the aftermath of critical incidents including policy and procedure review, staff training and support, liaison with People & Culture and reporting to senior managers where required.

3.2. BRANCH COORDINATOR

The Branch Coordinator is responsible for following up on any incidents that occur in the library. This will include: completing any investigation reports as required, reporting back to senior staff, contacting the OHS team at People & Culture, ensuring all staff are aware of the EAP service and encouraging its use and arranging debriefing sessions if required.

1.1 LIBRARY STAFF

Implicitly within our roles there are a number of skills we need to apply in a customer service environment. These are highlighted in the Libraries & Learning Competency Framework and include but are not limited to:

Understanding others: sensitive to others moods and temperaments, responding with empathy, listen actively, ask questions, problem solve

Resilience: maintain objectivity, remain calm and act professionally, aware of the impact of my behaviour on others, bounce back from setbacks, utilise others to support me

Adaptability: adapt style to suit need, participate actively in change, understand and appreciate different perspectives.

Customer Service: respond appropriately to customer needs, diffuse conflict situations, interpret customer's words and feelings, and manage challenging customer interactions to achieve a positive outcome, sensitive to the diversity of our population.

4 REFERENCES &/OR DEFINITIONS

1.2 Agression

Defined as actions or threats to violate a person's rights by application of physical force by another person; physical harm caused by one person to another; or the explicit or implicit threat to cause such harm. Within this definition:

- "threat" means a statement or behaviour that causes a person to believe they are in danger of being physically attacked.
- "physical attack" means the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by, another person, where that application creates a risk to health and safety.

4.1. Aggressive actions

The risk of aggressive actions by members of the public can be addressed by firstly identifying the sources of such risks, applying risk control measures (including elimination, substitution and isolation strategies) so far as is reasonably practical, then diffusing residual risk by giving prompt and courteous service, applying conflict resolution skills and escalating customers to more senior staff

1.3 Critical incident

A critical incident can be defined as an event outside the range of usual human experience which has the potential to easily overcome a person's normal ability to cope with stress. It may produce a negative psychological response in a person who was involved in, or witnessed, such an incident.

1.4 Employee assistance Program (EAP)

A free confidential counselling service provided to employees designed to assist with personal or work-related problems and enhance the psychological wellbeing of Brimbank City Council employees. In response to critical incidents, EAP will be called in to conduct a debriefing session

1.5 BCC – Critical Incident Procedure DRAFT policy

5 REQUIREMENTS

The challenge of dealing with difficult customer behaviour is inherent in most of the customer service areas in our society today and anecdotally is growing.

Common forms of difficult behaviour in libraries include:

- Abusive language and tirade against staff around issues including fines on card, bowing privileges, access to items not available
- Drug use in or near the library
- Syringes left in library
- Hawkers or begging
- Sexually explicit behaviour
- Customer arguments between themselves
- Children left in library
- Drug, alcohol affected or intellectually disabled people unable to reflect actual needs
- People just “hanging out”
- Explicitly racist customers

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Understanding others: sensitive to others moods and temperaments, responding with empathy, listen actively, ask questions, problem solve

Resilience: maintain objectivity, remain calm and act professionally, aware of the impact of my behaviour on others, bounce back from setbacks, utilise others to support me

Adaptability: adapt style to suit need, participate actively in change, understand and appreciate different perspectives

Customer Service: respond appropriately to customer needs, diffuse conflict situations, interpret customer’s words and feelings, and manage challenging customer interactions to achieve a positive outcome, sensitive to the diversity of our population

1.6 Managing challenging behaviour

In order to support staff in managing difficult behaviour a simplistic but often effective way is to place poor customer behaviour in 3 levels.

The distinction between these is not always easy, but this does provide some framework for empowering staff to deal with difficult behaviours

Low

General customer anger either directed at staff or other customers, suspected drug use, children left in the library unattended, groups of children/young adults sitting together with a high level of noise, communication problems that can happen with intellectually disabled or those affected by drug and alcohol

In these instances, staff are required to negotiate and deal with the issue being dealt with. This may include negotiation or referral. Staff are also expected to operate as a team and support others who may be in this situation.

For example where there is a demonstration of poor behaviour this can be supported by in certain circumstances using the *three strikes and you’re out* scenario. It is important to note that some behaviour warrants more immediate and extreme action. This is an assessment made at the time and based on the issue at hand.

Staff should be approaching the person or group and explain what behaviour is unacceptable, then explain the acceptable behaviour and then state consequences for further poor behaviour. If it is repeated within a short period of time, the same thing is done approaching the person or group and explain what behaviour is unacceptable, then explain the acceptable behaviour and then state consequences for further poor behaviour. If the behaviour again happens in a short time – apply the consequences it is repeated within a short period of time, the same thing is done

Medium

More aggressive behaviour including bad language, shouting, indirect threats to other customers or staff.

In these instances staff should state clearly the unacceptable behaviour requesting customer to cease behaviour. Staff should inform customers that should their inappropriate behaviour not cease security will be called. If behaviour does not cease and staff have assessed the situation as being an extreme demonstration of poor behaviour then staff are able to use the duress alarm and a Security Officer will attend within 30 minutes.

High level

Critical incidents including violence, extreme property damage, excessive levels of anger, threat of personal violence and retaliation. This could also include bomb threats.

In these instances the Police should be called on 000

Staff should not approach the customer and where possible move other library users away from the issue or person.

1.7 Actions in managing poor customer behaviour

Low level of poor behaviour

Responsibility: Library staff members as appropriate

Our role includes an opportunity to educate our customers on accepted behaviour.

Staff can utilise the *3 strikes and you're out* principle as appropriate. It is important to remember that this is a tool to assist staff where appropriate to the situation.

Examples of common poor behaviour and the consequences include:

Poor behaviour in the technology areas

The consequence is the termination of access to that service for the rest of the day

Poor general behaviour

The consequence is the termination of access either the service they are using for the rest of the day or a request to leave the library

In instances where a child is demonstrating repeated poor behaviour the Branch Coordinator may consider the following:

- discussion with the child's parents, guardian or guarantor on acceptable behaviour and consequences for poor behaviour
- creating a contract of expectation of behaviour from the child
- liaising with Youth Services

Should an adult demonstrate repeated poor behaviour and/or not cease their unacceptable behaviour after having been directed to do so by a staff member, a letter outlining expected behaviour and consequences of poor behaviour may be sent to the customer by the Branch Coordinator.

Medium level of poor behaviour

Responsibility: Library staff members as appropriate and National Protective Services (contracted security company)

Calling for security support – using the duress alarm

Using this is not necessarily part of a consequence for customers, but is a support for staff when dealing with a situation where there is a high level of discomfort but any demonstrated physical or other extreme behaviour.

A duress alarm will be on the floor at all times during the day. The duress alarm is on a lanyard which must be worn by the Rostered Senior Staff member. In their absence a nominated staff member will be given the alarm. There are two duress at all branches.

By pressing the button on the duress alarm the monitoring company is notified and a security Officer will attend within 45 minutes.

Circumstances under which the duress alarm may be pressed can include but is not limited to:

- verbally abusive customer who has been warned on the inappropriate behaviour,
- customers taking drugs on the library premises or nearby,
- severely drug or alcohol affected customers who are causing a disturbance and have not ceased their behaviour after having been warned
- threatening behaviour from customers towards staff or between customers
- staff feeling threatened or unsafe

Repeated poor behaviour may result in consideration being given to suspending borrowing and technology access rights. In extreme circumstances the banning of the customer from all Brimbank Library sites for a nominated period of time may be implemented.

Once the duress alarm has been pushed if the security guard has not arrived within 20 minutes, staff are able to contact the Security Call Centre direct to ask how long will it be until the security guard arrives. The number for the Security Call Centre is **9499 5366**.

High level of poor behaviour

Responsibility: Library staff members as appropriate and Victoria Police

Calling 000

This is done when there is extreme behaviour that requires police attention

This is effect the big guns and used when we really need them, so as to ensure police realise the gravity of the issue.

Connected to this is the need to create a positive relationship with the police through involvement in a Community policing group?

In instances where there is extreme behaviour demonstrated by library customers. There will be a decision made by senior staff on the option of banning the customer from using library buildings and facilities for a determined period of time.

1.8 Intervention by other team members

Should there be a heated discussion between a team member 1 and another person, another team member (2) may look to offer support or to take on dealing with the customer's issue. This may happen when the original team member is visibly distressed or seeks assistance. A non aggressive manner in which to do this, is to use the "purple folder" scenario.

Team member 2 walks up to team member 1 and customer, apologises for intruding but says they are urgently looking for the purple folder. Should team member 1 reply "yes I have it", this is a signal that they wish to pass on the dealing with the customer to a more experienced team member. Should the reply be "no", then team member 1 is comfortable with managing the situation.

1.9 Duress alarms

Duress alarms should be pressed as required.

Security staff should arrive within 30minutes

Should an issue escalate staff should consider calling 000 where appropriate

The duress alarm will be in the care of the Rostered Senior staff member or nominated staff member. A back up duress alarm will be kept by the Branch Coordinator in cases of loss or damage.

Any loss of the duress alarm must be reported to the Building Maintenance Coordinator immediately.

An incident form should be completed.

1.10 Anger/Aggression

Anger and aggression are two common behaviours that can be found in libraries especially where there is conflict over fines or lack of access to resources

Staff should be able to diffuse these situations where they have not escalated into extreme behaviour

An incident form should be completed.

1.11 Personal threats

Personal threats are unacceptable and this should be referred to the Branch Coordinator.

Staff involved in this situation may either implement use of the duress alarm, or in extreme circumstances call the Police.

An incident form should be completed.

1.12 Suspected drug use

Monitor situation and complete incident hazard form for follow-up by the Branch Coordinator as part of the incident investigation.

Staff should not intervene in these situations.

An incident form should be completed.

1.13 Theft

All thefts should be reported via the incident hazard forms. Customers who have items stolen should also report the matter to the Police as it is not the role of Library to do so on their behalf.

An incident form should be completed.

1.14 Intimidation

Any intimidation from customers should be reported via the incident hazard forms. Staff as a team should always be aware of the general behaviour of customers whilst they are in the library. As the normal function of the team, staff/team support to each other is a day to day activity demonstrated by all staff and is particularly important in these incidents.

1.15 Incident management

Violence and threats of physical harm and assault shall be reported immediately with the completion of the Incident Hazard form. Incidents should be reported immediately to senior staff where the Branch Coordinator is not available.

The Rostered Senior Staff Member shall immediately deal with any instances of poor behaviour with referral to Senior staff as appropriate. If required, senior managers should be involved to ensure all necessary measures have been taken where the Branch Coordinator is not available.

Incidents will be investigated in line with Brimbank City Council's policies and procedures.

Initial debriefing after incidents will be done by either the Branch Coordinator or the Rostered Senior Staff member, preferably with the support of peers of the affected person.

Where applicable, employees who have suffered workplace-related violence or victimisation should receive post-trauma counselling by referring them to the EAP provider. Where a number of staff have been affected through a single incident, EAP will be invited into the workplace to run a group debriefing session as soon as possible following the incident.

Following a "critical incident" the OHS team in People & Culture should be contacted immediately alerting them to the incident and confirming that EAP will be called and a debriefing session arranged for library staff involved in the incident. This will be managed by the Branch Coordinator or in their absence a Senior Staff member.

1.16 Prevention or reduction of poor behaviour

The following are steps that the Libraries & Learning department continues to monitor in order to effect positive interactions with customers. These include but are not limited to:

- Improving team members job skills,
- Improving team member's capacities to interact effectively with clients,
- Manipulating physical environments in which staff and customer interactions occur,
- Provision of regular training both formal and informal on how to manage challenging behaviour.

1.17 Steps to assist dealing with a difficult customer

The following are a series of steps staff can employ when dealing with challenging behaviour in order to have a positive outcome for both team member and customer.

A. Assessment

This relates to the ability to recognise in themselves that their emotional response to the situation is changing, as well as recognising that the situation may be escalating in terms of the customer's behaviour.

B. Monitoring

Staff members need to be able to monitor both their emotional response, and any mental processes that they experience during the interaction with the customer. For example, staff need to be able to work with customers and not jump to conclusions about the customer, make too many generalisations about the customer or the outcome, or to take the situation too personally.

C. Active Listening, Questioning and Clarification

These are important skills for staff to learn in order to identify what the customer is seeking and to ensure that he/she has understood the entire situation.

D. Defusing Skills

The ability to defuse a situation may involve skills such as appropriate questioning techniques, focusing on the problem at hand, using humour where appropriate, and using delay strategies to assist the situation.

E. Negotiation and Limit Setting

In some customer situations, it may be appropriate and possible to negotiate an outcome that is agreeable to both parties. Stay focused on the situation rather than surrounding problems or difficulties.



CONSEQUENCES FOR POOR CUSTOMER BEHAVIOUR – SUSPENSION OF PRIVILEGES AND BANNING

1. SCOPE

The procedure is designed to support the expectations of customer behaviour and provides guidance for library staff on the implementing consequences for poor customer behaviour.

2. APPLICATION

This application applies to all library staff who are responsible for implementing consequences as required.

3. RESPONSIBILITY

3.1. MANAGER, LIBRARIES & LEARNING

The Manager, Libraries & Learning will authorise any banning of a customer. A formal letter will be sent to the library customer informing them of the banning. The lifting of any banned status must be authorised by the Manager, Libraries & Learning.

3.2. SERVICES COORDINATOR

The Services Coordinator will work with the relevant Branch Coordinator in the management of extreme behaviour which may result in either a warning letter, suspension of services or a recommendation for the customer to be banned.

The Services Coordinator is responsible for advising the Manager Libraries & Learning of any recommendation of banning of a customer and prepare paperwork as required. They may also be required to seek legal advice as needed.

3.3. BRANCH COORDINATORS

Branch Coordinators are responsible for the day to day management of incidents regarding poor customer behaviour and respond accordingly. This can include development of contracts in regard to expected behaviour, restriction in access to services, formal letters of warning or a recommendation that a customer be banned.

Branch coordinators will also partner with relevant schools and the Brimbank Council Youth Services Team where there is repeated poor behaviour.

3.4. LIBRARY TEAM MEMBERS

Library Team members are responsible for ensuring that any restrictions placed on customers are enforced.

All staff are accountable for their own performance and actions. Team members should strive to meet expectations as described in a variety of documents including position descriptions, work plans, *Competency Framework*, Values and Behaviours and other related policies and documentation.

4. REFERENCES OR DEFINITION

- 4.1. *Managing Challenging Customer behaviour Procedure*
- 4.2. Amlib Library Computer Systems
- 4.3. Local Law
- 4.4. *Library Policy 2010*
- 4.5. Banning: The banning of customer from the library means that a customer may not enter any of the library facilities.

5. REQUIREMENTS

5.1. Verbal warnings

Library users will be informed where their behaviour is inappropriate and be given the opportunity to cease the poor behaviour. This may not apply where there is aggressive or other inappropriate or illegal behaviour and the police or security has been called.

Warnings may be given by any member of the library team.

5.2. "Time out"

Library users may be asked to leave the library where they continue to display poor customer behaviour despite being given warnings by library staff. This time out period may be for the rest of the day or 24 hours.

All staff are able to implement this consequence ensuring that all staff on the shift are informed and any further follow-up is undertaken by the Rostered Senior Staff Member.

The time out may also result in the library card being suspended to ensure that customers are neither able to borrow items nor book to use the PC's or games. The staff member implementing this is responsible for ensuring that any suspension is lifted in the time frame given to the staff member.

All suspensions must be reported to the rostered Senior Staff Member and Branch Coordinator.

5.3. Meetings with parents/guardian

Where poor behaviour is exhibited by young adults and children under the age of 18 years, the Branch Coordinator may arrange to meet with the parents or guardians to discuss the inappropriate behaviour. The expected outcome of the meeting is a clearer understanding of expected behaviour and an awareness of the consequences should poor behaviour continue.

A formal agreement may be developed between the Library, parents/guardians and the child/young adult concerned.

This agreement will be reviewed at a time to be agreed to by all parties.

The Youth Services Team may be involved in the development of a contract with a child/teen and may be involved in meetings with the parent or child.

5.4. Partnership with Youth Services Team

Where consistent poor behaviour or possible risk behaviour is exhibited by young adults, the Branch Coordinator may contact Youth Services and work with the team to implement actions to support the young person. Each circumstance is likely to be different.

5.5. Partnership with relevant schools

Where consistent poor behaviour or possible risk behaviour is exhibited by young adults, the Branch Coordinator may contact the school attended by the young adult/child where this can be identified. This partnership may result in work being done to reinforce library rules and expectations.

5.6. Written warnings

Should poor behaviour be demonstrated a letter shall be sent to the customer (and where appropriate the parent/guardian) warning that should poor behaviour continue the consequence may include: suspension of services that can be accessed and/or a ban from entering the library for a period of up to 12 months.

Dependent on the circumstances of the behaviour there are 2 levels of written warnings which particularly apply to youth. One letter is a reminder of expected behaviour and encourages children/youth and parents to arrange a meeting with the Branch Coordinator to discuss expectations. The second letter also specifies the poor behaviour and clearly indicates that suspension or banning will be implemented should behaviour not change.

5.7. Restriction in hours of access to library services and facilities

The Branch Coordinator may make a decision to restrict the number of hours a customer may be allowed in the library where there have been ongoing issues regarding poor behaviour.

Customers will be informed of this restriction both verbally and by a formal letter sent to their home address.

The restriction period shall be determined by the Branch Coordinator.

5.8. Suspension of services

The Branch Coordinator may make a decision to suspend access to library services including borrowing of items and access to IT equipment.

Customers will be informed of this suspension both verbally and by a formal letter sent to their home address.

The suspension period shall be determined by the Branch Coordinator consultation with the Services Coordinator and may be for a period of up to 3 months.

The suspension may be applicable across all library sites.

5.9. Banning of Customers

Should poor behaviour continue or extreme behaviour displayed, a recommendation will be made by the Branch Coordinator to the Services coordinator that a specific customer be banned from using library services and entering library facilities.

The recommendation will include the reasons for the ban being implemented and the proposed period of time of the ban. Should the ban be agreed to, a letter will be prepared and signed by the Manager Libraries & Learning. The letter shall be sent via registered post to the customer. The letter may be preceded by a conversation with the customer by the Branch coordinator.

The banning period may be up to 12 months and is at the discretion of the Branch Coordinator. Common period of ban will be 1 month, 2 months, 3 months, 6 months, 12 months.

In some instances the banning of a customer may immediately take place following an extreme incident where the Police have been called and have informed the customer of the ban at that time.

5.10. Referral to Police

Dependent on the issue being managed, the behaviour of individuals may be reported to the Police.

The decision to do this will be taken by the Branch Coordinator in consultation with the Services Coordinator and/or Youth Services Team.

5.11. Lifting of a ban

Should a customer wish to return to use library facilities they may request that the ban be lifted. The lifting of the ban will only be considered once the banning period has finished.

The lifting of the ban will be agreed to only after the customer can demonstrate a change to their behaviour and agree to any restrictions/ expectations that have within reason been placed on them.

5.12. Objectives of suspension or banning of a customer

The objective of the banning of a customer is to:

- Emphasise the boundaries that are in place and the consequences of repeated poor behaviour.
- Provide respite for staff in managing repeated poor behaviour.
- Allow time for customer to consider actions and to request a return to the library where an improvement in behaviour can be demonstrated.

5.13. Challenges in banning customers

Though there is a capacity to ban a customer, there are restrictions on how the ban may be enforced. Identification of the customer is restricted. Where possible, Brimbank Libraries will use CCTV footage to identify the customer to be banned. This image will be sent to all branches and the Branch Coordinator will be responsible for ensuring staff are aware of the ban and are to support staff in managing any cases where the customer tries to enter the library.

Should customers not be members of the library it will be difficult to identify them and also to confirm their residential address. In these instances notification of the banning of a customer may be given verbally by the Branch Coordinator or Rostered Senior Staff Member.

Identification of banned customers will be difficult as appearances can change and identification by use of photos may be unclear.

The Library can ensure that they are unable to use their card to access services and facilities but will not have the capacity to restrict their access should they use another person's card.

5.14. Library Rules of behaviour

In 2011, all Library staff were involved in the development of Customer rules regarding expected behaviour. These are

1. Respect each other, staff and the library.
 - a. Keep noise to a minimum.
2. Listen to and follow staff instructions.
3. No swearing or yelling.
4. No aggressive or threatening behaviour.
5. No food or drink at computers and games areas.
 - a. No hot food in the library.
 - b. Clean up after yourself.

5.15. Setting the boundaries for customer behaviour

Description	Expectations	Staff response
Yelling	No yelling. However, this may naturally occur as a consequence of an activity or program that is being run. Staff may also need to recognise that some customers with an intellectual or other disability may have “yelling” as part of their natural behaviour.	Staff to assess context Ask customer to cease noise
Running	No running	Staff to stop this
Large groups	Large groups will congregate in the libraries and this is acceptable. Staff need to assess noise or activity level and apply reasonable expectations.	Staff should engage in a positive conversation with customers about expectations
Extended screaming from infants	Staff to consider context and issue	Staff may offer assistance
Playing with toys – low level	Acceptable There will often be a reasonable noise level that accompanies this. Staff will need to assess.	
Playing with toys – high level, aggressive	Staff need to consider context of behaviour and also the age.	Staff to stop or to calm behaviour down Consider other alternatives

Libraries & Learning

Description	Expectations	Staff response
Unattended children	<p>Staff will need to assess both the age of the child and the context within this.</p> <p>Younger children may be in the care of older siblings.</p>	<p>Apply the unattended children policy.</p> <p>Staff may assess this situation and take the opportunity to talk to parents on the appropriateness of this.</p>
Lack of supervision of children	<p>Staff need to be able to apply context within this. Questions staff will need to assess include:</p> <p>Age Context of behaviour What are the children doing</p>	
Swearing	<p>Staff member needs to assess context This may occur as a one off, or be reactive to an incident.</p> <p>Abusive language and swearing is not acceptable and customers should cease this.</p>	<p>Staff member to approach customer and ask them to cease. There may be a need to explain that whilst profanity may be common in some environments it is not acceptable in the library.</p>
Loud talking on mobile	To be avoided	<p>Staff member to approach customer and ask that they reduce the noise level. Customer may need to take call outside.</p>
Verbal disagreements	<p>Staff to assess context and relationship This may be a discussion between 2 friends, or may be a disagreement between two customers over behaviour or facility.</p>	<p>Staff to ask customers to cease behaviours.</p> <p>Look to provide solutions that may meet customers' needs if it is a library facility or service issue.</p>
Domestic violence	Staff to assess situation	<p>Customers may be asked to leave the library. The Police may need to be called dependent on level of issue.</p>
Bullying and intimidation	<p>Can occur between children, between adults and between adults and children.</p> <p>Customers have an expectation and right to expect a "safe" environment when they come to the library.</p>	<p>Where the behaviour is noted staff should intervene.</p> <p>Use negotiation skills and refer to relevant library policy as appropriate.</p>
Pornography or pornographic images on pc's	Staff to assess the "pornographic" level of the images.	<p>Staff should explain to customers that they need to cease behaviour. Explain why.</p> <p>May need to check on the availability of the system to be logged off remotely.</p>

Attention seeking	Can be a common behaviour. Staff need to be able to manage this.	Staff may need to consider whether other Council services may be relevant or useful to the person.
Description	Expectations	Staff response
Eating and drinking in libraries	Eating and drinking is permitted but not at the computers or games areas. Hot food is not allowed.	
Littering	Not permitted	Staff should ask customers to clean up after themselves where this has been noticed.
Furniture abuse – feet up, damage etc	Not acceptable	Staff to identify expected behaviour Apply – “3 strikes”
High noise levels	Staff need to consider the context of the noise level. A high noise level may occur when a program is being run or when there are large numbers of people in the library. Staff should assess and provide guidance for customers on expected levels of noise.	Staff are to discuss any issues with customers and explain expected noise levels.
PC Volume	All PC's in libraries by mid 2012 will have volume access on PC's removed.	Customers are able to purchase headphones or bring their own in.

Use of the process - “3 strikes”

Staff should be approaching the person or group and explain what behaviour is unacceptable, then explain the acceptable behaviour and then state consequences for further poor behaviour.

If it is repeated within a short period of time, the same thing is done approaching the person or group and explain what behaviour is unacceptable, then explain the acceptable behaviour and then state consequences for further poor behaviour.

If the behaviour again happens in a short time – apply the consequences it is repeated within a short period of time, the same thing is done and the consequences applied.

Appendix: Draft of pro-forma letter re banning of customer

Customer details

Date

Dear XXXX

Withdrawal of Licence (Ban)

I am writing to you to inform you that your licence to enter Brimbank City Council XXX facilities has been temporarily withdrawn. This means that you are banned from entering any Brimbank City Council XXX Facility) for a period of XXX months, commencing immediately and ceasing on *day Month Year*. The decision to ban you from entering a XXX Facility was based on your unacceptable behaviour as specified below.

UNACCEPTABLE BEHAVIOUR

Specify what happened

WHERE YOU ARE BANNED FROM ENTERING

You are banned from entering the following XXXX Facilities:

AAA
Address

BBB
Address

TRESPASS IS AN OFFENCE

Should you, during the period in which you are banned, enter any XXX Facility, you will be committing trespass and Victoria Police will be called to remove you and you may be charged.

YOU MAY REQUEST A REVOCATION

If, during the period in which you are banned, you wish return to a XXX Facility, you are required to seek revocation by writing to me at the below mentioned address, addressing the following criteria:

- Reasons why the ban should be reconsidered;
- Your recognition of the inappropriate behaviour; and
- Your level of commitment to behaving in a respectful and civil manner to XXX

Should you wish to discuss this matter further, please contact the *(insert relevant team leader or Coordinator)*

Yours sincerely,

Manager XXXX
Other contact details

Library Rules



Library Rules

- 1 Respect**
each other, staff and the library space.
Keep noise to a minimum.
- 2 Listen**
to and follow staff instructions.
- 3 Speak**
with respect. No swearing or yelling.
- 4 Behave**
with patience and calm.
No aggressive or threatening behaviour.
- 5 Food and Drink**
is not to be consumed in computers or games areas.
No hot food in the library.
Clean up after yourself.

Brimbank Libraries

Team rules in setting expected behaviours from customers

What behaviours do we need to demonstrate to support the Customer Rules?

- Everyone needs to be consistent so the same message is conveyed to customers.
- Be clear about what the rules mean.
- Communication
 - Communicate between changing shifts.
- Understand and implement rules.
 - Refer to rules and explain rules to customers.
- Understand and follow through on consequences.
- Be proactive in observing and assessing possible situations.
- Don't be afraid to ask for help.
- Support each other in the application of rules.
 - Approach difficult customers in pairs if possible.
 - Be present in certain situations.
 - Confirm what other staff have said.
 - Be aware of any situations be prepared to step in when support is needed.
- Take responsibility in your role.
- Recognise and utilise staff strengths and skills.
- Set an example for customer's behaviour.
- Be aware of your surroundings.
- Commit to team decision.
- More presence in the library - checking hidden areas in the library.
- Respect for all staff and for customers to follow rules.
- Enforce rules immediately – prioritise based on disruptive behaviour.
- Be confident of your knowledge of the rules.
- Be confident when dealing with customers when you have to apply the rules.

What is the smallest change that would make the biggest impact?

- Commitment to the rules and team.
- Being consistent in enforcing the rules.
- Getting to know and using our customer's names e.g. writing down the names of users booking both game controllers.

Skills needed to support implementation of Customer Rules

(As identified in brain storming session)

- Resilience
 - Not taking things personally
 - Confidence – being able to ask for help
- Ability to apply reasonableness
- Judgement
 - Ability to assess the issue and choose appropriate consequence
- Developing and maintaining authority
- Team communication/trust/speaking up – holding each other accountable
- How to have difficult conversations with each other and customers
- Teamwork
- Assertiveness
- Negotiation and influencing skills
- Knowing the Rules inside out
- Empathy
- Listening skills
- Critical thinking, emotional awareness, body language
- Training using role plays
- Problem solving
- Decision making

Brimbank Libraries

Examples of behaviour that illustrate the Customer rules

1. Respect each other, staff and the library

- Consider others and the actions/impact on others

- Manners
- Noise level
- Behaviour – running, yelling, littering, playing
- Invading personal space

Keep noise to a minimum – NOTE: consider time of day, other customers in the library, current programs running. Excessive noise is noise that interferes with library use and may include:

- Music volume from personal music devices
- Computer volume
- Mobile phone etiquette
- Loud conversations
- Loud groups of people
- Loud play by children
- Loud mums/parents talking during story times

- Treat others as you wish to be treated

- Towards staff:

- Use manners
- Listen
- Be patient
- Use staff time efficiently
- Don't interrupt staff/customers

- Equipment – use equipment the way it should be used

- Ask for assistance by staff if you need help
- No feet on chairs/furniture
- No sitting on desks

- Use library space appropriately. This could include:

- No obstructing walkways, doors, collection
- Adults not sleeping/lying on the floor

- Take responsibility for your belongings
- Take responsibility for your children

2. Listen to and follow staff instructions

- Actively listen

- Acknowledge staff
- Not interrupting staff
- Don't ignore staff
- Ask for clarification if needed
- Follow staff instructions and continue to do so when staff are not present:
 - Team need to communicate with other team members as to what is happening
- Respond respectfully to staff
 - Don't answer back or argue in a negative way
- Listen to staff instructions about appropriate behaviours

3. No swearing or yelling

- For example, Fxxx, Cxxx, Sxxx
- Racially derogatory terms
- Yelling across the library, between computers
- Over-excited around games
- Raising voice against staff or others

4. No aggressive or threatening behaviour

- Wrestling
- Fighting
- No weapons
- Racism
- Bullying
- Intimidation
- Damaging library equipment/facilities
- Physical or verbal threats
- chasing/running
- harassment
- sexual innuendo/comments

5. No food or drink at computers and games areas

a. No hot food in the library

b. Clean up after yourself

- Use bins provided
- Don't make a mess
- Parents need to be responsible for their children's eating habits
- Customers may be asked to take their food outside