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Version	Date	Editor	Changes made
1	September 2018	M Gandy	Original
2	September 2020	M Gandy	General update
3	January 2023	P Smith	Review and minor edits
4	November 2024	M Corneille	Content edits

Behaviour Policy

Staff and young people are encouraged to demonstrate the following principles:

Your Team: we do what is best for the team and support each other, enabling them to reach their full potential.

Mutual Respect: we show respect to others, the facilities available to us and ourselves.

Challenge: we push ourselves to do things outside of our comfort zone and take opportunities to develop.

Active Engagement: we engage positively in all activities to the best of our ability.

Based on the areas above, students create a behaviour contract on Induction Day, which is agreed with their Tutor, then signed by both parties and placed at the front of their files as a continual reference point.

Rewarding Positive Behaviour

Each day Tutors log into **Class Dojo** (behavioural management tool) to take attendance and add reward points for positive behaviour. Students collect points that they can trade for a Gold, Silver or Bronze reward at the end of each term. At the beginning of each term tutors will establish rewards with individual to ensure they are both challenging yet meaningful.

Addressing Poor Behaviour

If a student is demonstrating poor behaviour, Tutors will add 'negative' points to the Class Dojo and these will influence 'end of day' reports sent to those involved with the education and well-being of a young person.

Examples of poor behaviour may include, but are not limited to, the following:

- Swearing or abusive behaviour
- Bullying
- Defiance
- Disruptive
- Disrespect

Where behaviour becomes persistent students may be placed on the staged system (see table below). For extreme behaviour, the Tutor may choose to skip one or more stages to escalate the issue sooner.

How do the behaviour procedures work at YMCA Manchester?

The intention of the system is that parents/carers/commissioning lead whose children continue to cause concern will move through different stages, which offer support but also take necessary action if required.

Type of Letter	What does it mean?
Stage 1	There is a general concern about your child's behaviour and this letter is designed to alert you to this.
Stage 2	This means your child's behaviour is persistent and showing no signs of improvement.
Stage 3	It is clear that all of the strategies outlined above have failed to improve the behaviour of your child. At this stage, you will be notified in writing that the matter is being formally referred to the commissioners and further proceedings will be instigated.

YMCA Manchester Behaviour Procedures

Points Category	Action Taken	Monitoring Procedures
-15 in one day	'Stage 1' Letter	Tutor monitors behaviour and tracks through Class Dojo. Send 'Stage 1 Letter' if there is a general concern as a means of highlighting the issue.
-30 over the course of two weeks	'Stage 2' Letter	Constant behaviour monitoring and tracking via Class Dojo. Send 'Stage 2 Letter' if poor behaviour is becoming persistent and failing to improve.
Unable to move out of the 'negative' category	'Stage 3' Letter	Send 'Stage 3 Letter' if behaviour is deteriorating, liaise with commissioning services to establish next steps.