

YAA Behavior for Learning Policy K-12

ACADEMIC YEAR 2024-25



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Yas American Academy Behavior for Learning Policy K-12

1.0 Rationale and Mission

Yas American Academy (YAA) is committed to providing educational excellence for the students it serves. In line with the Abu Dhabi Department of Education and Knowledge (ADEK), Yas American Academy ensures that "every teacher has a major role to play in creating a positive classroom climate that is conducive to learning."

YAA is dedicated to raising aspirations, expectations of success, and educational achievement and will develop character to empower students to be active global citizens. Therefore, the overarching mission of our Reward and positive Behavior Policy is to:

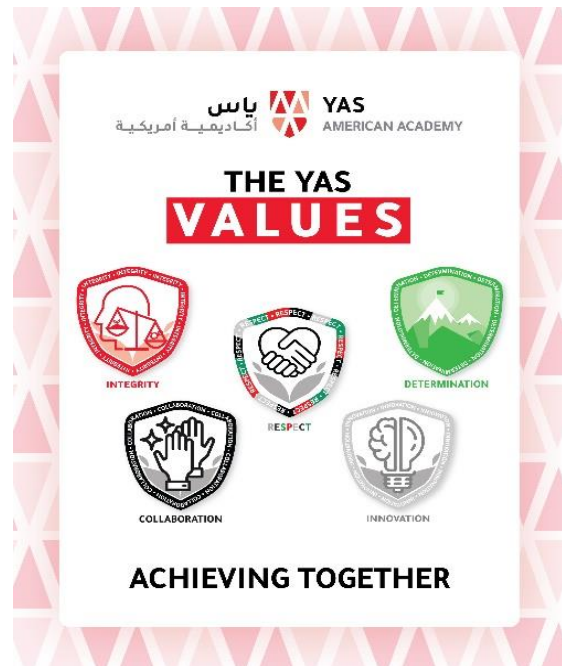
- Recognize and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential.
- Celebrate and recognize positive behavior, good decision making, and positive attitudes toward learning.
- Ensure that equality of opportunity is available for all.
- Develop understanding and respect for all.
- Build a community based on justice and a sense of personal responsibility while ensuring reconciliation and forgiveness.

2.0 Aims and Objectives

Our reward and positive behavior Policy are designed to support how all members of Yas American Academy can live and work together. It aims to promote an environment that develops our students into confident, well-motivated, and hard-working individuals who enjoy learning.

We believe that every member of Yas American Academy should feel valued, respected, and treated as an individual following our Academy ethos and the UAE Child Rights Laws. Central to this is the expectation that students who attend Yas American Academy will display high standards of behavior and treat other people as they would wish to be treated, following our Academy rules. Our Academy rules are displayed in each classroom and homeroom.

This policy describes the YAA approach to positive behavior and the importance of responding well to others. The key principles are related to the values of Collaboration, Respect, Integrity, Innovation, and Determination.



- We endeavor to apply rules fairly, clearly, and consistently.
- We aim to provide a happy, caring environment with challenging activities.
- Under no circumstances do we use any form of corporal punishment, nor is it our intention that a student is belittled or shamed before their peers.
- In the case of a serious incident or persistent unacceptable behavior, we will always endeavor to
- involve parents in resolving the situation.
- The home/school partnership is vital in establishing and maintaining high standards of behavior and appropriate conduct.

- We ensure that staff do not see behavior as a separate issue. It is taken within the wider
- context of the school, as an integral part of the teaching and learning taking place and the overall organization of lessons and other activities.
- The school's behavior and rewards process are intended to support and complement one another, we will develop transparent, effective partnerships with Parents/Guardians and the local community.

3.0 Behavior for Learning (BfL)

The below principles and practices are pre-requisites of successful learning and good behavior at Yas American Academy:

- Well-planned lessons that are suitably differentiated to consider the age, ability, and needs of the students and that plan for 'positive opportunities' to happen.
- Lessons that are purposeful and relevant and provide challenge at an appropriate level of difficulty.
- Learning standards and/or outcomes made clear to students.
- Clear routines of classroom practice that are consistent and well-established.
- Regular and frequent assessment and feedback.

All classrooms and learning environments should display the Yas American Academy values that are understood by all. These should be regularly promoted by all members of staff to reinforce the expectations using a shared language.

On occasion, some students will, for a variety of reasons, sometimes fail to meet the standards of behavior that we have at Yas American Academy. Disruption to lessons cannot be tolerated since it denies other students their 'right to learn'.

Low-level disruption in lessons may be the result of:

- i) shouting out – talking out of turn
- ii) lack of respect for students/staff/property
- iii) being off task and distracting others
- iv) arriving late for a lesson
- v) not having the correct equipment for lessons

Disruptive behavior will be dealt with by the class/subject teacher in the first instance. **Consistency** in the way disruption is dealt with is vital so that students know the boundaries within which they can work and learn. **Communication** with parents early on is also necessary to help prevent low-level disruption from escalating.

Practical subjects will have additional codes of conduct that focus on health and safety such as Physical Education, Science and Design Technology. At the start of each term (and when necessary, at the start of each lesson), the teacher will make these codes clear to students and display them as appropriate.

4.0 Restorative Practices

Restorative practices and ways of thinking are now developing and growing in many elementary and secondary schools. Experience and evidence at local and national levels have shown that restorative processes have a positive impact on changing school cultures, especially concerning behavior and developing positive relationships.

We adopt this approach when a student is being bullied to look at positive alternatives to reactive punitive behavior solutions (e.g. exclusions), because we are confident that the matter is being dealt with clearly and explicitly, understood and endorsed by all.

Restorative practice is a proactive way of working WITH people, not doing things TO them, not

doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001). Nevertheless, if this approach does not cause the bullying to stop, the following processes will be conducted; In reference to ADEK's student behavior policy (Policy 50), we ensure that students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before disciplinary action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows:

- Firstly, the School shall provide counseling for the student, with a clear explanation, with reasons, for the changes in behavior that are required of the student by the school.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the school shall inform Parents/Guardians and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the school may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning. In the final stage, if the student fails to modify his or her behavior following the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

5.0 Responsibilities and Conduct

5.1 Heads of Grade

- In secondary, Grade leaders are responsible for ensuring positive behavior while developing the wellbeing of students.
- Grade leads will intervene if classroom teachers and heads of department have attempted all behavior improvement strategies.
- Their roles also involve the analysis of data concerning behavior and academics, and liaising with parents to bring about improvements, linked with the behavior stage implementation.

5.2 Teachers

- Teachers are responsible for the behavior of students within their classroom.
- They should employ a range of pedagogical approaches to ensure that lessons are engaging and inclusive.
- If a student becomes disruptive and off-task, it is the teachers' responsibility to redirect students and promote positive behavior.
- Failing that, this should be escalated to the head of the department and grade leads.

5.3 Parents

- We expect parents to be engaged in their child's learning, and to support our Academy rules, as set out in the home-school agreement and Parent Handbook.
- We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their son or daughter's welfare or behavior.
- If a parent has concerns about their child's behavior, they should initially contact the homeroom teacher or grade lead. If the concern persists, they should contact the Dean of Students, providing 24-hours notice for an appointment.
- If these discussions cannot resolve a problem, a formal grievance or appeal process can be started following our complaints policy.

5.4 Students

5.4.1 Student Conduct Inside and On School Premises

Students are expected to adhere to the following expectations throughout the Academy:

- Refrain from play fighting and discourage conflict between other students.
- Respect other students, their work, and their belongings.
- Follow established Academy routines (e.g., lining up for lunch, lining up for lessons, walking through corridors)
- Respect everyone in the academy regardless of age, gender, race, religion, and background.
- Treat the Academy with respect and ensure the usage of the litter bins provided.
- Use appropriate language.
- Always maintain uniform expectations.
- Responsible for ensuring that all necessary equipment is brought to each lesson.
- Responsible for arriving to lessons on time (at the end of transition music).
- Remain focused on lessons and prepared to learn.
- Expected to engage in classroom learning throughout all lessons.

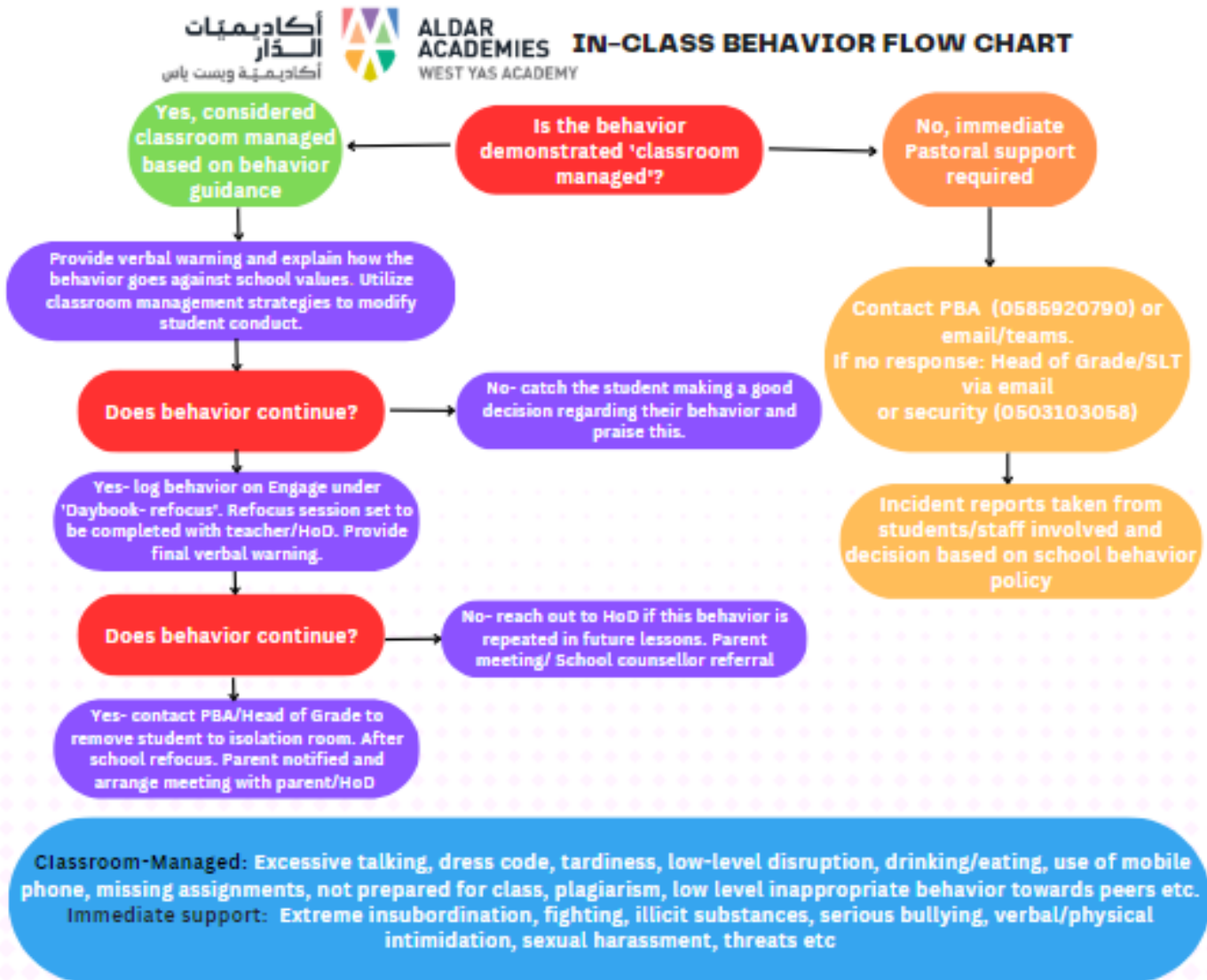
5.4.2 Student Conduct Outside of Yas American Academy

Any incidence of poor behavior, while in Academy uniform, will be treated in the same manner as if the conduct had occurred within the Academy. Students are expected to be responsible citizens of the local community and excellent representatives of the Academy, particularly in the following ways:

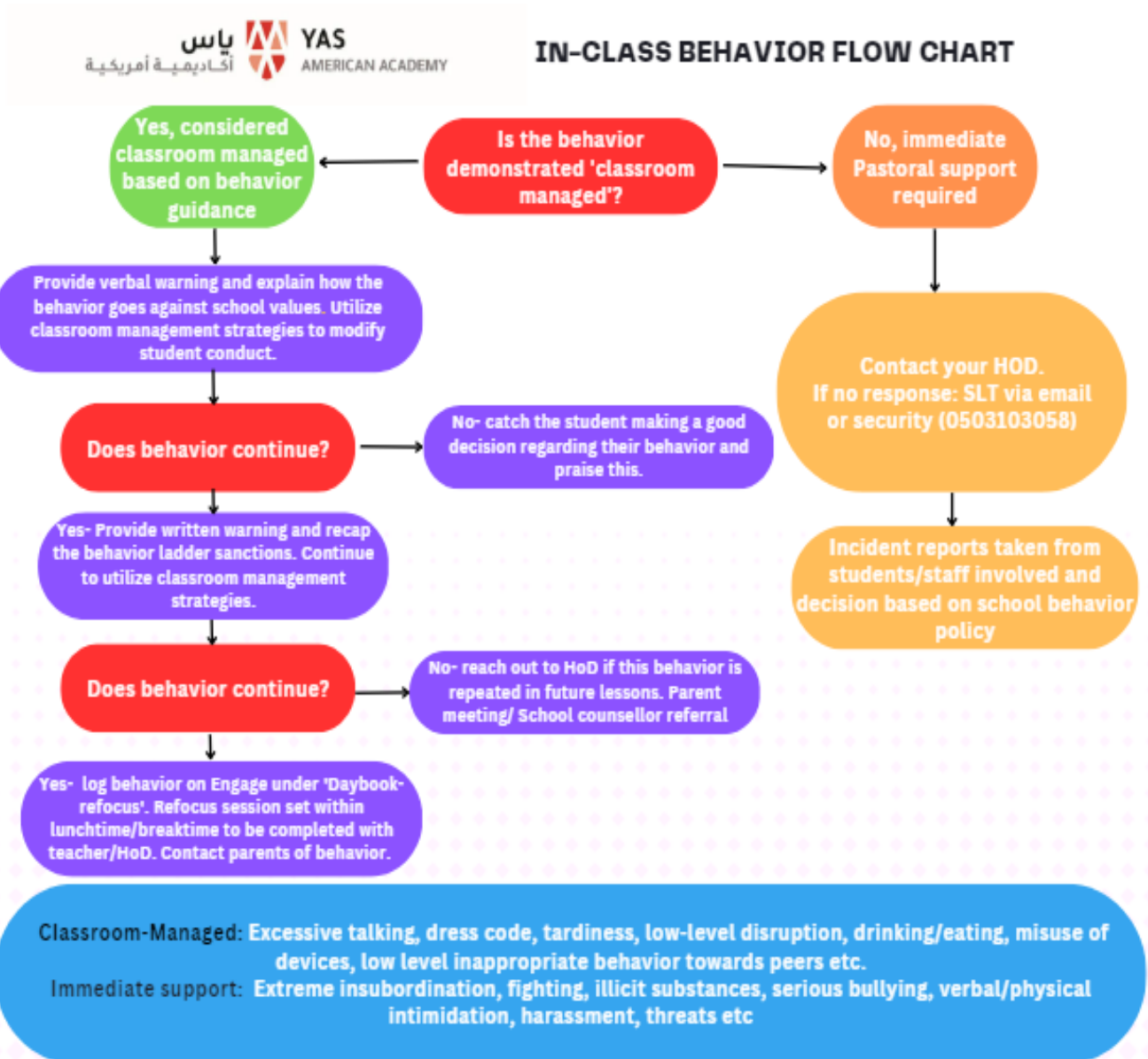
- Show respect to others
- Appropriate speaking and listening to others; peers and adults
- Respect for the local community and the rights of others
- A zero-tolerance approach to bullying
- Correctly wear full uniform on the way to and from the Academy
- Under no circumstance do something that brings the Academy into disrepute
- Keep the neighborhood free of litter
- Use appropriate language in public
- Exhibit ethical behavior and manners when traveling to and from the Academy

6.0 In-Class Behavior Flow Charts

6.1 Secondary Behavior Flow Chart



6.2 Elementary Behavior Flow Chart



7.0 Managing Unwanted Behavior

7.1 YAA Refocus

At YAA, we have clear, simple to implement positive behavior systems. The Academy has a refocus policy based on consistent, inevitable, and escalating consequences for failing to meet the behavior expectations. These escalating steps are used in conjunction with the Behavior Ladder that is displayed in every classroom. There is a consistent approach to low-level behavior, which is demonstrated in the behavior system.

In the Secondary School;

- 1st offence= verbal warning
- 2nd= refocus point added on engage and refocus in department
- 3rd= removal from lesson.

In the Elementary School;

- 1st offence = verbal warning
- 2nd = written warning
- 3rd = refocus point added on Engage and refocus during break/lunchtime with the teacher/HoD.

Examples of misbehavior are given in the flow chart for managing in-class behavior and the list is by no means exhaustive. Repetition of the same type of misbehavior, lying about misbehavior, showing no remorse, and failing to comply with instructions when challenged over misbehavior will raise the level of sanction. Any mitigating circumstances will be considered and may reduce the level of sanction. Failure to attend refocus sessions will see an escalation in the sanction, leading from lunchtime, and after-school, to isolation within the school. Whilst misbehavior outside the classroom may not directly impact teaching and learning it does damage the ethos and social structure of the school community and is taken just as seriously. Where new examples of misbehavior are identified they will be periodically added to this grid.

7.2 Formal Behavior Escalations – Levels

At Yas American Academy, our escalating set of refocus meetings are designed to minimize internal and external exclusions and ensure that students are in the classroom engaged in learning at all possible times. We also implement a targeted stage approach to support students who are receiving regular behavior points/logs during the school day. Individual incidents are judged on a case-by-case basis, but all pastoral leaders use a support plan based on refocus points (Secondary) or behavior logs (Elementary).

To guide schools in determining the appropriate progression of discipline, ADEK categorizes students' misconduct into three levels.

7.3 Behavior for Learning Ladders - Sanctions

Secondary School

WYA Behavior for Learning Ladder



Levels can be bypassed for a more serious offence

Level 3 Letter

- **Parental Meeting, Formal Letter Issued & External Suspension (Record on system)**
- Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include; *Assault, Distributing (or participating in the distribution of) illegal devices (weapons, smoking etc), Wilful damage to, or destruction of, School property, Exchanging any inappropriate materials, fighting resulting in medical attention being required.*

Level 2 Letter

- **Parental Meeting, Formal Letter Issued & Possible Suspension (Record on system)**
- Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others, which may include; *Skipping classes, Using inappropriate language, Fighting with other students and/or bullying them, Theft, Vandalizing, Using cell phones, Misuse of the School's IT systems.*

Level 1 Letter

- **Parental Meeting & Formal Letter Issued (Record on system)**
- Any repeated/warranted behavior that results in disruption of the teaching and learning environment, which may include, *consistent tardiness, disruptive behavior in classrooms and in School, defying orders from School management and staff.*

Behavior Stages

- **Student now progresses through 'West Yas Academy Behavior Stages'**
- Consistent poor behavior which initiates behavior points.
- Relevant members of Pastoral Staff to provide support and intervention where directed.

Lesson Removal

- **Student placed in intervention room for remainder of lesson following continued poor behavior.**
- Contact home regarding incident.
- After school refocus set.
- 1 day isolation if more than one removal

Final Verbal Warning

- Student ignores warning and continues poor behavior.
- "Your behavior has not altered and therefore you are on your final verbal warning before lesson removal". Students must be informed verbally, and 1 refocus point allocated on system.
- Refocus session arranged with member of staff and completed in department.

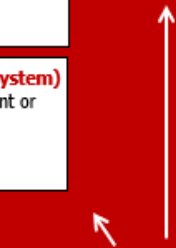
Verbal Warning

- Eg. Student shouting out – "your behavior is going against the West Yas Way because..". Students must be informed verbally.

SLT authorisation

HoG authorisation

All teachers have the authority to issue these. If this is consistent in your lesson, department lead will contact parents.

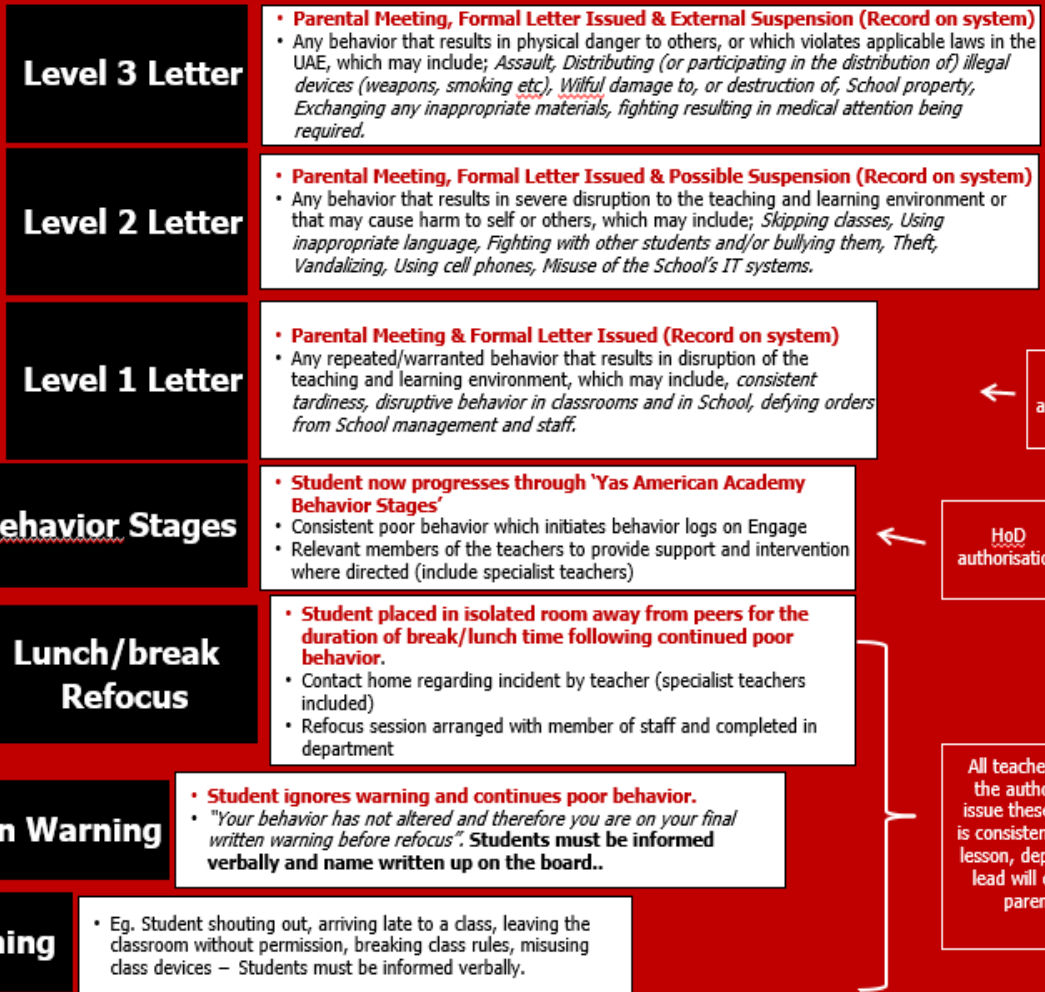


Elementary School

Elementary Behavior for Learning Ladder



Levels can be bypassed for a more serious offence



SLT authorisation

HoD authorisation

All teachers have the authority to issue these. If this is consistent in your lesson, department lead will contact parents.

8.0 Rewarding Positive Behavior

At Yas American Academy, we believe it is essential to reward positive behavior as this will support our ethos of kindness, cooperation, and purposeful learning. Our approach is designed to promote positive behavior rather than merely deter anti-social behavior.

The Academy will have a compelling reward system for students that provides strong motivation for individuals and groups to meet behavior, punctuality, and attendance expectations, demonstrate the Academy's core values, produce outstanding work, and demonstrate outstanding citizenship.

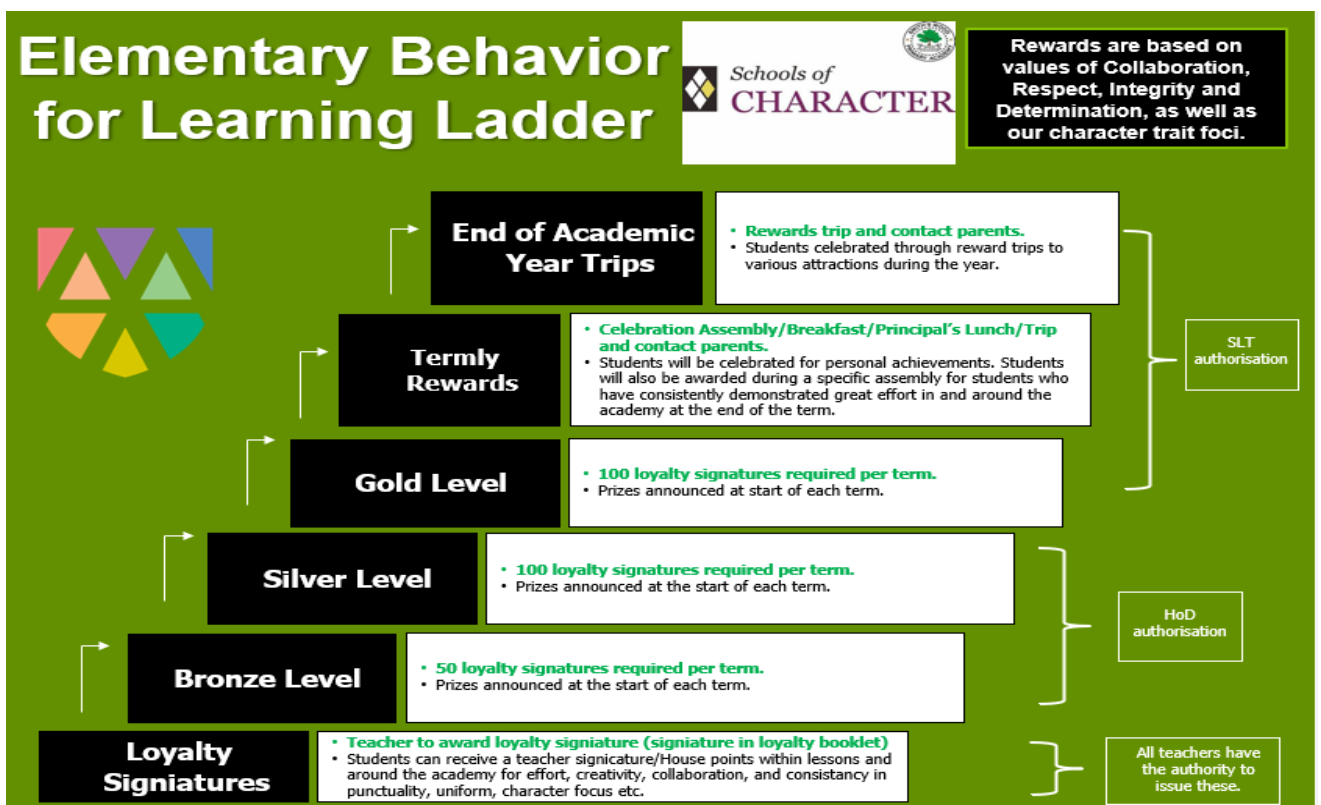
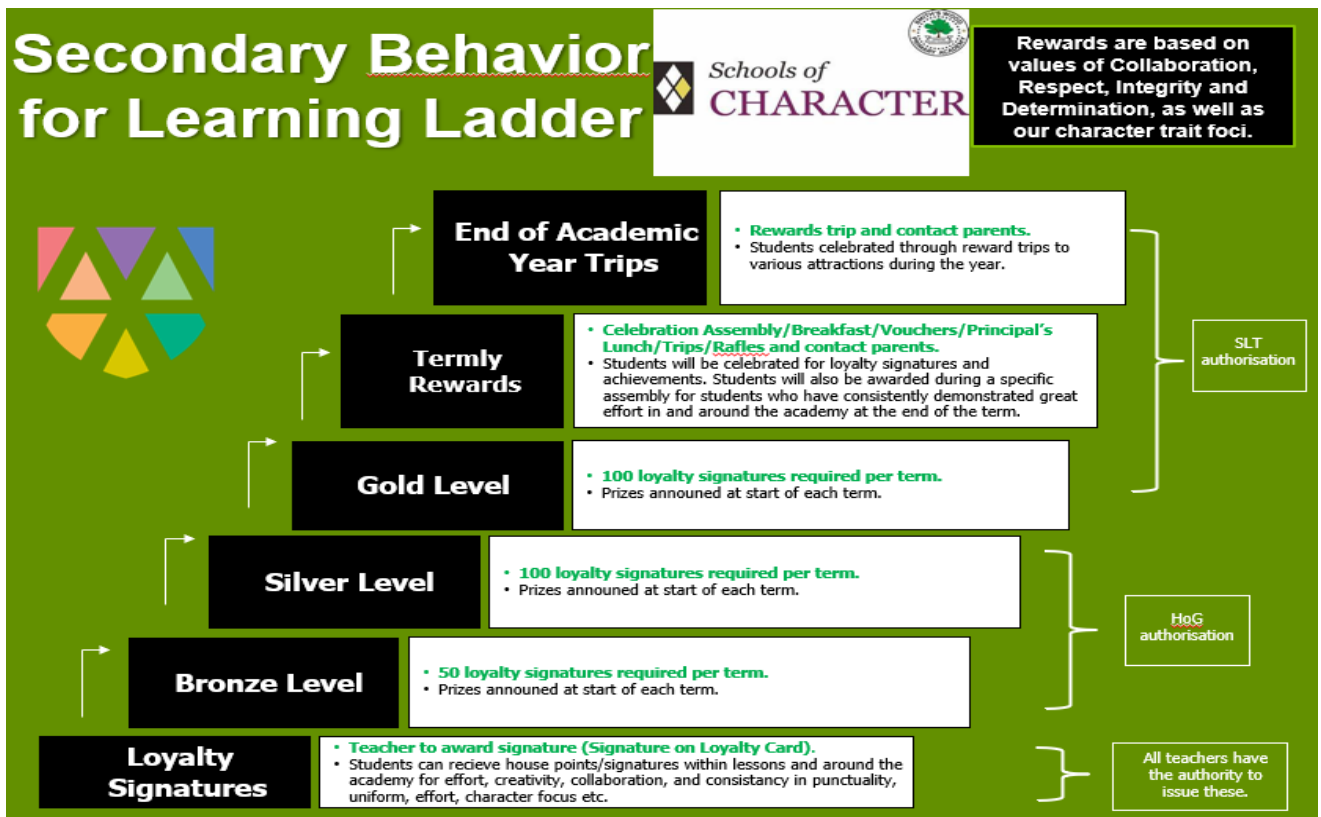
8.1 Issuing Rewards

Members of staff must issue a reward using the loyalty signature section in the planner. When doing so, they must ensure that they state the reason why a reward has been awarded. House points on Praise are awarded for students who go above and beyond in their lessons, represent the school, and display positive behavior around the academy, applying this behavior to the values of Yas American Academy and our Character Curriculum.

8.2 Celebrating Rewards

Student rewards will be celebrated weekly during homeroom periods, assemblies, and praise postcards/emails to parents. Whole-school awards, in line with the rewards ladder, will be issued on a termly basis.

Behavior for Learning Ladders – Rewards



9.0 Monitoring Student Behavior

Behavioral incidents are logged on the school platform. The teacher who witnessed the event or who the event was reported to must update the daybook under 'Refocus' adding what category the incident is with additional details. This record must be kept up to date, so we have an accurate picture of any incidents that have taken place. Students then enter our Intervention system with targeted, tailored support provided for students demonstrating regular poor behavior.

Stage	Indicators	Actions	Monitored/Actioned by
	Neg Behavior Points		
1	5	Home Informed (Homeroom teacher to telephone home)	Homeroom Teacher
		On report to Homeroom Teacher (minimum of 2 weeks)	Homeroom Teacher
		Note on Behavior Log	Homeroom Teacher
	Work Habits >2.5	SWOT on subjects	Homeroom Teacher
2	10 (5 dept.)	Home Informed - Call Home/Proposed meeting	HoD
		On report to HOD minimum of 2 weeks	HoD
		Letter Home and note on Behavior Log	HoD
		Careers Conversation	HoD
	Work Habits >2.2 or 2.5 gone down	Next Steps Plan	HoD
		Full report for minimum of 2 weeks	HoD
3	15	Home Informed - Parental Meeting	HoG/HOD
		Parental meeting to sign Behavior Contract	HoG/HOD
		On report - minimum of 2 weeks	HoG/HOD
		Refer to SEN for 'Additional Behavioral Support'	HOG/HOD-SEN
		Next Steps Plan updated	HOG/HOD
		Referral to Melvina for Emotional Support sessions	Ms Melvina
		Student Behavior Panel	HOG/HOD-Student Council
		Outside Agency Support Investigated	HOG/HOD
	Careers counselling session	Careers Counselor	
Work Habits >less than 2 or decline		Full Stage 3 report for minimum of 2 weeks	HoG/HOD
4	30	Parental meeting to Discuss BSP	GCA
		On report to Assistant Principal minimum of 2 weeks	GCA
		Intervention Programme Assigned if applicable	GCA

		Next Steps Plan updated	HoG/HOD
		Outside Agency Support Review	HoG/HOD
	Work Habits > less than 2	Full Stage 4 report for minimum of 4 weeks	GCA
5	35	Parental meeting (reoccurring)	GCA
		On report to Principal of Secondary for minimum of 4 weeks	Principal of Secondary
		Next Steps Plan updated	HoG/HOD
		Pack prepared for HQ assessment	GCA
		Behavior Support Plan Review	GCA
6	40	Parental Meeting to consider school options	GCA/Tom Nelson/SGR/Misaal Gill
		Daily report to Principal	Sarah Griffiths

10.0 School Disciplinary Committee

YAA has a School Disciplinary Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. An external member from Aldar Education will also be on the committee to review serious incidents that may result in expulsion from the Academy.

- All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.
- A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians (see appeals policy)
- The School Disciplinary Committee shall keep a record of the disciplinary offenses of each student and the actions taken in response.
- Schools, the Council, and any supervisory authorities should treat all information about students' behavior as strictly confidential.

11.0 People of Determination (PoD)

Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education needs and the Individual Education Plan for that student.

- The school's SLT shall liaise with the Inclusion department if any of the students categorized under the PoD violates the code of conduct. The Inclusion team shall advise in case the violation is caused because of the student's specific needs and then a decision is made in light of the following"
- If the violation is not because of the student's specific needs, the below levels shall apply, similar to mainstream students.
- If the violation is because of the specific need of the student, the following shall apply:
- Develop and implement an individual behavior plan as per the level and type of the violation.
- In case an individual behavior plan exists, the school shall revise and modify that plan per managing the new behavior that led to the violation.
- If the behavior continues, for those students who do the offenses because of their specific needs, the school shall continue to support and integrate the child. If it has been agreed between the school and family that the former has no capacity to accommodate the needs of the child, the family will have to transfer the child to another school, or liaise with the educational regulatory authority to provide a different educational setting that will be more suitable to the specific need/s.

- Teachers should ensure that teaching and learning are consistent with the highest quality so that students are motivated and inspired to learn. Students are less likely to be 'off task' if planned activities are stimulating, relevant, 'hands-on,' and they can see that they are making good progress.
- It is essential that teachers treat each student fairly and that they ensure that the classroom code is implemented consistently. Teachers should treat all students in their class with respect and understanding.

12.0 Prohibited Items

The following items are strictly prohibited from being on-site. Relevant sanctions will be applied for students caught in possession of these items. These items will be confiscated, and the student's parents/carers are expected to come to the Academy to collect:

- Mobile phones (see mobile phone policy for further details)
- Sweets and fizzy drinks
- Nuts
- Chewing gum
- Real or imitation knives, firearms or any weapon that could cause harm
- Cigarettes, Vapes or any smoking paraphernalia
- Alcoholic drinks
- Objects used as weapons
- Matches and lighters