

# YAA Behavior for Learning Policy

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ACADEMIC YEAR 2025-26

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### 1. 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. 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. Core Principles of 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. Roles and Responsibilities

### Heads of Grade/Department

- Heads of Grade are responsible for ensuring positive behavior while developing the wellbeing of students.
- Heads of Grade or On-call staff member 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.

## 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.

## 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.

## Students

### 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.

### 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. Positive Behavior Approaches

At Yas American Academy (YAA), we believe that recognizing and rewarding positive behavior is fundamental to creating a respectful, inclusive, and high-performing school culture. Our proactive approach is aligned with our school values and aims to encourage all students to make positive choices consistently. Key strategies include:

### 1. Values-Based Recognition via ePraise

Students are awarded House Points through the ePraise platform for demonstrating the school's core values such as respect, responsibility, resilience, empathy, and excellence. Staff are encouraged to regularly acknowledge positive behaviors both inside and outside the classroom, promoting a culture of appreciation and motivation.

### 2. Weekly “Student of the Week” Recognition

Each teacher nominates a “Student of the Week” based on academic effort, behavior, or contribution to the school community. These students are publicly recognized on a dedicated display board, reinforcing a sense of pride and accomplishment.

### 3. Termly Awards Ceremonies

At the end of each term, students are celebrated during formal award assemblies.

Awards include categories such as:

- Academic Excellence
- Outstanding Effort
- Positive Behavior and Attitude
- Community Contribution
- Most Improved Student

These ceremonies foster a sense of achievement and belonging among students while encouraging others to strive for excellence.

### 4. House System Engagement

Our House system promotes teamwork, healthy competition, and community spirit.

Points earned by students contribute to their House's overall standing and culminate in termly and end-of-year House Cup awards, further motivating students to positively engage in school life. Recognition of students each week in assemblies/homeroom sessions.

### 5. Positive Referral System

Teachers may refer students to Heads of Grade or members of SLT for outstanding acts of kindness, leadership, or academic effort. These referrals result in positive communication home and further recognition at the leadership level. Students can purchase the prize of a member of staff contacting home for praise on the ePraise rewards shop.

### 6. ePraise rewards shop

Students can use their house points to purchase rewards on the online rewards shop.

### 7. Public Celebrations and Communication

Achievements are also shared with the wider school community through:

- School newsletters

- Social media platforms
- Parent-teacher conferences

## 7. Restorative and Supportive Practices

Yas American Academy is committed to a restorative and inclusive approach to behavior management. We recognize that student behavior is best supported through a balance of high expectations, consistent consequences, and meaningful opportunities for growth and reflection. Our aim is not only to address incidents but also to guide students toward developing self-regulation, positive relationships, and a sense of accountability.

To achieve this, YAA employs a range of restorative and supportive interventions, particularly in response to recurring or significant behaviors. These interventions are integrated within the school's behavior response system and are applied with sensitivity to each student's individual context and needs.

### Reflective Conversations and Mediation

- Students are given opportunities to engage in structured reflective conversations with a member of staff (e.g., teacher, Head of Grade/Department, or counselor) to explore the causes and consequences of their behavior.
- When conflict has occurred between peers or with staff, restorative mediation sessions are facilitated to rebuild trust, restore relationships, and clarify future expectations.

### Peer Support through the Respect Ambassador Program

- YAA's Respect Ambassador Program enables trained student leaders to model respectful behavior and offer peer support.
- Respect Ambassadors may facilitate or assist in low-level restorative conversations and play a role in fostering a positive, inclusive culture among the student body.

### Reparation and Relationship Rebuilding

- Students are provided with opportunities to make amends and rebuild relationships following a behavior incident.
- Reparation strategies may include verbal or written apologies, service learning activities, or contributing positively to the classroom or school environment.

### **Pastoral Support Plans (PSPs)**

- For students requiring ongoing support, a Pastoral Support Plan may be developed by the Inclusion, Wellbeing, or SLT team.
- These plans include:
  - Clear behavior targets
  - Support strategies tailored to the student's needs
  - Regular check-ins and progress reviews
  - Collaborative involvement of parents and relevant staff

### **Parent Engagement and Joint Improvement Strategies**

- Parents are active partners in behavior support and may be invited to collaborative meetings with the school to co-design improvement strategies.
- Parents are expected to login to ePraise application on a daily basis to check messages from school staff.
- These meetings involve:
  - Reviewing the student's behavior patterns and triggers
  - Sharing consistent strategies for home and school
  - Setting shared goals with agreed timelines and responsibilities

### **Counselor and Social Worker Support**

- Students may be referred to the school counselor or social worker for:
  - One-on-one support focused on emotional regulation, anger management, or self-esteem
  - Crisis support or trauma-informed interventions
  - Coordination with families and external agencies, where appropriate.

### Targeted Group Interventions

- Students with similar needs may participate in small focus groups facilitated by pastoral or inclusion staff.
- These groups address:
  - Emotional wellbeing and mental health
  - Social communication and friendship skills
  - Conflict resolution and resilience building
  - Managing stress and peer pressure

All interventions are monitored, reviewed, and recorded, with the goal of ensuring they are impactful and developmentally appropriate. In all cases, the focus remains on restoration, reintegration, and long-term behavioral growth, in line with ADEK's expectations for student wellbeing and inclusive practice.

## 8. Misconduct Classification and Sanctions

Misconduct is categorized into four levels in alignment with ADEK's framework:

### Level 1 – Minor Misbehavior (Classroom-Managed)

Examples:

- Lateness to class or school
- Uniform violations
- Off-task behavior or low-level disruption
- Not following instructions
- Incomplete homework or classwork

Possible Interventions:

- Verbal or written warning
- Restorative conversation
- Reflection task or time-out in class
- Communication with parents
- Recorded in school behavior system (e.g. ePraise)

### **Level 2 – Moderate Misbehavior (Teacher or HOG Managed)**

Examples:

- Repeated Level 1 behaviors
- Disrespect or mild defiance
- Inappropriate language
- Unsafe behavior (e.g. running in corridors)
- Misuse of devices

Possible Interventions:

- Behavior referral to Head of Grade
- Formal written warning
- Parent meeting
- Behavior contract or daily report card
- Temporary internal removal from class
- Short-term suspension (up to 2 days) if required

### **Level 3 – Serious Misbehavior (SLT Managed)**

Examples:

- Repeated or escalated Level 2 behaviors

- Bullying or harassment
- Fighting or physical aggression
- Vandalism or theft
- Possession of prohibited items (non-illegal)
- Serious defiance or refusal to comply with staff

Possible Interventions:

- Suspension (up to 5 days)
- Behavior Support Plan (BSP)
- Formal referral to School Disciplinary Committee
- Mandatory parent meeting
- Referral to external support team (Counselor/Inclusion)
- ADEK informed if behavior persists

**Level 4 – Critical Misbehavior (Principal & ADEK Managed)**

Examples:

- Possession or use of drugs, alcohol, weapons
- Serious assault or threat to safety
- Criminal behavior or repeated Level 3 infractions
- Persistent and extreme non-compliance
- Actions bringing the school into disrepute

Possible Interventions:

- Immediate suspension (up to 10 days)
- Referral to School Disciplinary Committee
- Referral to ADEK for exclusion/transfer to another school

- Development of a safety or reintegration plan
- Police involvement if required

## 9. Anti-Bullying Measures

YAA enforces a zero-tolerance approach to all forms of bullying, including physical, verbal, cyber, social/relational, and discriminatory bullying. Bullying in any form is a serious violation of the YAA community values and is addressed promptly and consistently.

### Prevention and Proactive Measures

YAA is committed to fostering a safe and respectful learning environment through prevention and education:

- Whole-school awareness campaigns, including Anti-Bullying Week and Mental Health Month.
- Character education lessons that promote empathy, resilience, respect, and inclusion.
- Digital citizenship curriculum to address cyberbullying and safe online behavior.
- Positive behavior programs such as the YAA House Point system and ePraise to reward kindness and cooperation.
- Student voice initiatives such as peer mentors, Student Council, and Wellbeing Ambassadors.
- Staff training in identifying and responding to early signs of bullying and relational conflict.
- PSHE (Personal, Social, and Health Education) adapted into homeroom curriculum.

### Reporting and Investigation

YAA takes all reports of bullying seriously. Any member of the school community (students, staff, or parents) can report concerns. The process includes:

- Immediate investigation by the Head of Grade, Counselor, or SLT depending on the case.
- Confidentiality and safety for students who report bullying.
- Interviews with all parties involved, including bystanders if applicable.
- Timely communication with parents/guardians of both the victim and the alleged bully.
- Documentation on the school's behavior and safeguarding system – CPOMS.

### **Support for Victims**

- One-on-one counseling and emotional support from the school counselor.
- Check-ins and follow-up to ensure the student feels safe and supported.
- Peer support through buddy systems or trained student mentors.
- Safety plans and classroom adjustments, where necessary.

### **Interventions for Students Who Bully**

- Restorative practices to help the student understand the impact of their behavior.
- Counseling or behavior mentoring to address underlying causes.
- Behavior Support Plan (BSP) with clear targets and monitored progress.
- Increased supervision and restrictions on unsupervised access to devices or shared areas, if relevant.
- Parental engagement in planning and follow-up.
- Sanctions aligned with ADEK Behavior Levels (typically Level 2 or 3 depending on severity and repetition).

## Escalation and Consequences

- First incidents may result in Level 2 sanctions such as suspension, written warnings, and behavior reports.
- Repeated or severe cases will lead to Level 3 interventions, including formal disciplinary committee referral, extended suspension (up to 5 days), and potential referral to ADEK for further action.
- Level 4 consequences may apply if bullying involves criminal acts, threats to life, or sustained psychological harm.

## Parental and Community Involvement

- Parents are key partners in anti-bullying efforts and are encouraged to:
  - Reinforce respectful behavior at home.
  - Communicate regularly with school staff.
  - Support the school's interventions and restorative efforts.

## 10. Behavior Management, Monitoring and Escalation

### 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 behaviour levels which are shared in students' planners and in assemblies. There is a consistent approach to low-level behavior, which is demonstrated in the behavior system.

- 1st offence= verbal warning
- 2nd= logged as a de-merit on ePraise and refocus in department
- 3rd= removal from lesson by senior member of staff and logged on on-call system.

Once a student is removed from a lesson, they will be issued with an after school refocus session from 2.50-3.30pm on the following day. Failure to attend this will result into escalation to one day in the reflection room.

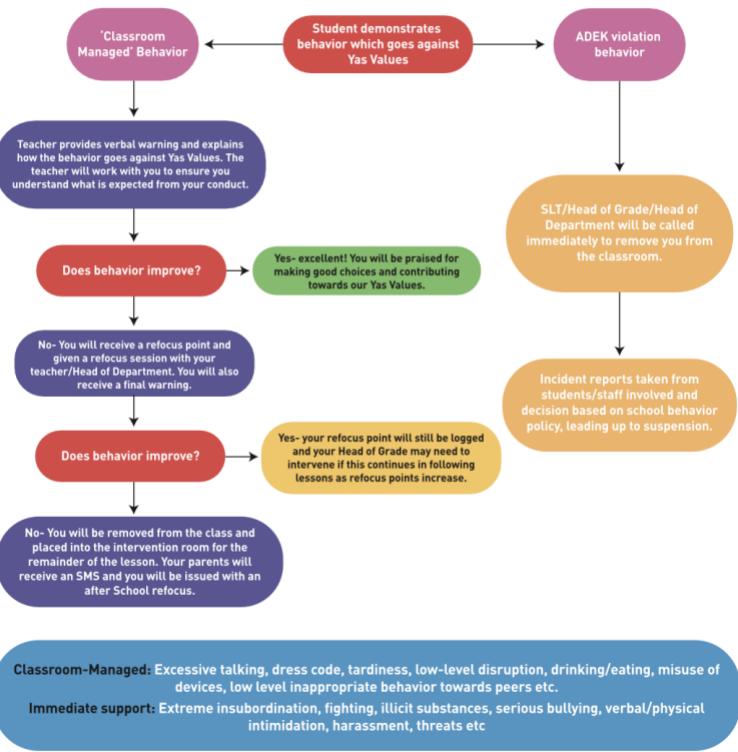
Examples of misbehavior are given in the flow chart for managing in-class behavior and the list is by no means exhaustive. Repetition of the same type of misbehavior, lying about misbehavior, showing no remorse, and failing to comply with instructions when challenged over misbehavior will raise the level 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 the behavior levels document.

### **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 de-merits during the school day. Individual incidents are judged on a case-by-case basis, but all pastoral leaders use a support plan based on demerits.

## IN-CLASS BEHAVIOR FLOW CHART FOR STUDENTS



All behavior incidents are logged in the digital system with clear categorization. Students may be placed on behavior reports with increasing oversight:

### Middle & High School

Level	De-Merits	Actions	Monitored/Actioned by
1	2 (each teacher)	Subject teacher to inform parents of concern by email	Subject teacher
	5	Homeroom teacher email home & Level 1 Refocus card	Homeroom Teacher

	5	Logged on CPOMS for Behaviour Level 1 concern	Homeroom Teacher
	8	Level 1 verbal warning	Head of Grade
	10	Parent meeting and Level 1 behaviour support plan	Head of Grade
	10	Head of Grade Level 1 Refocus card	Head of Grade
	12	Referral to Counsellor or Social worker	Counsellor/Social worker with committee recommendation
	15	Level 1 warning letter (1st) & logged on CPOMS	Head of Grade
	20	Level 1 warning letter (2nd) & Parent meeting to update BSP	Head of Grade
	25	Level 2 warning letter (Final) & Parent meeting to update BSP	Dean of Students with committee approval
<b>2</b>	2 (each teacher)	Subject teacher to inform parents of concern by email	Subject teacher
	5	Homeroom teacher email home & Level 2 Refocus card	Homeroom Teacher
	5	Logged on CPOMS for Behaviour Level 2 concern	Homeroom Teacher

	8	Parent meeting and Level 2 behaviour support plan	Head of Grade
	8	Referral to Counsellor or Social worker	Head of Grade
	10	Level 2 warning letter (1st) & Parent meeting to update BSP	Head of Grade
	10	On site suspension up to 2 days	Head of Grade with committee approval
	15	Level 2 warning letter (2nd) & Parent meeting to update BSP	Head of Grade with committee approval
	15	On site suspension up to 3 days	Dean of Students with committee approval
	15	Referral to Inclusion or outside agency	Dean of Students with committee recommendation
	20	Level 2 warning letter (Final) & Parent meeting to update BSP	Dean of Students & Principal with committee recommendation
	20	Off site suspension up to 5 days	Dean of Students & Principal with committee approval
	22	Daily counselling sessions	Counsellor with committee recommendation

	25	Possible application to ADEK for permanent exclusion	Principal with committee approval
<b>3</b>	1	Parent meeting and Level 3 Behaviour support plan	Head of Grade
	2	Level 3 warning letter (1st) & Parent meeting to update BSP	Dean of Students with committee approval
	2	Referral to Counsellor or Social worker	Dean of Students with committee recommendation
	3	Off site suspension up to 5 days	Dean of Students with committee approval
	3	Level 3 warning letter (2nd) & Committee to meet parent	Committee
	4	Daily counselling sessions	Counsellor with committee recommendation
	5	Level 3 warning letter (final)	Dean of Students with committee recommendation
	7	Possible application to ADEK for permanent exclusion	Principal with committee approval
<b>4</b>	1	Off site suspension until end of investigation	Dean of Students with committee approval
	1	Behaviour Committee meeting held for action and plan	Committee

1	Level 4 warning letter (1st)	Dean of Students with committee approval
2	Off site suspension up to 5 days	Dean of Students with committee approval
2	Behaviour Committee meeting held for action and plan	Committee
2	Level 4 warning letter (Final)	Principal with committee approval
2	Daily counselling sessions	Counsellor with committee recommendation
3	Possible application to ADEK for permanent exclusion	Principal with committee approval

### Elementary School

Intervention Actions		Monitored/Actioned by
1	Verbal warning and restorative conversation	Homeroom Teacher
2	Short break or proximity support	Homeroom Teacher
3	Reflection sheet & discussion	Homeroom Teacher
4	Email to parent outlining concern	Homeroom Teacher
5	Refocus card for 2 weeks	Homeroom Teacher
6	SWOT on subjects and shared with parents	Homeroom Teacher
7	Log behaviour level 1 concern on CPOMS	Homeroom Teacher
8	Meeting with parent	Homeroom Teacher
9	Parent meeting & Behaviour support plan	Head of Department
10	HoD to observe and support lesson to monitor student behaviour	Head of Department
11	Referral to Counsellor or Social Worker	Head of Department
12	Log behaviour level 2 concern on CPOMS	Head of Department

13	Parental meeting to update Behaviour Support plan	Head of Department
14	Refer to SEN for 'Additional Behavioural Support'	Head of Department
15	Outside Agency Support Investigated	Assistant Principal
16	Parental meeting to Discuss BSP	Assistant Principal
17	On report to Assistant Principal minimum of 2 weeks	Assistant Principal
18	Outside Agency Support Review	Assistant Principal
19	Behaviour Support Plan Review	Dean of Students
20	Daily report to Head of KG & Elementary	Head of KG & Elementary

Prior or any application to ADEK for permanent exclusion, all supportive steps will be implemented over a prolonged period of time. Parents are to be kept informed at all stages throughout the process. The behavior committee is responsible for all decisions regarding level 3 and 4 behaviour levels. The above intervention table is a guide only and the final decision on behavior interventions is with the Principal of the school.

## 11. Disciplinary Committee and Appeals

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 students' information as strictly confidential.

## 12. People of Determination (PoD)

At Yas American Academy, behavior expectations apply to all students, promoting fairness, consistency, and a safe learning environment. However, we recognize that students of determination (PoD) may require differentiated approaches in line with their individual needs and rights under the ADEK Policy for Inclusive Education.

### Supportive and Inclusive Approach

For students identified as PoD, the school prioritizes understanding, early intervention, and proactive support, rather than punitive action. The goal is to maintain high expectations while removing barriers to positive behavior.

### Collaborative Assessment and Decision-Making

- The Inclusion team works collaboratively with SLT, classroom teachers, and parents to assess the context of any behavioral concern.
- When behavior incidents occur, the school considers whether the behavior is a manifestation of the student's diagnosed condition, learning need, or disability.
- This assessment is informed by student records, Individual Education Plans (IEPs), Educational Psychologist reports, and ongoing classroom observations.

### Individualized Behavior Planning

- Where appropriate, an Individual Behavior Plan (IBP) is developed or modified to include:
  - Specific, achievable behavior targets
  - Support strategies and accommodations
  - Intervention timelines and review dates
  - Responsibilities of staff, student, and parents
- Strategies may include visual supports, structured routines, safe spaces, sensory breaks, social stories, or a Positive Behavior Support (PBS) plan.

### Inclusive and Ongoing Support

- The student will continue to access an inclusive learning environment with reasonable accommodations in line with their needs.
- Wellbeing and counseling services, peer mentoring, and teacher differentiation are all embedded into the support process.
- Regular case reviews are conducted with the student, family, and inclusion team to monitor progress and make necessary adjustments.

### **Escalation and External Support**

- In rare and exceptional circumstances, if a student's behavior presents ongoing risk to themselves or others despite layered support:
  - The school may engage with external professionals (e.g. behavior therapists, psychologists).
  - With ADEK's guidance, the team may explore more specialized or alternative education placements where the student's needs can be more effectively met.
  - This process will always be handled with sensitivity, dignity, and in consultation with parents.

## **13. Prohibited Items**

To ensure a safe, respectful, and focused learning environment for all members of the YAA community, the following items are strictly prohibited on school premises, including during off-site school activities and school transport. Possession of these items may result in serious disciplinary action in line with ADEK Behavior Policy (Levels 3 and 4 offenses) and may involve external agencies or law enforcement where required.

### **Strictly Prohibited Items Include:**

- Tobacco and related products
  - Cigarettes, cigars, rolling tobacco, chewing tobacco, snuff
  - E-cigarettes, vapes, vape liquid refills, or related paraphernalia
- Alcohol and illegal substances

- Any form of alcoholic beverage, regardless of quantity
- Illegal drugs or controlled substances, including marijuana, hashish, pills without prescription, or synthetic drugs
- Drug paraphernalia, such as pipes, rolling papers, or syringes
- Weapons or dangerous objects
  - Knives, blades, or any sharp instruments (including small pocket knives)
  - Firearms (real or imitation), airsoft guns, BB guns, or cap guns
  - Explosive devices, firecrackers, lighters, or laser pointers
  - Self-defense items such as tasers, pepper spray, or brass knuckles
- Inappropriate, offensive, or harmful materials
  - Pornographic content, whether in digital or printed format
  - Hate speech or discriminatory material targeting race, religion, gender, or nationality
  - Violent imagery, including on clothing, accessories, or digital devices
  - Gambling materials, such as betting slips, dice, or cards used for gambling
- Items that disrupt learning or threaten wellbeing
  - Speakers or audio devices used without permission
  - Laser pens, prank items, or distraction toys
  - Energy drinks or banned food items, especially those containing prohibited substances
  - Any item used to intimidate, harass, distract, or endanger others

### Consequences of Possession

- Items will be confiscated immediately and only returned to parents or handed to authorities (as per ADEK policy).

- Students may be subject to disciplinary actions aligned with Level 3 or 4 sanctions, including suspension, disciplinary committee referral, exclusion, or ADEK escalation.
- In cases involving illegal substances, weapons, or threats to safety, the school is required to notify ADEK and law enforcement immediately.

## 14. Policy Review and Compliance

This policy will be reviewed annually in consultation with ADEK regulations, school stakeholders, and internal data analysis. All updates will reflect the current best practice and UAE law.

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**Approved by:** Principal | Date: August 2025

**Next Review Date:** August 2026

Signed: S. Griffiths

Principal – Ms. Sarah Griffiths