

YAA Early Education Behavior Management Policy

ACADEMIC YEAR 2025-26

1.0 Purpose

This policy sets out the approach, philosophy, and procedures for the behavior management of children while under the supervision of Yas American Academy. YAA supports and promotes the development of children's social and emotional skills and sets clear expectations for all stakeholders.

2.0 Definitions

Behavior	The actions and conduct of individuals in a social setting. In the context of the EEI, this can include things like following ground rules and routines, interacting with peers and adults, completing tasks, and expressing emotions.
Bullying	Repeated physical, social, or verbal aggression exercised by children who feel they are in a position of power against other children who are perceived weaker or powerless, to achieve specific gains or draw attention, in a way that hurts the child physically and/or emotionally. Bullying can be committed by groups or individuals, in online (cyberbullying) or offline settings. While bullying is normally characterized by repetition, bullying in the early years setting includes any instance or perceived instance of emotional, verbal, or physical aggression shown by one child towards another.
Bystander	Any child watching an incident of bullying.
Challenging Behavior	Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults.

Child	A person under the age of 4 years old.
Discipline	The methods and strategies used by adults to guide and shape children's behavior, to help them learn self-control and appropriate social conduct.
Ground Rules	A set of expected behaviors for children.
Key Person	A key staff member who is the primary contact for a key group of children and helps them feel safe and cared for.
Positive	Describing conduct, behavior, or actions that are appropriate, safe, supportive of the environment, and aligned with the rules, expectations, and goals.
Positive Reinforcement	A technique used in guiding behavior that relies on providing reward, praise, or any other positive consequence following a desirable behavior.

3.0 Policy

Yas American Academy is committed to implementing a Behavior Management Policy that sets out clear guidelines in the following areas:

1. Positive behavioral guidance by staff
2. Ground rules for children
3. Strategies to manage challenging behavior
4. Prohibited behavior management practices
5. Parental involvement

4.0 Guiding Principles

Positive Behavioral Guidance

Yas American Academy shall ensure that all adult interactions prioritize safeguarding a child's dignity and self-esteem, and meet their social, emotional, and physical needs at all times. In doing so, staff shall follow these principles in interacting with children:

- a) Children shall be spoken to in a calm, friendly, positive, and respectful manner.
- b) Children's level of understanding and maturity shall be considered when allowing independence with tasks, and when explaining to them why their behavior is not appropriate.
- c) Children of all backgrounds shall be treated with respect and consideration.
- d) Children's efforts, achievements, and feelings shall be acknowledged with sincere encouragement, as this affects children's self-esteem and self-regulation positively.
- e) Children shall have a balance of free play and ground rules to enable holistic development.
- f) Children's self-expression and verbalization of feelings, ideas, and interests shall be encouraged.
- g) Children shall be motivated towards positive behavior intrinsically, by building their concepts of right and wrong through activities.
- h) Children shall be given opportunities to develop agency and responsibility through the negotiation of choices.
- i) Children shall be given enough time to respond to requests for them to behave in line with the set ground rules.

Setting Ground Rules

YAA shall establish ground rules for behavior. These shall be made clear to staff, and shall only be communicated to children through positive, respectful language.

5.0 Physical Environment

YAA shall continually review and rearrange their physical environment to adapt to the developmental needs of the children using it while ensuring their safety and allowing them freedom of movement.

6.0 Strategies to Manage Challenging Behavior

6.1 General Guidance

YAA recognizes that challenging behavior in early childhood is often a form of communication. Staff will use positive behavior guidance, underpinned by empathy, clear boundaries, and consistency. Strategies will include modelling appropriate behavior, offering choices, reinforcing positive actions, and supporting emotional development. All staff will be trained in child development to understand the reasons behind behavior and respond in a calm, constructive manner.

6.2 Conflict Resolution

Staff will support children in resolving minor conflicts using simple, age-appropriate language. Conflict resolution will involve naming emotions ("I see you're feeling angry"), encouraging turn-taking, offering alternatives, and guiding children to express their needs verbally or through visuals. Teachers will mediate disputes rather than impose punishment and use conflict as a learning opportunity to promote social-emotional growth.

6.3 Tantrum Management

Tantrums will be approached with empathy and patience. Staff will identify triggers, ensure the child's safety, and use calm tones to de-escalate the situation. Children will not be isolated or disciplined but supported through co-regulation techniques, such as breathing exercises, sensory tools, or comfort items. Post-incident, the child will be gently guided to reflect and reconnect.

6.4 Biting

Biting is understood as a normal phase in early childhood, often due to teething, frustration, or lack of language. Staff will respond immediately and calmly to any incident, comforting the bitten child and addressing the biter

privately without shame. Strategies include increasing supervision, redirecting behavior, offering teething aids, and reinforcing gentle touches. Parents will be informed discreetly, and patterns will be tracked to inform intervention plans.

6.5 Management of Bullying

While bullying is rare in the 0–4 age group due to limited intent, repeated aggressive behavior will still be addressed. For a child displaying harmful behavior, staff will investigate possible unmet needs and guide the child toward positive social behavior. The child on the receiving end will be comforted and reassured. Teachers will use storybooks, puppets, and role-play to model kindness and empathy. Bystanders (peers) will be supported in recognising friendly vs. hurtful behavior. All incidents will be recorded and communicated to families with sensitivity.

7.0 Prohibited Behavior Management Practices

At Yas American Academy, the wellbeing and dignity of every child are paramount. The following behavior management practices are strictly prohibited and will not be tolerated under any circumstances:

- Using physical punishment or any form of corporal discipline.
- Using negative language, threats, shaming, or derogatory terms when addressing children or their behavior.
- Isolating a child in a space or room without direct adult supervision or emotional support.
- Withholding food, rest, toileting, or play as a form of discipline.
- Forcing apologies or public displays of remorse as a disciplinary method.
- Mocking or mimicking a child's emotional distress.

All staff are expected to uphold positive, respectful interactions at all times and will receive ongoing training to ensure consistency with developmentally appropriate behavior management.

8.0 Parental Involvement

Partnership with parents is essential to nurturing positive behavior in early childhood. Yas American Academy will foster a collaborative approach through regular communication and shared strategies. This includes:

- a) Informing parents promptly and respectfully when patterns of challenging behavior emerge, such as repeated tantrums, biting, withdrawal, or difficulty with peer interaction.

- b) Encouraging parents to observe and report behaviors noticed at home that may help in understanding patterns or triggers.
- c) Offering support and resources, such as parenting guides, workshops, or referrals to specialists, to help families reinforce positive behavior at home.
- d) Promoting consistency between home and school strategies to provide children with predictable expectations and a sense of security.
- e) Reassuring families that many challenging behaviors (e.g., biting, tantrums) are developmentally normal and that the school is committed to guiding children through these phases with care.
- f) Welcoming parental input into behavior support strategies and individual behavior plans.
- g) Co-developing practical joint action plans between school and home to address behavior in a supportive, child-centered manner.

9.0 Compliance

9.1 This policy shall come into effect from the beginning of the Academic Year 2024/25 (Fall term). All Early Education Institutions (EIs) are expected to achieve full compliance by the start of the Academic Year 2025/26.

9.2 Non-compliance with this policy will be subject to regulatory consequences in line with ADEK's requirements and relevant national laws, including but not limited to Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments. ADEK retains the right to intervene directly where violations are found, in order to safeguard children's rights and welfare.

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

Next Review Date: August 2026

Signed: 
Principal – Ms. Sarah Griffiths



