

YAS AMERICAN ACADEMY

BEHAVIOR FOR LEARNING POLICY

ACADEMIC YEAR 2026-27

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1. Purpose and Principles

YAA aims to create a safe, calm and inclusive learning environment in which every student can learn, belong and succeed. Behavior is taught through clear expectations, consistent routines, positive relationships and timely intervention. Consequences are used to protect learning, reinforce accountability and support students to make better choices.

- Students are treated fairly, respectfully and with dignity.
- Responses are proportionate to the behavior, age, circumstances and needs of the student.
- Restorative and educational responses are used wherever appropriate.
- Serious misconduct is not required to move through classroom stages before being escalated.
- YAA school procedures operate within the ADEK Student Behavior Policy and applicable safeguarding requirements.

2. YAA Values and Expectations

Our behavior culture is grounded in the YAA expectations: Be Ready, Be Respectful and Be Your Best, and in the school values of Integrity, Respect, Determination, Collaboration and Innovation.

- Be Ready: arrive on time, equipped, prepared to learn and follow instructions promptly.
- Be Respectful: speak and act respectfully, protect others' dignity, respect property and learning spaces, and maintain appropriate boundaries.
- Be Your Best: engage fully, take responsibility for choices, respond positively to feedback and repair harm when things go wrong.

3. Positive Behavior and Recognition

YAA seeks to notice and reinforce positive choices. Recognition may include verbal praise, merits/ePraise, positive contact home, certificates, assemblies, newsletters and other age-appropriate celebrations. Recognition should reward effort, improvement, contribution, integrity and sustained positive conduct.

4. Classroom-Managed Behavior Pathway

Low-level classroom behavior is normally managed by the class teacher through the YAA pathway below. The aim is to correct behavior quickly while keeping the student in learning wherever possible.

Stage	YAA response
Classroom-managed behavior	Teacher uses routines, proximity, redirection and clear expectations.
Teacher Reminder	A clear verbal reminder explains which expectation is not being met.
Improved?	If yes, the student returns to learning without further escalation.
Refocus	If not, a demerit is issued and the student completes a short refocus with the teacher/Head of Department. A final warning is given.
Improved?	If yes, move forward positively.
Further Action	If not, the student is removed for the remainder of the lesson to the Reflection Room. Parents are contacted and an after-school refocus may be issued.

Examples of classroom-managed behavior include excessive talking, dress-code concerns, tardiness, low-level disruption, eating/drinking, low-level misuse of devices and low-level inappropriate behavior towards peers.

5. Immediate Support and Serious Incidents

Some behavior requires immediate pastoral/leadership support and bypasses the ordinary classroom sequence. This includes fighting, serious bullying, verbal or physical intimidation, harassment, threats, illicit substances, extreme insubordination and any incident presenting an immediate safety or safeguarding concern.

Important: The YAA classroom pathway is an operational teaching system. It is not the same as the ADEK Levels 1-4 misconduct classification. A serious incident is classified according to the behavior itself.

YAA Classroom Behavior Flow Chart



6. ADEK Misconduct Levels 1-4

The table below summarizes the way YAA applies the ADEK misconduct framework. It is not intended to replace the full ADEK list; where classification is uncertain, the current ADEK Student Behavior Policy takes precedence.

Level	Typical examples relevant to YAA	YAA approach
Level 1 - Minor	Low-level disruption, tardiness, dress-code issues, inappropriate language/behavior of a minor nature, misuse of digital devices such as games/social media/headphones.	Normally classroom-managed with reminder, refocus, demerit and restorative/educational response as appropriate.
Level 2 - Moderate	Repeated Level 1 behavior; taking out/using a mobile phone without permission except in an emergency; more significant defiance or disruption.	Pastoral/Grade Leader intervention, parent contact and proportionate school consequence. Mobile Phone Policy applies where relevant.
Level 3 - Serious	Assaulting another person without causing injury; serious bullying/intimidation/harassment or threats where classified at this level; non-consensual capture, possession, viewing or distribution of audio/images/video of staff or students; other serious misconduct listed by ADEK.	Immediate escalation and investigation. Formal parent contact. Suspension may be used where permitted and proportionate. Re-entry/support plan may follow.
Level 4 - Very serious	Assault causing injury; unlawful media/content and other very serious conduct identified by ADEK.	Immediate senior-leadership and safeguarding response; external reporting where required; sanctions/interventions in accordance with ADEK.

7. Physical Aggression, Fighting and Assault

YAA treats physical aggression as serious misconduct. Hitting, punching, kicking, pushing or otherwise intentionally assaulting another person is not managed through the ordinary classroom reminder/refocus sequence.

- Under the current ADEK framework, assaulting another person without causing injury is a Level 3 offence.
- Where an assault causes injury, the incident may meet the ADEK Level 4 classification.
- Following investigation, suspension is an available and expected YAA response to physical assault where it is proportionate and permitted under ADEK requirements.
- Provocation or preceding verbal conflict does not make physical violence acceptable. Context, including provocation, vulnerability, self-defense claims and the actions of all students involved, will nevertheless be considered when investigating and deciding the appropriate response.
- Students involved will be supported to restore safety, repair harm and reintegrate successfully following any sanction.

8. Mobile Phones, Recording and Digital Misconduct

YAA operates a separate Mobile Phone Policy. The school expectation is: Not seen, not heard, not used.

Behavior	Response
Phone seen/heard/used in breach of YAA rules	YAA progressive confiscation procedure applies: 1st time student collection at end of day; 2nd time parent collection; 3rd time retained until end of week with parent meeting.
Taking out/using a mobile phone without permission	Recognized within the ADEK framework as a Level 2 offence, except emergency use.
Capturing, possessing, viewing or distributing audio, images or video of staff/students taken without consent	Level 3. Immediate escalation under the Behavior Policy; this bypasses the ordinary 1st/2nd/3rd phone sequence.
Unlawful media/content	May constitute Level 4 and is escalated immediately, including safeguarding/external reporting where required.

Recording, photographing or filming another person without consent is therefore not treated as an ordinary phone breach. The seriousness comes from the misuse of the device and the impact on privacy, dignity and safety.

9. Refocus, Reflection Room and Further Action

- Refocus is a short restorative/reflective intervention intended to reset behavior and return the student successfully to learning.
- A demerit must include a meaningful comment so that patterns can be understood and followed up.
- The Reflection Room is used where a student has not responded to classroom intervention or where removal is needed to protect learning and safety.
- Teachers retain ownership of classroom behavior: where appropriate, the aim is for the student to return to learning rather than remain out of class unnecessarily.
- On-Call support may be requested for serious incidents, refusal, escalation or where safety is compromised.
- Repeated concerns may lead to Grade Leader/Phase Lead/AP Pastoral intervention, parent meetings, behavior targets or a behavior support plan.

10. Suspension and Re-entry

Suspension is a serious disciplinary response and will be used in accordance with the current ADEK Student Behavior Policy and YAA procedures. It is not an automatic response to every Level 3 incident; the nature of the incident, evidence, impact, previous interventions, student needs and other relevant circumstances are considered.

- For assault, YAA may use suspension as the normal serious consequence where proportionate and permitted by ADEK.
- Parents will be informed of the reason, duration and expectations for return.
- A re-entry meeting, reflection, restorative work, behavior contract or support plan may be required.
- Students must be supported to access learning and reintegrate safely following suspension.
- Any escalation beyond school-level suspension will follow ADEK requirements and approval processes where applicable.

11. Bullying, Harassment and Threats

Bullying, harassment, intimidation and threats are taken seriously. Classification depends on the nature, severity, repetition, impact and applicable ADEK definition. Serious cases bypass the classroom pathway and are investigated promptly. Safeguarding procedures are followed where the behavior raises a student-protection concern.

12. Students with Additional Learning Needs

Behavior expectations apply to all students, but responses must consider individual needs and reasonable adjustments. Where behavior may be connected to a student's additional learning need, disability, communication profile or documented support plan, the Inclusion Team should contribute to assessment and intervention. This does not remove the need to maintain safety or accountability; it helps ensure the response is fair, supportive and appropriate.

13. Roles and Responsibilities

Role	Key responsibilities
Students	Follow YAA expectations, take responsibility for choices, engage with restorative/refocus work and respect the safety and dignity of others.
Parents/Guardians	Support school expectations, engage with communication/meetings and work in partnership on behavior support.
Teachers	Teach routines, use the classroom pathway consistently, record demerits with comments, contact parents where required and seek support for serious incidents.
Heads of Department / Grade Leaders	Support refocus, monitor patterns, coordinate follow-up and parent contact, and identify students requiring intervention.
Phase Leads	Oversee consistency, serious incidents, patterns and support across the phase.
Assistant Principal - Pastoral	Oversee whole-school behavior systems, serious incidents, suspensions, behavior data, policy implementation and strategic intervention.
Behavior Management Committee / School Leadership	Provide oversight and make/approve decisions where required by ADEK and school procedure.

14. Recording, Monitoring and Parent Communication

- Behavior incidents, merits and demerits are recorded on the school's designated systems.
- Grade Leaders oversee behavior/on-call data to identify patterns and students requiring follow-up.
- Level 3 and Level 4 incidents are recorded and escalated through the appropriate school systems, including safeguarding systems where relevant.
- Parents are contacted proportionately according to the seriousness and pattern of behavior.
- School leaders review data by grade, phase, student group and behavior type to evaluate impact and target support.

15. Safeguarding and Student Protection

Where behavior raises a safeguarding concern, the YAA Safeguarding & Student Protection Policy takes precedence alongside the behavior response. Staff must report concerns immediately through the school's safeguarding pathway. This includes serious violence, harmful sexual behavior, coercion, threats, exploitation, concerning digital content or any incident suggesting a student may be at risk of harm.

16. Related Policies and References

- ADEK School Student Behavior Policy, Version 1.3, November 2025.
- YAA Mobile Phone Policy
- YAA Behavior Management Policy
- YAA Child Protection and Safeguarding Policy
- YAA Digital Safety Policy
- YAA Anti-Bullying Policy.
- YAA Inclusion Policy.

17. ADEK Compliance Cross-Check

Requirement / classification	Policy section	Status
Clear distinction between school classroom stages and ADEK misconduct levels	Sections 4-6	Included
Mobile phone use without permission identified within Level 2 framework	Sections 6 and 8	Included
Non-consensual recording/media identified as Level 3	Sections 6 and 8	Explicit
Assault without injury identified as Level 3	Sections 6-7	Explicit
Assault causing injury recognized as Level 4	Sections 6-7	Explicit
Serious behavior bypasses ordinary classroom pathway	Sections 5-8	Included
Suspension described as a proportionate disciplinary response, not an automatic classification	Section 10	Included
ALN / individual needs considered in behavior response	Section 12	Included
Safeguarding escalation for behavior presenting risk of harm	Section 15	Included
Parent communication, recording and monitoring	Sections 9, 13-14	Included

Approval

Approval	Name / Date
Approved by: Principal	30 September 2026 
Date	August 2026
Next review	August 2027 (or earlier if required)