



مدرسة دبي للتربية الحديثة
Dubai Modern Education School

Student Behavior Policy



School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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Student Behavior Policy

1.0 Primary Value

The fundamental value is promoting the highest standards of behavior in all aspects of school life as an essential condition for effective student learning and achievement.

2.0 Rationale

At DMES, we believe that good behavior has a significant impact on an effective learning environment which enables all students the opportunity to achieve. We are keen on establishing a caring and inclusive environment which encourages and reinforces good behavior. We acknowledge that our parents and the wider community expect good behavior as an important outcome of the learning process.

3.0 Purpose

The purpose of this policy is to promote good behavior in the school community and to ensure a consistent approach to positive behavior management across the school.

4.0 Aims

DMES strives to nurture a positive culture and climate free from any form of violence, coercion, and discrimination. All the members of the school staff encourage self-discipline, proper regard for authority, and positive relationships based on mutual respect. Through the behavior policy, we aim to:

- Establish an environment that is conducive to and supportive of learning.
- Promote responsible behavior and respect for oneself, others and property.
- Ensure a consistent approach across the school in the management of indiscipline.
- Communicate responsibilities of school stakeholders in controlling and monitoring of student behavior
- Ensure that fairness in dealing with student concerns is enhanced by clearly written statements of expected behavior, the consequences of non-compliance, and a mechanism for appeal.



5.0 Definitions

5.1 Behavior Management: A combination of strategies and techniques used to increase desirable behaviors and decrease undesirable ones.

5.2 Expulsion: The permanent dismissal of a student from the school program.

5.3 Suspension: A temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator.

6.0 Rights and Responsibilities of Students

6.1 Rights

DMES students have the right to:

- Be physically and emotionally safe and respected in a welcoming school environment.
- Be treated with respect and fairness by teachers, staff, and fellow students.
- Positive behavior reinforcement and appropriate correction when conduct does not meet expectations.
- Equal treatment in the enforcement of school rules and due process.
- The opportunity to reconcile a wrong and a second chance to exhibit appropriate behavior.
- Have confidential school records not disclosed without written permission by parents, or authorities.
- Be provided with appropriate educational activities that promote their talents, abilities and potential.

6.2 Responsibilities

DMES students are expected to:

- Follow all policies, rules, and regulations set forth by DMES in relation to discipline and behavior.
- Make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.



- Behave in a respectful, a responsible, and a decent way all the time.
- Be self-disciplined, respond very well to their peers and adults, and resolve difficulties in mature ways.
- Develop a sense of community and of caring for every individual human being in school.
- Engage with peers as active learner to have appositve impact in the learning environment.
- Contribute to the school community and act as an ambassador of the school.
- Refrain from aggressive or threatening behavior towards fellow students, teachers, and school staff.
- Recognize the zero tolerance of poor behavior at DMES.

7.0 Positive Student Recognition

All students enjoy receiving recognition for expected behavior. Students respond better when they are encouraged and rewarded for positive behavior and actions. Once students realize that positive behavior brings about positive recognition, they are more likely to behave appropriately. In the classroom, students who choose to act appropriately are likely to receive a reward. Positive behavior reinforcement strategies employed in school include:

- Personal praise and reflective conversations that recognize good behavior
- Celebrating individual achievement of behavioral targets
- Recognizing good behavior through online platforms (e.g. Class Dojo)
- Informing parents of students' outstanding behavior through phone calls and e-mails

At DMES, we seek to foster a **Culture of Kindness**. The school's rewards system is designed to complement this culture and the Heads of Section are responsible to help promote and reward positive behavior through recognition programs and certificates given to students.

8.0 Serious Misconduct

In case of serious misconduct, a student shall be immediately removed from the classroom. The student counselor shall have a one-on-one meeting to investigate the issue and create an Individual Behavior Plan “IBP”. The student behavior is closely monitored to determine his/her seriousness to rectify the behavior.

Step 1: In case the behavior didn't improve, then the parent/guardian is requested to come to discuss the issue in person.

Step 2: Continuous serious misconduct shall be reported to KHDA to take the necessary actions.

9.0 Non-Reenrollment, Exclusion, and Expulsion

In extreme circumstances where all other options have been exhausted, and the student continues to cause a health and safety risk to others, non-re-enrollment, exclusion, and expulsion will be considered by the School Executive Principal after taking the approval from KHDA.

10.0 Infractions

Level 1

Infractions	Actions
<ul style="list-style-type: none"> ▪ Dress code violation ▪ Interfering with others' learning ▪ Tardy ▪ Disruptive or disrespectful behavior on buses ▪ Inappropriate use of language ▪ Inappropriate communication with the other gender ▪ Littering ▪ Minor COVID-19 safety infraction (1-2 occurrence) 	<p>**</p> <ul style="list-style-type: none"> ▪ Verbal warning will be issued. ▪ Incident will be recorded. ▪ Parents/guardians shall be contacted by phone/email by the Head of Section.
<ul style="list-style-type: none"> ▪ Use of mobile phones (onsite) 	<p>Refer to ** list of actions</p> <ul style="list-style-type: none"> ▪ Mobile phone shall be confiscated by the teacher; it can only be retrieved from the Head of Section's office at the end of the school day.

Level 2

Infractions	Actions
<ul style="list-style-type: none"> ▪ Repeat of Level 1 behaviors ▪ 3 unexcused absence from school or 3 repeated tardiness ▪ Inappropriate behavior with a school staff member ▪ Unexcused absence from class ▪ Selling items in school ▪ Violation of appropriate use of technology ▪ Minor COVID-19 safety infraction (3-5 occurrences) 	<p>**</p> <ul style="list-style-type: none"> ▪ Parents/guardians shall be contacted by phone/email by the Head of Section. ▪ Incident will be recorded. ▪ Notification letter shall be sent to parents. ▪ Parents and student to sign a written pledge not to repeat the offense. ▪ Parents may be called to a meeting by the Head of School or designated person.
<ul style="list-style-type: none"> ▪ Academic dishonesty 	<p>** After conducting an investigation, student will receive an official warning letter and it will be placed in the academic file.</p>

Level 3

Infractions	Actions
<ul style="list-style-type: none"> ▪ Repeat of Level 2 behaviors ▪ Insubordination ▪ Direct defiance to faculty or staff request ▪ Dishonesty/Lying ▪ Inappropriate language to students ▪ Minor COVID-19 safety infraction (more than 10 occurrences) 	<ul style="list-style-type: none"> ▪ Parents/guardians shall be contacted by phone/email by the Head of Section. ▪ Incident will be recorded. ▪ Notification letter shall be sent to parents. ▪ Parents and student to sign a written pledge not to repeat the offense. ▪ Parents will be called to a meeting by the Head of School or designated person. ▪ Student will be referred to the Student Counselor. ▪ Student will lose extra-curricular privileges.
<ul style="list-style-type: none"> ▪ Deliberate damage to others' property or school's property 	<ul style="list-style-type: none"> ▪ Notification letter shall be sent to parents. ▪ Student will be reported to the Head of Section and will be asked to pay for the cost of items.

Level 4

Infractions	Actions
<ul style="list-style-type: none"> ▪ Repeat of Level 3 behaviors ▪ Theft ▪ Physically threatening comments, gestures or acts ▪ Harassment/Cyber-bullying ▪ Major COVID-19 safety infraction (1-3 occurrences) 	<ul style="list-style-type: none"> ▪ Notification letter shall be sent to parents. ▪ Student will be referred to the Student Counselor. ▪ Parents will be called to a meeting by the Head of School/SEP. ▪ After conducting an investigation, student will be a candidate for possible expulsion after the school reports the incident to KHDA.

Level 5

Infractions	Actions
<ul style="list-style-type: none"> ▪ Repeat of Level 4 behaviors ▪ Smoking on school grounds or at school functions (including vape, cigarettes, dokha, etc.) ▪ Physical Fighting ▪ Skipping school ▪ Leaving school without authorization ▪ Inappropriate language to faculty ▪ Major COVID-19 safety infraction (more than 5 occurrences) 	<p>**</p> <p>After conducting an investigation:</p> <ul style="list-style-type: none"> – Student will be issued with 1-3 day suspension. – Student will be a candidate for possible expulsion after the school reports the incident to KHDA. – Student will be placed on the non-re-registration list (upon KHDA approval)
<ul style="list-style-type: none"> ▪ Altering or tampering with university applications or recommendations 	<ul style="list-style-type: none"> ▪ Refer to ** list of actions ▪ Student be reported by the school to the universities.
<ul style="list-style-type: none"> ▪ Altering or tampering school records 	<ul style="list-style-type: none"> ▪ Refer to ** list of actions

Level 6

Infractions	Actions
<ul style="list-style-type: none"> ▪ Repeat of Level 5 behaviors ▪ Possession of drugs or alcohol ▪ Physical attack on a faculty or staff ▪ Gross or flagrant violation of school guidelines that endangers the reputation of the school, other students and/or faculty ▪ Insulting one's religion, country and/or UAE leaders ▪ Possession of weapons or dangerous objects ▪ Major COVID-19 safety infraction (deliberate; life threatening) 	<p>After conducting an investigation:</p> <ul style="list-style-type: none"> – Student will be issued with 1-3 day suspension. – Student will be a candidate for possible expulsion after the school reports the incident to KHDA. – Student will be placed on the non-re-registration list (upon KHDA approval)

11.0 Roles and Responsibilities

11.1 Student

A student is expected to:

- Develop positive relationships and values.
- Follow all policies, rules, and regulations set forth by DMES.
- Behave in a respectful, responsible, and decent way all the time.
- Adhere to DMES code of conduct and behavior policy.
- Develop a sense of community and of caring for every individual human being in school.
- Engage with peers as active learners to have a positive impact on the learning environment.
- Contribute to the school community and act as an ambassador of the school.
- Recognize the zero tolerance for poor behavior at DMES.
- Contribute to and promote a positive school environment.



11.2 Parent

The parent/guardian is expected to:

- Encourage the children to follow the school rules and behavior expectations.
- Respond quickly to a request to attend the school for a meeting about behavior.
- Follow-up on behavior concerns at home and to implement the suggested consequences.
- Act as good role models for their children.
- Inform the school if there are any circumstances that may affect their child's behavior.
- Support any disciplinary action taken by the school to unify the parent-school approach and work together in agreement.

12.0 Related Policies

The Student Behavior Policy is linked to the following school policies:

- Student Discipline Policy
- Anti-Bullying Policy
- Anti-Cyber Bullying Policy
- Child Protection Policy