



Student Behaviour & Conduct

Building a safe, respectful and positive school community

At Dubai Modern Education School (DMES), we believe that every student deserves to learn in a safe, respectful and supportive environment.

Positive behaviour is an important part of school life. We encourage students to make good choices, take responsibility for their actions and show respect towards others.

Our approach combines clear expectations, appropriate consequences and restorative practices that help students reflect, learn and improve.

Our Behaviour Expectations

All students are expected to:

- Treat fellow students, staff, parents and visitors with dignity and respect.
- Follow school rules, routines and reasonable instructions.
- Attend school and lessons regularly and punctually.
- Wear the correct school uniform and follow appearance expectations.
- Respect school property and the belongings of others.
- Use technology responsibly and follow the school's mobile phone policy.
- Complete assigned work and maintain academic honesty.
- Behave responsibly on school transport, trips and during school activities.
- Report bullying, harassment, safety concerns or inappropriate behaviour to a trusted adult.

These expectations apply throughout the school day and during all school-related activities, including transport, trips, competitions and events.

Behaviour Violations & School Responses

DMES follows a graduated approach to behaviour management, with violations considered across four levels.

The examples and responses below are intended as guidance. Each incident is considered according to its seriousness, frequency, impact and individual circumstances.

Level 1 – Minor Violations

Examples include repeated lateness, incorrect uniform or grooming, minor classroom disruption, failure to follow routines, eating during lessons without permission, forgetting essential learning materials and inappropriate use of learning devices.

Possible school actions:

- Verbal reminder, warning and guidance.
- Student reflection or restorative conversation.
- Documentation of the concern.
- Written warning and parent notification for repeated incidents.
- Detention or further graduated action where appropriate.

The aim is to address concerns early and help students understand and meet expectations.

Level 2 – Moderate Violations

Examples include unexcused absence, leaving lessons without permission, repeated disruptive behaviour, threatening or intimidating others, misuse of mobile phones or electronic devices, bullying-related behaviour assessed at this level, smoking-related violations and damage to school property.

Possible school actions:

- Formal documentation and written warning.
- Parent notification or meeting.
- Restorative intervention and behaviour support.
- Detention or other appropriate disciplinary action.
- Suspension where permitted under applicable regulations.

Repeated violations may result in further disciplinary measures in accordance with school procedures.

Level 3 – Serious Violations

Examples include serious bullying or cyberbullying, leaving school premises without permission, cheating, forgery, serious misuse of social media, vandalism, physical aggression and unauthorised photography or recording.

Possible school actions:

- Immediate referral for formal review and investigation.
- Parent notification and meeting.
- Behaviour Management Committee review where required.
- Appropriate disciplinary action, including suspension where permitted.
- Safeguarding, counselling or restorative support as appropriate.

Level 4 – Very Serious Violations

Examples include serious physical assault, sexual assault or serious sexual misconduct, possession of weapons or dangerous prohibited items, serious drug-related offences, deliberate fire-setting, serious theft and other conduct creating significant risk or harm.

Possible school actions:

- Immediate measures to protect students and staff.
- Formal investigation and parent notification.
- Behaviour Management Committee and safeguarding review.
- Referral to the relevant authorities where required.
- Suspension or further disciplinary action, including exclusion, where legally permitted and appropriately authorised.

The safety and wellbeing of students and staff will always take priority.

These classifications and responses reflect the school's behaviour framework. Examples are not exhaustive, and disciplinary decisions remain subject to applicable regulations.

How Consequences Are Determined

Behaviour concerns are considered individually. The school takes into account the seriousness of the incident, whether the behaviour has been repeated, its impact on others and any relevant individual circumstances.

Students will be given an appropriate opportunity to explain what happened, and parents will be informed in accordance with school procedures.

Consequences will be fair, proportionate and educational. Physical punishment, humiliation, degrading treatment and discriminatory disciplinary practices are not permitted.

Restorative Practice & Student Support

At DMES, behaviour management is not simply about consequences. We want students to understand their actions, recognise their impact on others and develop the skills to make better choices.

Where appropriate, students may be supported through restorative conversations, reflective statements, meetings, counselling, behaviour improvement plans and parent meetings.

Following a disciplinary consequence, reintegration support may also be provided to help students return positively to learning.

Restorative practice does not replace safeguarding action, formal investigation or referral to the relevant authorities where required.

Safeguarding, Inclusion & Wellbeing

DMES recognises that behaviour may sometimes reflect an underlying wellbeing, safeguarding or additional learning need.

Our approach takes into account students' age, individual circumstances and educational needs. Where appropriate, additional support or referral will be considered.

All behaviour concerns will be handled respectfully, with appropriate consideration for student dignity, privacy and confidentiality.

Where a student's safety or wellbeing may be at risk, safeguarding procedures will take priority.

Working Together with Parents

Positive behaviour is a shared responsibility between students, parents and the school.

We ask parents to support school expectations and work with us when concerns arise.

Parents will be informed of significant behaviour incidents and may be invited to meetings to discuss appropriate interventions, restorative actions, behaviour support plans or reintegration arrangements.

Our aim is to work together to help students develop responsibility, self-discipline and positive relationships.

Policy Alignment

Our behaviour expectations are informed by applicable UAE Ministry of Education requirements, KHDA requirements for private schools in Dubai and UAE legislation.

This guidance should be read alongside the school's Student Uniform & Appearance, Attendance & Punctuality, Mobile Phones & Personal Devices, Safeguarding & Child Protection and Inclusion policies.

All disciplinary actions will be applied in accordance with applicable regulatory requirements.

Our aim is simple: a school community where students feel safe, treat others with respect, take responsibility for their actions and are supported to make positive choices.

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POLICY & PROCEDURES