

# UWCD Student Residential Code of Conduct

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## Scope

The *UWCD Student Residential Code of Conduct* is intended to give students guidelines and directions to help them manage their lives in an informed, responsible and healthy way. This document is guided by the [college policies](#) that bear relevance to their well-being and safety while living in the premises. This CoC also applies to UWCD-organised trips and events outside the campus.

## A Caring Lifestyle

Students who accept a position at a UWC College commit to the pursuit of a healthy lifestyle, one that avoids potential harm to themselves and others. We are here to learn from each

other and care for ourselves and for each other by adopting and promoting healthy, positive, productive and inspiring lifestyles and behaviours. Our goals and actions are tuned to the core values of UWC to build a peaceful and sustainable future for ourselves and the generations to come. We can achieve them by committing to:

## Caring for yourself by

- [Eating](#) healthily with a balanced diet and avoiding unhealthy food beyond special occasions.
- Staying hydrated by drinking enough water to maintain homeostasis.
- [Sleeping](#) 8-10 hours per 24 hours is the recommendation for teenagers.
- [Maintaining personal hygiene](#): showering, using appropriate hygiene products, washing and changing clothes and bed linens regularly.
- [Exercising](#): For some this will mean high-level sporting activities, but an active lifestyle can be achieved even with short walks, etc.
- [Paying attention to one's personal safety](#) in and out of campus includes paying attention to one's surroundings, following instructions and signs where applicable, checking in on time and, when needed, calling the duty phones for help and the College Emergency Phone in case of an emergency.
- Promoting your own emotional wellbeing (learning coping skills by doing yoga, doing art, writing in a journal or going for a walk, and being a [problem solver](#)).
- In order to maintain an environment conducive to learning and promote your wellbeing, the use of mobile phones during school activities is regulated. You may use mobile phones as educational tools only with approval from a teacher or a Toon Parent. This ensures that devices contribute positively to learning activities without causing distractions. If a mobile phone is used without permission or is deemed disruptive to the educational process, it may be confiscated by school staff. This helps ensure that technology enhances, rather than detracts from, the educational experience.

## Caring for each other by

- Building and sustaining relationships on trust, respecting each other and celebrating the diversity within the community.
- Respecting roommates, their privacy and property and appreciating small compromises to achieve amity and harmony.
- Helping anyone you notice struggling (academically, physically, emotionally, etc.), inviting them to ask for help or asking for help yourself if the other person may not be safe.

- Using the common rooms for socialising and taking care of the facilities for a sustainable future for the generations to come.
- Using the kitchens and their facilities with care and in a sustainable way. Being responsible for cleaning after use, a good principle is to leave them better than they were before we used them.
- Using only the bathrooms in your own corridor or room and leaving them ready for the next person to use.
- Using your allocated laundry room (Mountainside or Riverside) as much as possible, removing your laundry from machines, dryers and/or drying racks as soon as possible, and using the equipment in a sustainable manner without any misuse.
- Using the College property (including movable and immovable items) for their established purpose, remembering that they belong to the community. Taking responsibility for any damage so that it can be rectified and, in the case of negligent use, taking responsibility for the cost.
- Thinking always of how to become more sustainable by reducing, reusing and recycling as much as possible. For example, controlling water and electricity usage will minimise our impact on the environment.

## Caring for the wider community and our host country by

- Learning, understanding and respecting the culture of the host country.
- Dressing and behaving in a manner that is respectful of the values, traditions and culture of our host country on and off campus.
- Remembering that each of us is an ambassador of UWCD, expected to behave with dignity and respect in public places and in a manner that does not compromise the reputation of the college. This includes not using public spaces for inappropriate socialisation or intimate physical contact.

## What Happens When Someone Cares for Themselves and/or the Community?

### **Commendations:**

When students demonstrate behaviour that exceeds our expectations, the Head of School may send commendation emails to students and parents. These commendation emails are designed to encourage the development of positive, healthy habits, celebrate student achievements, and reinforce the UWC values.

The staff will nominate students for commendations from the Head of School.

Commendations may be awarded for the following behaviours:

- Demonstrating IB Learner Profile attributes
- Displaying strong Approaches to Learning (ATL) skills
- Taking initiative
- Caring for others
- Exhibiting clear and fair leadership
- Completion of Outdoor trips and activities
- Sportsmanship/Sportswomanship
- Embodying the values outlined in the UWC Dilijan guiding principles
- Showing outstanding efforts

This list is not exhaustive. Teachers are encouraged to use their professional judgement to recognise and reward behaviours that go above and beyond our expectations.

## What Happens When Someone Does Not Care for Themselves and/or the Community?

Being a member of the UWCD community is a privilege which comes with both rights and responsibilities.

When we are unable to live our lives in alignment with our values, we will take responsibility for our actions and/or inactions. In such cases, which may have an impact on one or more members of our community, the concerns will be dealt with in a fair manner and on a case-by-case basis, which may or may not lead to some consequences.

Safeguarding concerns will be dealt with cohesively and comprehensively.

In all cases, the Head of School's decision is final.

Below are a few examples of concerns outlined in the UWC Student Residential Code of Conduct, which applies across campus and during all school-related activities.

- **Drugs:** As the UWC CoC states, "Consumption, possession and/or distribution of drugs for recreational or other non-medically prescribed purposes are not acceptable." For clarity, this means that there is no room for such incidents in our community. Please be aware that the school will test students for drugs if there is a suspicion and will also work with the Armenian authorities as needed.
- **Smoking/vaping/possession of tobacco or any kind of smoking and vaping products** will lead to different levels of consequences depending on the severity. Tobacco dependencies are inherently unhealthy.
- **Consumption, purchase, and possession of alcohol and energy beverages:** Consumption of alcohol and energy beverages is against a healthy lifestyle and

contradictory to caring for yourself, regardless of your age, preference or culture. Particularly worrying is binge drinking when the individual tries to get drunk intentionally, putting themselves and potentially [others at risk](#). Empty containers in one's possession will be treated as evidence of consumption.

- Being on campus or returning to campus under the influence of alcohol will lead to a test of your [blood alcohol content \(BAC\)](#). The staff member on duty will decide on whether you need to be tested, and you will be escorted to the medical centre without exception for carrying out the test. Only one test will be done; however, if a student does not cooperate by not providing sufficient saliva, the test will be taken as positive. The medical and residential staff conducting the test will determine if the student is cooperating or not.

- A BAC of 0.02% or above will lead to formal consequences, with disciplinary actions taken depending on the severity. The severity includes alcohol level in blood, the number of times you were found out under the influence, etc.

If your BAC is between 0.02% and 0.05%, it is a moderate concern. Anything above 0.05% is a serious concern.

- Refusal to be tested will be considered as a positive test above 0.05%, and it is a serious concern.
  - Alcohol and energy beverages are strictly prohibited on campus. You may face disciplinary consequences for being part of activities involving alcohol and energy beverages, regardless of whether you personally consumed them, tested negative, or brought them onto campus.
  - Parents will be informed about any alcohol or energy beverage-related incident.
- Sexual development is part of growing up. In a multicultural environment in which spaces are shared, the interest of the community necessarily comes ahead of the individual's wishes, which is why the UWC Student Residential Code of Conduct states that **no sexual activity should take place on campus or in school-organised activities and trips**. The definition of what "sexual activity" means is certainly culturally sensitive, as what some cultures consider acceptable will be taboo in others. With our focus on the community, any display of affection needs to be done in such a way that it does not have a negative impact on others.
  - **Bullying and abuse** (whether physical, verbal, sexual, on- or offline) are antithetical to UWC values and have no place in our community, even if it is playful. The first attempt will be to initiate mediation (protocol in Annexe 2). However, if mediation fails and the act is repeated, consequences will follow. Such measures are intended to help correct the individual's behaviour and, when others have been affected, may also include a restorative component for all individuals involved.

- **Stealing or borrowing others' possessions without their consent** is simply not acceptable and, in some cases, can constitute a crime. If the victim and/or their family requests the police involvement, the school will support such requests.
- **Borrowing possessions, including money, from others with their consent** but not returning them within the agreed time can also in some cases amount to cheating and a criminal breach. If the victim and/or their family requests police involvement, the school will support such requests.
- **Vandalism**, tampering, damaging, obstructing or interfering with access control systems, school property or properties of individuals will have moderate to serious consequences depending on the level of harm or damage caused to the objects or the individuals.
- Any action that is harmful or damaging to others – no tolerance.
- **Quiet time** rules include respecting the privacy of the corridor members. In particular, the bedrooms are private spaces for sleeping and relaxing and doing one's private work. Therefore,
  - After check-in only students living in that corridor are allowed to be in the corridor.
  - The rooms are not to be used for socialising, for which we have Common Rooms.
  - After check-in, none other than the roommates of the particular room should be in any bedroom. This is why the corridors are locked at that time.
  - During the 'Quiet Time' (10 pm to 6.30 am on all days except Friday and Saturday, when Quiet Time starts at 11 pm), there are tighter restrictions on unwanted and bothersome noise. Toon Parents on duty will enforce the restrictions and may confiscate any speakers or devices that are the source of the noise, or in case it is due to a gathering, they will disperse the crowd; any breach of 'Quiet Time' requirements can lead to negative consequences by way of reprimand or other disciplinary measures. The confiscated device will be returned to the owner two days later. However, if the device is seen to be used again, it will be confiscated and returned at the end of the term when the owner returns home.
  - Study rooms are strictly reserved for academic use by students. These rooms must **not** be used for any other purpose, regardless of whether they appear vacant. **Permission from residential staff is required** for any non-study-related use.
  - Prayer rooms must not be used after **Quiet Time** unless prior permission has been obtained from the **residential staff on duty**.

- **Academic time** rules include respecting the learning expectations of the school. No students should be in the residences after 8.30 am on an academic day, irrespective of whether they have a class or not. Students are only allowed to be back in the residences during lunch break and once their last lesson ends. If the last lesson gets cancelled, you still have to stay in the academic building and utilise the library or other learning spaces to study. Only exceptions are,
  - If a student is allowed by the doctor or the Head of Residential Life to be in the room under the supervision of the Day Toon Parent
  - The student has forgotten something in the residences and seeks permission from the Day Toon Parent to get it.

Once again, this is a non-exhaustive list, as we do not want to have a Code of Conduct that runs like those of some institutions specifying hair length, clothes types and sizes, etcetera. We want UWCD to be a vibrant, respectful and inclusive community, and that can only be achieved by the thoughtful and respectful behaviour of every single member of the community.

## Annex 1

### Levels of Concern and Consequences

A) While the list below is in an increasing order of severity, please note that even if a member of a community has a clean track record with no previous concerns, if the incident is severe, the consequences will match the severity.

1. **A minor concern** will be followed up with a conversation with the Toon parent and a verbal reminder, which will be recorded internally. Our expectation is that the student will be transparent with their parent/s or guardian/s, taking the incident as a learning opportunity and sharing the learning that has taken place.
2. **Repeated minor concerns or a moderate concern** will be addressed with a written letter of concern sent to the student and copied to the parent/s and/or guardian/s, when relevant, the NC. This will be added to the student's personal file.
3. **Repeated moderate concerns or a serious concern will** be followed with a formal warning letter to the student, parent/s and/or guardian/s and NC as follows:
  - a) A **Head of School Warning Letter** may also be issued when the school is particularly concerned that a member of our community is behaving in such a way that they are risking losing the privilege of remaining as such. Such letters may also cover the individual's overall engagement with our learning programme and with the community as needed.

a ii) A **Residential Life Suspension** will be the disciplinary consequence. This can result in having to return home or leave the UWCD campus for a period of reflection. Once they leave the campus, it is parents' responsibility to ensure their safety and safeguarding.

b. A situation warranting a second **Residential Life Suspension** or **Head's Warning** will, in most cases, result in **expulsion** from the School, with the individual forfeiting the right to remain a member of the school community

c. **Breaches of the Armenian Criminal Code** will lead to a **school expulsion**, and the school will follow Armenian authorities' policies and practices as relevant and may involve the police and any other authority as needed. For example, intentionally causing damage to an individual or group of individuals or their possessions (for example, by slandering or by physically assaulting).

- i. Please note that the Armenian authorities exchange information in such cases with the authorities of the home country of the individual. For example, if a member of the community engages in illegal drugs and the police are involved, they will forward the report to the home country, which may have significant consequences for the individual concerned.

B) At UWC Dilijan, we do not believe in punishment; we believe in support and restorative actions. Even difficult situations are opportunities for learning. However, when a community member loses direction and makes mistakes that are potentially harmful to themselves and the community, consequences become a necessary tool to help and guide the student back on track.

**All alcohol or energy drink-related incidents will be followed up by a three-way meeting with HoRL or TP, parent/guardian and student regardless of age, cultures, religious affiliation or background to help students get back on track to reinforce a restorative and educational approach instead of a punitive one.**



## Minor Concerns:

Infractions	Consequences	Escalation Requirements
Late for check-in	3 times a week or 5 times a month – verbal reminder recorded	3 times any other week or 5 times any other month – Escalated to a formal, written letter of concern. With further repetition, parents were informed, and students gated for the following weekend.
Late during morning sweep	3 times a week or 5 times a month – verbal reminder recorded	3 times any other week or 5 times any other month – Escalated to a formal, written letter of concern. With further repetition, parents were informed, and students gated for the following weekend.
Being in other rooms or corridors after Quiet Time	Verbal reminder recorded	Repeated infractions. One repeated infraction results in a formal, written letter of concern. With further repetition, parents were informed, and students gated for the following weekend.
Late for TT	Conversation with TP	A repeated breach escalates to a verbal reminder and then a written letter of concern.
Absent from TT	Verbal reminder recorded	A repeated breach escalates to a written letter of concern.
Transferring common area furniture to corridors or private spaces, rearranging and moving bedroom furniture without TP's permission, and any instance that is deemed to be against the school expectations.	Verbal reminder recorded. Any damage will have to be paid for by the family regardless of the financial status of the student, and this will be communicated to the parents.	Repeated infractions: One repeated infraction results in a formal, written letter of concern. With further repetition, parents were informed, and students gated for the following weekend. Any new damage will have to be paid for by the family regardless of the financial status.
Failure to gather at the assembly point during fire alarm	Conversation with Toon Parent	Repeated failure will lead to a verbal reminder by TP and will be escalated to a written letter of concern for further breaches.

Failure to check out or in on REACH either by signing out or by calling the duty phone	Conversation with Toon Parent	Repeated failure will lead to a verbal reminder and will be escalated to a written letter of concern for further breaches.
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### **Moderate Concerns:**

<b>Infractions</b>	<b>Consequences</b>	<b>Escalation Requirements</b>
Smoking on campus or on school trips, purchase and possession of tobacco products (including vapes)	Formal written letter of concern to students.	Any repetition would be an escalation, with parents being informed
Alcohol and energy drink related incidents – including purchase, possession and consumption, BAC including and above 0.02% but less than 0.05% on or off campus regardless of age	Verbal reminder recorded and parents informed	Repetition or levels at 0.05% or above will lead to escalation to a serious concern
Vandalism, including obstruction, interference with systems, provisions and resources	Formal written letter of concern to students. Any damage will have to be paid for by the family regardless of the financial status of the student, and this will be communicated to the parents.	Any repetition would lead to a formal warning communicated to parents and will have to be paid by the family regardless of the financial status of the student and this will be
Theft	Formal written letter of concern sent to students and family	Any repetition would be as above
Sleeping in another student's room, especially after 'Quiet Time' (potentially a serious concern, depending on circumstances and discussion with DSL)	Formal written letter of concern sent to students and family	Any repetition can lead to severe consequences, including Head's warning, suspension or expulsion.

**Serious Concerns:**

<b>Infractions</b>	<b>Consequences</b>	<b>Escalation Requirements</b>
Racism	Head's warning/Suspension	Expulsion
Bullying/intimidation (both online and offline)	First instance of a potential case of bullying/intimidation: depending on the incident, a mediation will take place in the presence of the TP on a case-by-case basis.	HoRL/Head's warning, suspension or expulsion. All stakeholders informed. Will be decided on a case-by-case basis and depending on the harm done to the individuals and community or infractions in other areas.
Alcohol and energy drink related incident – including purchase, possession and consumption, BAC including and above 0.05% regardless of age or repetition of the moderate concern of 0.02%	TP written warning informing parents and students gated for the following weekend	HoRL/Head's warning informing NC as well; next step will be expulsion
Any sexual activities consensual or non-consensual	Consensual: HoRL written warning informing parents and NC to all parties regardless of age and culture and religious affiliation  Non-consensual: expulsion for assaulter and support system in place for the assaulted	Consensual: Head's warning, suspension and expulsion
Possession/purchase/peddling use of illicit drugs	Expulsion	

**Conduct affecting the school's public image**

Bringing the school into disrepute refers to any action by a student, whether on or off campus or online, that negatively impacts the reputation, values or integrity of the school community. This includes, but is not limited to, breaking the law, disrespectful behaviour in public, inappropriate use of social media or association with activities that contradict the school's ethos. Each incident will be reviewed on a case-by-case basis and may be classified as a minor, moderate, or serious concern depending on the context and impact. Consequences will be applied proportionally in line with the school's behavioural framework.

**Note:** At the discretion of the Toon Parent, after a conversation with the student, gating may be put in place as an additional consequence. The gating period will be determined by the TP in consultation with HoRL and can involve both weekends and weekdays. Exeat (overnight) weekend approvals can also be revoked as an additional measure if students fail to comply with the expectations of the school. The cumulative effect of the breaches in different areas of school life can lead to more serious consequences on a case-by-case basis, as this demonstrates a clear lack of engagement with school life and UWC values.

The list of potential breaches of the code of conduct is inexhaustible, and therefore, there might be situations in which staff feel that the student is not upholding the principles of a UWC community. For example, this could include being disrespectful towards staff and other members of the UWC community or the larger community in Armenia, ignoring the requests of a Toon Parent, etc. In that type of situation, consequences like having to have a conversation with a Toon parent/mentor/head of residential life or a verbal reminder or written letter of concern might be issued and enforced.

## Annex 2

### Mediation Protocol

Mediation is a part of restorative action, and we encourage conflicting parties to resolve issues through mediation. Regardless of the issue, any conflict in knowledge of staff or students must be recorded on My Concern or My Voice to be able to offer appropriate intervention through mediation.

#### Conflict Between Students:

As a policy, mediation has always remained the first step in conflict resolution amongst students. The best way for a student to address a concern is by directly approaching the individual involved and calmly expressing their perspective on what occurred and how it affected them. They should invite the other person to share their point of view and work together toward resolving the issue. While there may be differences in how the situation is understood, open dialogue at this stage often leads to a mutual understanding and resolution.

If the informal process is unsuccessful, the following procedure should be followed:

- An attempt should be made at conciliation between conflicting parties in the presence of the Toon representative and/or a member of the Student Council.

- If the first step fails, the matter should be reported without delay to the concerned Toon Parents of the conflicting parties for early resolution.
- The Toon Parent should call for a formal mediation proceeding on the following lines:
  - i) The parties concerned should be given the right to support and exercise the freedom to bring in a trusted friend or witness.
  - ii) The proceeding will take place in the presence of the Toon parent/s concerned and the well-being counsellor.
  - iii) The proceeding will be recorded verbatim and on an electronic device by the Toon Parent if required and will be stored in accordance with the school's data protection policy.
  - iv) Every effort will be made by Toon Parent/s to resolve the conflict amicably without the need for further escalation
  - v) If there is a safeguarding issue involved, it must be reported at the earliest and without delay to the Designated Safeguarding Lead through the My Concern platform.
  - vi) If the conflict fails to resolve through the effort of the Toon Parents by mediation, it should be reported as a serious concern and will be dealt with accordingly.

## Conflict Between Staff & Students:

The encourages an open and honest attitude about any issues that could arise between staff and students. Any disciplinary or safeguarding issues will be dealt with in accordance with the existing policies and protocols and will not be subjected to mediation in the first instance. This is essential to protect the interests of the larger community. However, any allegations of misbehaviour on either side will be looked into separately. The following mediation protocol will be observed in such cases:

- i) Staff or students should take initiative directly or (through the line manager in the case of staff) to have an informal meeting in the presence of a staff representative and a student representative (in the case of students) of their choices.
- ii) If the matter does not resolve between parties, it will be referred to responsible member/s of the SLT for review.
- iii) A written summary of the issue should be provided to initiate the process.
- iv) The SLT member will assess whether the issue is appropriate for mediation (e.g., not involving legal or safeguarding concerns).
- v) The SLT members will appoint a designated SLT member as mediator to start the formal process.
- vi) The mediator will facilitate a structured conversation in a private, neutral setting.
- vii) Both parties will be given equal time to express their views and concerns.

viii) The mediator will guide the discussion toward mutual understanding and agreement.

ix) If a resolution is reached, a written summary outlining the commitments of both parties will be created.

x) A copy of a summary will be held by the mediator, and follow-up may be scheduled.

xi) If mediation fails, the matter will be escalated to the SLT for formal resolution in line with the school's grievance or disciplinary procedures.

**All discussions during mediation are confidential and will not be disclosed outside the process unless there is a risk to safety or safeguarding or a legal action is required.**

## Annex 3

### Disciplinary Procedure

Any breach of the Code of Conduct may lead to disciplinary action. The procedure is detailed below:

**Step 1:** The Assistant Head of Residential Life or Deputy Head of Residential Life evaluates whether an investigation is warranted. The purpose of this step is to collect relevant information.

**Step 2:** The Assistant Head of Residential Life reviews the student's disciplinary history and determines the appropriate next steps. In cases of serious misconduct or repeated infractions, the Head of School is notified.

**Step 3:** The evidence-gathering phase includes a formal discussion or hearing with the student(s) involved and any witnesses. The student in question meets with the appropriate staff member overseeing the investigation and may choose to be accompanied by their Toon Parent or another supportive adult. Upon request, a peer may also attend; in such cases, the accompanying student must sign a confidentiality agreement.

**Step 4:** Following the conversation, all involved students and witnesses are expected to submit written statements describing the incident. Alternatively, the staff member leading the investigation may opt to record the conversation, e.g., in the interest of time or in order to prevent possible collusion.

**Step 5:** Once the investigation is complete, the responsible staff member or disciplinary panel makes a decision based on the gathered evidence.

**Step 6:** The student attends a disciplinary meeting where the outcome and any resulting consequences are communicated. The student's Toon Parent is present. If no investigation is conducted, this step follows directly after Step 2.

All disciplinary meetings must be documented in MyConcern. Written notification is also sent to the student, their parents or guardians, and the National Committee, if applicable.