

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 manner. This document is guided by the school policies that bear relevance to their well-being and safety while living on 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 school 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 others by adopting and promoting healthy, positive, productive, and inspirational 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 these goals 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 a 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 school 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](#)).
- 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 policy helps ensure that technology enhances, rather than detracts from, the educational experience.

Caring for each other by

- Building and sustaining relationships based on trust, respecting each other, and celebrating diversity within the community.
- We should respect our roommates, their privacy, and their property, and we should appreciate small compromises that lead to 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 to socialise and taking care of the facilities for a sustainable future for generations to come.
- Use the kitchens and their facilities carefully and sustainably. A good principle is to leave the items better than we found them after using them.
- Please use only the bathrooms in your own corridor or room and leave them ready for the next person.

- Using your assigned laundry room (Mountainside or Riverside) as much as possible, removing your laundry from machines, dryers and drying racks as soon as possible, and using the equipment in a sustainable manner without any misuse.
- Using the school property (including movable and immovable items) for their established purpose, remembering that they belong to the community. You must take responsibility for any damage to rectify it, and in the case of negligent use, you must bear the cost.
- We constantly strive to enhance our sustainability by reducing, reusing, and recycling as much as possible. For example, controlling our water and electricity usage will minimise our negative 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 cultures of our host country, both on campus and off.
- Each of us is a UWCD ambassador, expected to act with dignity and respect in public and not harm the college's reputation. This includes refraining from using public spaces for inappropriate socialisation or intimate physical contact.

What Happens When Someone Cares for Themselves and the Community?

Commendations:

When students demonstrate behaviours that exceed our expectations, the school head may send commendation emails to students and parents. The purpose of these commendation emails is to foster the growth of positive, healthy habits, acknowledge student accomplishments, and uphold the UWC values.

The staff will nominate students for commendations from the head of school.

Commendations may be given 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

- Leadership in the community
- Attendance and Punctuality in events

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 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 inactions. In such cases, which may impact one or more community members, we will address concerns fairly and individually, possibly resulting in consequences.

We will address safeguarding concerns 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 rule 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:** The consumption of alcohol and energy beverages is against a healthy lifestyle and contradicts caring for yourself, regardless of your age, preference, or culture. Particularly worrying is binge drinking when the individual tries to become 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 saliva alcohol concentration, which strongly correlates to your [blood alcohol concentration \(BAC\)](#). The staff member on duty will decide 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 considered 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 interests of the community necessarily come before 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-organized 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 repeats, we will impose consequences. Such measures are intended to help correct the individual's behaviour, and when others have been affected, they may also include a restorative component for everyone 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's 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, bedrooms are private spaces for sleeping, relaxing, and doing one's own work. Therefore,
 - After check-in, only students who live in that corridor are allowed to be there.
 - The rooms are for sleeping, not socialising; we have common rooms for that.
 - After check-in, none other than the roommates of the particular room should be in any bedroom. This policy 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 following rules:
 - i) **Quiet enjoyment:** Every day of the week, students are welcome in the common rooms as long as they respect quiet hours by avoiding noise, parties, or any activity that disturbs others. Those who prefer livelier activities must do that before 'Quiet Time'.
 - ii) **Shared responsibility:** Both TPs on duty and students themselves play an active role in keeping noise levels low, ensuring that everyone in the residences can rest and study without disturbance.
 - iii) **Midnight balance:** Students who stay up after midnight are expected to balance rest with academic commitments. If late nights lead to lateness, absence, or sleeping during lessons, access to common rooms after midnight will be paused to help restore healthy routines.
 - iv) **Birthday celebrations:** Midnight birthday celebrations are welcome when requested through a peer listener. These joyful moments should last 10–15 minutes, without loud music or disruptive noise, so everyone can share in the happiness while maintaining respect for quiet hours.
 - v) **Cooking and cleaning:** Kitchens should generally be used before midnight. If cooking after midnight, students are responsible for leaving the space clean and tidy. The student body will monitor this collectively, ensuring accountability and fairness. This privilege can be paused if kitchens are found unclean in the morning.
 - vi) **Noisy devices:** Any device causing disruptive noise will be temporarily confiscated to maintain a peaceful environment.

vii) Crowd dispersal: If noise results from a gathering, the group will be asked to disperse respectfully to uphold quiet time.

viii) Quiet time breaches: Breaches of quiet time rules may result in consequences such as a reprimand or other disciplinary measures.

ix) Device return: Confiscated devices will be returned to their owners after two days.

x) Repeat misuse: If a device is used again to cause noise, it will be confiscated and returned only at the end of the term when the student returns home.

- Study rooms are strictly reserved for academic use. These rooms must **not be** used for any other purposes, 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**.
- When the corridors are locked regardless of the time of the day, students from other corridors are not allowed to enter them. This is to safeguard students of that corridor from stealing or other kinds of harm.
- **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 lessons or not. Students are only allowed to be back in the residences during lunch break and once their last lesson ends. Even if the last lesson gets cancelled, you must remain in the academic building and use the library or other learning spaces for study. The 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 retrieve it.
 - The student has an approved permitted day

Once again, this list 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, clothing types and sizes, etc. 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. The conversation will be evidenced and recorded on MyConcern.
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) and, 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(s), parent(s) and/or guardian(s) and NC as follows:
 - a) **Head of school warning:** A letter will be issued when a community member's behaviour risks the privilege of staying at school. Such letters may also cover an individual's overall engagement with our learning programme and community, as needed.
 - b) **Disciplinary probation:** The student would remain on disciplinary probation for a specified amount of time, e.g., the remainder of the semester/academic year. During this period, they may be restricted from representing the school in external events, trips, or leadership positions.
 - c) **Residential life suspension** will be the disciplinary consequence. Such a suspension can result in having to return home or leave the UWCD campus for a period of reflection. Once they leave the campus, it is the parents' responsibility to ensure their safety and safeguarding.
 - c). A situation warranting a second **residential life suspension** or **head's warning** will typically lead to expulsion, resulting in the loss of membership in the school community. However, if the individual showed documented progress in all areas of school life in between the two warnings, the school may decide to give them another chance, but they will have to contribute positively and impactfully to the community life as decided by the school, along with a structured plan of accountability, regular evaluations, and active participation and engagement in all areas of school life.
 - d). **Breaches of the Armenian Criminal Code** will result in school expulsion, and the school will adhere to Armenian authorities' policies and practices as

applicable, which may involve the police and any other necessary authorities. 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 individual's home country. For example, when a community member engages in illegal drug use and the police get involved, the police will forward the report to the individual's home country, which may have significant consequences for that person.

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 or guardian, and student, regardless of age, culture, religious affiliation, or background, to help students get back on track and reinforce a restorative and educational approach instead of a punitive one.

NB: The Code of Conduct can be suitably amended during the year if required.

Minor Concerns:

Infractions	Consequences	Escalation Requirements
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Late for check-in	3 times a week or 5 times a month – verbal reminder recorded	Three times in any other week or five times in any other month will result in a formal, written letter of concern. With further repetition, parents are informed, and students are simultaneously gated for the following weekend.
Found in the residences during the academic day without permission	Conversation with TP	Any repetition will lead to consequences in the following order: 1. Verbal reminder 2. Letter of concern to students 3. A letter of warning has been sent to students and parents.
Being in other rooms or corridors after quiet time, in the common areas	Verbal reminder recorded	Repeated infractions. One repeated infraction results in a formal, written letter of concern. With further repetition, parents are informed, and students are simultaneously gated for the following weekend. If the behaviour continues, students will lose privileges, like overnight.
Late for TT	Conversation with TP	A repeated breach escalates to a verbal reminder and a weekend gating. Further repetition leads to a written letter of concern.
Absent from TT	Verbal reminder recorded	A repeated breach escalates to a written letter of concern, and students are simultaneously gated for the following weekend.
Transferring common area furniture to corridors or private spaces, rearranging and moving bedroom furniture, and decorating any residential space without TP's permission based on room decoration guidelines and any actions deemed against school expectations are prohibited.	Verbal reminder recorded. Any damage will have to be paid for by the family regardless of the financial status of the student, and this information 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 were gated for the following weekend. The family must pay for any new damage, regardless of their financial status.

Failure to gather at the assembly point during fire alarm	Conversation with Toon Parent	TP will issue a verbal reminder for repeated failures, escalating the issue to a written letter of concern for further breaches and a weekend gating.
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.

Moderate Concerns:

Infractions	Consequences	Escalation Requirements
Smoking on campus or on school trips, and 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	A verbal reminder is recorded, and parents are informed via an online meeting.	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	A formal written letter of concern to students was sent by TP. Any damage will have to be paid for by the family regardless of the financial status of the student, and the details will be communicated to the parents by the finance department.	Any repetition would lead to a HoRL formal warning communicated to parents/NC and will have to be paid by the family regardless of the financial status of the student and this will be the last chance
Petty theft	A formal written letter of concern sent to students and family and compensation for the stolen good was given to the victim	Any repetition would be expulsion
Sleeping in another student's room before or after 'Quiet Time' can be a serious concern, depending on the circumstances and discussions with the 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:

Infractions	Consequences	Escalation Requirements
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 accordance with the mediation protocol.	HoRL/Head's warning, suspension or expulsion. All stakeholders are 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.
Card fraud, online fraudulent activities, grand theft, break-in or any physical or emotional damage to groups of people or individuals	Expulsion and compensation for the damage to the victim	
Alcohol and energy drink-related incidents – 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	The HoRL/Head will issue a warning to inform NC, with expulsion as the next step.
Any sexual activities consensual or non-consensual	Consensual: HoRL written warning informing parents and NC, regardless of age, culture, and religious affiliation Non-consensual: When no alcohol is involved, any individual found responsible for committing assault with conclusive evidence shall face expulsion. The victim will be supported and fully exempted from any disciplinary	Consensual: Head's warning, suspension and expulsion

	action. The UWC Common Code of Conduct states that “sexual activity between students is not permitted in student rooms or in any other shared or public spaces”. In cases where an allegation of sexual assault is made, the consumption beforehand of alcohol is never a defence for the alleged perpetrator. A claim by an alleged victim not to have given consent due to the prior consumption of alcohol does not absolve the student from responsibility unless there is compelling factual evidence that the student was wholly incapacitated through alcohol. Both parties will face disciplinary consequences under the Code of Conduct for consuming alcohol and engaging in sexual activities unless it is proven beyond doubt that the alleged victim was assaulted while incapacitated. In that case the victim will only receive the consequences for consuming alcohol.	
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, according to the school’s behavioural framework.

Note: At the discretion of the Toon Parent, after a conversation with the student, gating may be implemented 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. Breaches in various aspects of school life can lead to serious consequences, reflecting a lack of engagement with 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, such violations 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 fails, follow the subsequent procedure:

- 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 wellbeing 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 is not resolved through the mediation efforts of the Toon Parents, it should be reported as a serious concern and will be addressed accordingly.

Conflict Between Staff & Students:

This policy 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 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 and the records, along with documentation, must be documented in MyConcern. Written notification is also sent to the student, their parents or guardians, and the National Committee, if applicable.