VANCOUVER WALDORF SCHOOL

STUDENT CODE OF CONDUCT

Document Owner – Head of School & Vice Principal
Policy Audience – Faculty and staff; students and parents; public via VWS website
Current Version Filename - Student Code of Conduct APPROVED 2026-10-01.docx
Approval Body & Date –College of Teachers on October 1, 2026.
This version supersedes all others
Due for Review Date – Annually in Spring term

Document should not be altered without referring at a minimum to:
Code of Conduct Policy and Protocols
Discipline Policy
Harassment and Bullying Prevention Policy and Protocols
Behaviour Management Intervention and Response Policy and Protocols
BC Human Rights Code
AWSNA Policy Area 3. Support for Students and Families
AWSNA Policy Area 9. Prioritized Health and Safety Considerations
Ministry Policy Category 5.04. Student Discipline

CONTENTS

1 Statement Of Purpose and Scope 4

2 Behaviour Commitments 5

3 Unacceptable Behaviour 6

4 Consequences of Unacceptable Behaviour 7

5 Adults as Role Models 9

6 Parents as Partners 10

1 Statement Of Purpose and Scope

The Vancouver Waldorf School (VWS) develops and reviews its code of conduct for students as part of our commitment to provide a safe, caring and orderly school environment for learning and working. The Ministry of Education and Child Care's *Safe, Caring and Orderly School's Guide outlines the following vision for BC schools*:

Safe schools

- Make it easy and safe for students and their parents to inform school authorities of safety concerns
- Make a "big deal" about bullying, harassment and other forms of intimidation

Caring schools

- Enable parents to advocate for their children's well-being
- Enable students to advocate for their own well-being and to help each other
- Promote appropriate adult-student relationships

Orderly schools

- Plan for things to "go right" and are ready to respond appropriately if or when things "go wrong"
- Minimize distractions from purposeful learning activities
- Are characterized by a climate of mutual respect and responsibility

---

The VWS Student Code of Conduct incorporates the First Peoples Principles of Learning (FPP) for their emphasis on relationship, connectedness and social responsibility.

As per the *Provincial Standards for Codes of Conduct* Order, this *Student Code of Conduct* applies to all students at school, during all school-organized activities, on the school bus, and even outside of school or school hours, including online behaviour. Students are expected to learn and mature as they move through successive grades, so the expectations also progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior. Individual classes will develop meaningful classroom agreements, and individual teachers will refer to the Consequence Action Plan in their class management plans.

VWS school officials have a responsibility to advise other parties of serious breaches of a code of conduct. Other parties may include: parents of involved students, the police or other agencies (where law requires), or the parents of all students in the school when reassurance following a serious situation is deemed necessary.

Student, parent and staff representatives are provided an opportunity for input into codes of conduct, which seeks to find a balance between individual and collective rights, freedoms and responsibilities. The *Student Code of Conduct* is communicated to all students, parents and employees as well as to temporary staff and visitors, via our school website, email or handbooks, and posters in prominent areas of the school.

Parents, coaches or involved members of the greater VWS community are strongly encouraged to follow and model the *Student Code of Conduct*.

2 Behaviour Commitments

FPP: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

In joining VWS, students agree to our Behaviour Commitments, including abiding by School Values, School Rules and Classroom Agreements, as laid out below.

School Values: Community, Respect, Integrity, Commitment, Reverence

School Rules: Act with HEART

Health and well-being of all

WE WILL:

- Contribute to a safe, positive and peaceful learning environment for others
- Follow playground, bus and classroom agreements
- Tell a trusted adult in a timely manner of incidents of bullying, intimidation or unacceptable behaviour

Embrace diversity

WE WILL:

- Be open to other perspectives
- Be inclusive in learning and play

Attitude

WE WILL:

- Listen and communicate respectfully and follow the direction of VWS faculty, staff and volunteers
- Attend classes regularly and punctually

Respect and responsibility

WE WILL:

- Respect ourselves, others, and the school
- Take responsibility and make amends for our actions

Take pride

WE WILL:

- Take pride in our learning, do our own work, and strive to do our best
- Conduct ourselves in a manner that brings credit to ourselves and to our school

Classroom Agreements: these are developed by teachers, in consultation with students as appropriate, and clearly communicated and displayed in classrooms.

3 UNACCEPTABLE BEHAVIOUR

Actions that breach the Behaviour Commitments or undermine a safe, caring and orderly school and learning environment can be deemed unacceptable behaviours by VWS. Teachers and staff always consider the nature, frequency, and severity of an action, and the age, maturity, and capacity of the student.

Examples of unacceptable behaviour:

- Behaviours that interfere with the learning, safety, or emotional well-being of others. e.g., talking back in class or having side conversations when others are speaking, disrupting class transitions, ignoring established classroom routines, not engaging with material as it is intended
- Disrespecting or not following reasonable direction of VWS faculty, staff or volunteers. e.g., refusing to follow instructions, using dismissive or rude language towards adults, participating in activities different from what the class is doing, arguing repeatedly instead of following instructions
- Using cell phones or digital devices during school hours unless given permission by a teacher
- Bullying (physical, verbal, cyber, social), harassment, intimidation, threatening or aggressive behaviour, physical violence or using offensive language, including but not limited to excluding students, spreading rumors, or using derogatory terms
- Discriminating against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia. Discrimination includes a student publishing or displaying anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any of the above grounds
- Retribution against a person who has reported incidents, or preventing someone for reporting an issue
- Trespassing, littering or interfering with neighbouring private or commercial properties
- Academic dishonesty including but not limited to plagiarism and copying
- Bringing to school a weapon, or an item that could be considered by VWS to be a weapon
- Illegal behaviours, including but not limited to:
    - Causing fire alarms, or any threat to the safety of the school environment
    - Acts or threats of violence
    - Theft, vandalism or damage to equipment or school property
    - Possession, use or distribution of substances (see the *Substance Use Protocol*)
    - Any distribution of intimate images without consent, or of minors

4 CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

FPP: Learning involves recognizing the consequences of one's actions.

Transparent and fair procedures reassure students, parents, and staff by providing integrity and consistency to student support and decisions made in the school setting. The progressive Consequence Action Plan table below follows the VWS model of student support and will be used as a guideline to apply consistent consequences when behaviour matters are ongoing or more serious.

Students will be given the opportunity to tell their side of the story, a basic element of procedural fairness, and to problem-solve with others. Where the stakes are minor, this can be done by the teacher, Vice Principal, Student Support Coordinator, Social & Behaviour Chair, asking the student to explain their actions. Wherever possible, the consequences are restorative learning opportunities.

Threshold incidents such as violence, significant threats of violence, intimidation, discrimination, destruction of property, bullying, or other illegal acts will, at the discretion of the Vice Principal and Head of School or delegate, warrant a higher tier of consequence and parents/guardians are contacted.

At-Home Resets and Suspension are considered some of the most serious actions VWS will take in response to student behaviour. The school is a community where all members are respected and will receive every possible support to learn and grow at school. However, participation in any community requires respecting its conditions and its other members. To be asked to stay away from school is serious but is not considered punitive; it is rather a breathing space, and an opportunity for the student to reflect on their actions and on their future participation in the school community, and for the school to determine if adequate supports can be provided. There are times, however, when At-Home Resets or Suspension may proceed to termination of services.

VWS's processes seek always to conform to the principles of procedural fairness outlined in the *Procedural Fairness Best Practice Guidelines for Independent Schools*.

Consequence Action Plan (CAP)*

Please note that this is a Pilot Consequence Action Plan. It will be reviewed regularly and modified on an ongoing basis to reflect the needs of our students and school community.

Tier One – Verbal Warnings and Parent Notification
Student is sent for the Crossing the Line Form
Parent/Guardian Notification 1 – in a week Student fills out the Crossing the Line Form at Pedagogical Office and then returns to class, then class teacher/ subject teacher notifies parent/guardian.
Parent/Guardian Notification Call 2 – in a week Student fills out the Crossing the Line Form. Student works in a designated space away from the classroom for the remainder of the period/recess and is responsible for completing any missed class work. The class teacher/ subject teacher notifies calls parent/guardian.
Parent/Guardian Notification Call 3 – in a week Student fills out the Crossing the Line Form. Student work in a designated space away from the classroom for the remainder of the day. The Class teacher/ subject teacher notifies parent/guardian. The student is responsible for completing any missed class work.

**If No one is in Pedagogy office, please find Student Support Coordinator or Social & Behaviour Chair.*

**Adapted from Mulberry Waldorf School's CAP, with thanks.*

*** The Notifications will be tracked, and Class Teachers/ Subject teacher will be responsible for sending a copy of the filled Crossing the Line Forms home.*

**** The number of reminders that are given prior to the verbal warning is dependent on age & severity of behaviour. i.e. a Grade One student not remaining seated during class may receive several reminders before it results in a warning.*

**** Repeated or Ongoing Behaviours*

In situations like bullying, physical attack, safety of student or others, use of racial language a student may not receive multiple reminders before a warning is issued. Employees should use professional judgment and consider the student's age, developmental stage, previous incidents, and demonstrated understanding of expectations.

For example, if a Grade 7 student received a reminder, verbal warning, and Parent Notification the previous week for making inappropriate comments in class, and the same behaviour occurs again the following week, the teacher may issue a Verbal Crossing the Line Warning immediately rather than restarting the process with multiple reminders. The purpose of the reminder stage is to support learning and understanding of expectations. When a student has already demonstrated awareness of those expectations through previous interventions, fewer reminders may be appropriate.

Similarly, serious behaviours may warrant moving directly to a Verbal Crossing the Line Warning or Parent Notification depending on the nature and severity of the incident.

The goal of the process is not to follow a rigid sequence of reminders, but to provide consistent, fair, and developmentally appropriate responses that support student learning, accountability, and restoration of the learning environment.

Tier Two – In-School Reset Day
On the next school day after the third Parent Notification in one week, the student will work in a designated space away from the classroom for completion of work. The student is responsible for completing any missed class work. Class Teacher has a check-in phone call home.

Tier Three – *At-Home* Reset Day
After three In-School Reset Days within a period of three months, the next notification will result in an At-Home Reset Day
At Home Reset Day 1 (In student record) Student will complete assigned work at home. The student is responsible for completing any missed class work. Parents/guardians, Class Teacher and Student Support Coordinator and/or Social Behaviour Chair have a meeting to discuss increased support.
At Home Reset Day 2 (In student record) Student will complete assigned work at home. The student is responsible for completing any missed class work. Parents/guardians, Class Teacher and/or a Student Support Coordinator and Social & Behaviour chair will meet to check-in about current supports or actions in process, and discuss alternate programming, if needed.

** In case of threshold events where the matter is of Student Health & Safety, Bullying or Harassment, or further investigation time is required to ensure health and safety of student, an at-home reset day may be assigned, upon discussion with the Head of School, Vice Principal. Student Support Coordinator & the Behavioural Chair. A meeting with parents/guardians will have to be held, &/or a return plan will have to be in place, before the student is invited to be back in the classroom.*

5 Adults as Role Models

In order for Behaviour Commitments to work, the adults in the school role model appropriate behaviours and help the students to make the connection between the individual and the community. Students might point out that an adult is not doing something with HEART. This is allowed as it is a teachable moment and an opportunity to model ownership. VWS are working together to strengthen our community and when the students see adults working together and getting along, it shows them that they can do the same.

6 PARENTS AS PARTNERS

FPP: Learning involves generational roles and responsibilities.

VWS asks parents/guardians to review and model the *Student Code of Conduct* with their children and assist in teaching and demonstrating constructive ways of dealing with conflict. Parents/guardians are also encouraged to communicate to the school any concerns about the behaviour or safety of students (see VWS *Communication Policy and Parent Protocols*) and support the home-school connection by aiding problem-solving processes or student support initiated by the school, teachers or staff.

Parents/guardians can support their children to develop social responsibility by:

- Helping to find safe and appropriate ways to express and deal with strong emotions or conflict
- Teaching problem-solving skills, including effective use of communication
- Helping to develop empathy by reflecting on individual's differences and considering all sides of a situation
- Monitoring and discussing conflicts or situations that their child/ren are exposed to through media viewing and games
- Ensuring a healthy balance of social activities; playing games and activities that develop collaboration and cooperation
- Showing concern for and support of victims of bullying or violent behaviours
- Using Kim John Payne's D.A.D.D. approach to follow-up on behavioural situations. This approach seeks to have a child assess their own behaviours, the effects of that behaviour and possible future approaches to similar situations. The D.A.D.D. approach is:
    - **Disapprove:** Begin by expressing clear disapproval for the action, "It is hurtful to behave as you did." "We don't speak that way in our family." Speak with quiet directness. Mean it.
    - **Affirm:** We know that we are supposed to separate our child's actions from his/her whole being but it's not always easy. To achieve this, disapproval needs to be followed up right way by an affirmation…" You hardly ever speak like that." "So often you say helpful and kind things."

    Then when the time is right...
    - **Discover:** Then the adult discovers what the subtle issues are. "What's up?" "Something must be bothering you." This question must come at the right time to get an honest response.
    - **Do-over:** When the issue is a bit clearer the adult can help their child to do over. "Let's work out a way to say what you need to say without being hurtful," or for a young child "Let's go and help your brother fix his broken fort." In this way we honour everyone's needs while acknowledging our responsibilities toward others.