



Columbia Park Elementary School
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Code of Conduct

2025-26

OUR SCHOOL CODE OF CONDUCT



R.A.I.S.E. – Respect All Individuals, Self, and Environment.

Our Code of Conduct is designed to provide guidelines for appropriate behaviour at school, at school-sponsored functions and in settings outside school that have an impact on our school (for example on social media). School expectations have been established for everyone’s protection, safety and well-being. School expectations are taught and reviewed so that we all have a shared understanding of expected behaviours in a variety of settings. Students and staff share the R.A.I.S.E. motto of Respect All Individuals, Self and Environment.

An annual review of our code of conduct occurs with student, parents, and staff to encourage the promotion of school-wide expectations. Conduct is consistently monitored to ensure codes reflect current and emerging situations that contribute to school safety.

Personal Electronic Devices at School: Cell Phones)

Student cell phones and other personal electronic devices are not to be brought to school. The use of personal electronic devices is restricted in order to promote online safety and a focused learning environment. If it is required for a student to bring a phone to school, for afterschool activities, any cell phone brought to school must be placed in “Airplane Mode” in a designated area for the day (usually the teacher’s desk). Students have ample access to learning technologies at the school (student iPads and laptops). Please call the school (250-837-4744) should there be an urgent need to contact your child. We also have a student phone available for use at the office.

Encouraging Appropriate Behaviours

At Columbia Park we will teach, identify, and expect positive behaviours. Although our students consistently demonstrate appropriate choices, there are occasions when some may demonstrate behaviours that are deemed inappropriate. Behaviours that require intervention are identified in the following way and act as a guideline for students, parents, and school staff. We foster a growth mindset, and each child will be given the opportunity for restitution to help resolve and learn from the behavior.

Guidelines	Response
Minor Behaviours	
Expectation violations that are disruptive to learning or are without regard to others or the school environment. Behaviours typically are unintentional infractions with no intent to harm and are generally isolated or rare incidences.	Infractions are primarily teaching opportunities which may result in a reminder of school expectations resulting in a correction. Student restitution/resolution and/or consequences appropriate to the infraction may be imposed as necessary.

Moderate Behaviours	
Behaviours that may be chronic, more serious in nature, unsafe, disrespectful, or hurtful. Moderate infractions are typically intentional and purposeful and may affect the tone and safety of the school.	Student restitution/resolution and parent/guardian contact. Restorative action and/or consequences appropriate to the infraction may be imposed. Where a behaviour is repeated, increased supervision or an alternative setting may be required to reduce the opportunity for the behaviour to be repeated.
Major Behaviours	
Behaviours that are illegal, violate the human rights, well-being, and safety of others, or have the potential to impact the personal safety of the student.	Parent contact and conference including limits to classroom or school contact as necessary for personal safety and safety of others. District protocols including district Threat Assessment Protocols will be followed and multi-agency consultation may occur for support.

- Whenever possible and appropriate, consequences for breaches of the code are fair and reasonable and restorative in nature.
- Age, maturity, and special needs of students are considered when determining appropriate action.
- School officials may have the responsibility to advise other parties of serious breaches of the code of conduct (e.g. parent, school district officials, police and/or other agencies as per fair notice guidelines).
- All reasonable steps will be made to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

BULLYING VS. CONFLICT

Bullying is a persistent pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone.

Conflict on the other hand is generally a disagreement or difference in opinion between peers who typically have equal power in their relationships. It's usually an inevitable part of a group dynamic.

Peer Conflict, Unkind Behaviour, and Bullying		
<p>Peer Conflict</p> <p>Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things, or act out physically by hitting, kicking or trying to hurt. If it's peer conflict, you will be aware that these children:</p> <ul style="list-style-type: none"> ▪ usually choose to play or hang out together; ▪ have equal power (similar age, size, social status, etc.); ▪ are equally upset; ▪ are both interested in the outcome; and ▪ will be able to work things out with adult help (after calming down). 	<p>Unkind Behaviour</p> <p>Children may try out behaviours to assert themselves - sometimes saying or doing unkind things - such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line. If it is unkind behavior, usually:</p> <ul style="list-style-type: none"> ▪ it is not planned and seems to happen spontaneously, or by chance; ▪ it may be aimed at any child nearby; ▪ the child being unkind may feel badly when an adult points out the harm he/she caused. 	<p>Bullying Behaviour</p> <p>Bullying is serious behaviour that has three key features:</p> <ul style="list-style-type: none"> ▪ Power imbalance — One child clearly has power over the other(s), which may be due to age, size, social status ▪ Intent to harm — The purpose of the bullying behaviour is to harm or hurt other(s). It's intended to be mean and is clearly not accidental. ▪ Repeated over time — Bullying behaviour continues over time, and gets worse with repetition. There is a real, or implied threat that the behaviour will not stop, and in fact will become even more serious.
<p>Adapted from: https://www.vsb.bc.ca/Student_Support/Safe_Caring/bullying/Pages/Default.aspx</p>		



Columbia Park Elementary

School-Wide Behaviour Expectations

	<p>In all areas at CPE, students demonstrate RAISE behaviour by striving to:</p>
Respect	<ul style="list-style-type: none"> • Listen to others and take turns • Be fair and kind with your words and actions • Respect personal spaces and belongings
All	<ul style="list-style-type: none"> • Include others in play and learning • Work together to solve problems respectfully • Contribute positively to group goals and school events
Individuals	<ul style="list-style-type: none"> • Recognize that we are all unique and valued • Respect each person's way of learning • Encourage and support others to do their best
Self	<ul style="list-style-type: none"> • Try our best even when it's hard • Be responsible for your words, actions and choices • Follow classroom, playground and school expectations • Set goals and keep a growth mindset
Environment	<ul style="list-style-type: none"> • Take care of our school spaces, equipment and materials • Reduce waste and recycle • Keep personal technology (e.g., phones, earbuds, smartwatches) at home or off and put away at school • Respect and care for the natural environment

Community School Threat Assessment: Fair Notice

What behaviours warrant a Student Violence Threat Assessment to be initiated?

A Student Violence Threat Risk Assessment will be initiated for behaviours including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

Duty to report To keep school communities safe and caring, staff, parents/guardians, students and community members must report all threat-related behaviours.

What is a threat? A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated, and responded to.

What is a Site-Specific Threat Assessment Team? Each school has a Site-Specific Threat Assessment Team. The team may include the principal, teachers, counsellor(s) and a member of the local police agency.

What is the purpose of a student threat assessment? The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents, and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the person of concern's behaviour
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all

What happens in a student threat assessment? All threat-making behaviour by a student shall be reported to the principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents, and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the person of concern or parent/caregiver, the threat assessment process will continue to promote a safe and caring learning environment.

Collection Notice

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open-source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Duty to Report

To keep school communities safe, staff, students, parents, and community members will report all threat related behaviours to the school principal.

Non-Discrimination

At Columbia Park Elementary School we are committed to providing an environment that supports the B.C. Human Rights Code (RSBC 1996) that is based on the equality of persons and is free from discrimination. A person must not imply or present any statement or communication (written, spoken, electronic or drawn) that intends to, or indicates discrimination against a person, group, or class of persons, or is likely to expose them to hatred or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age. Accommodation service or facility must not be denied without a bona fide and reasonable justification.