



**Columbia Park Elementary School  
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# **Code of Conduct**

**2017-18**

## OUR SCHOOL CODE OF CONDUCT



Our code of conduct helps guide our school towards achieving the goals described in our mission statement. Students are encouraged to understand their responsibilities as learners and citizens of our school community by consistently practicing the elements of R.A.I.S.E. . Our code of conduct applies to all members of our school community in all environments associated with school functions including online and electronic media. All participants are guided by our code of conduct while acting as ambassadors of our school.

\*Annual review of our code of conduct occurs with students, parents and staff to encourage the promotion of the expectations in the code of conduct.

\*Conduct is consistently monitored to ensure codes reflect current and emerging situations that contribute to school safety.

## COLUMBIA PARK ELEMENTARY SCHOOL-WIDE BEHAVIOUR EXPECTATION CHART

Students, parents and staff have contributed to the school-wide behaviour expectation chart that outlines what RAISE should look like around our school and in our community. Our Code of Conduct is included in our student agendas, and new students and staff are provided an orientation to our school expectations. RAISE expectations are reviewed prior to participation in extra-curricular activities, such as volleyball or basketball teams. Review and communication of relevant aspects of the R.A.I.S.E. Code of Conduct are included in our morning announcements and weekly assemblies, as well as being emphasized in classrooms, before and during field trips, in newsletters, and at PAC and SPC meetings.

## NON-DISCRIMINATION

At Columbia Park Elementary School we are committed to providing a CARING environment and as per the 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, gender identify or expression and age. Accommodation service or facility must not be denied without a bona fide and reasonable justification.

# Columbia Park Elementary School Behaviour Matrix

## *ALL INDIVIDUALS*

*At CPE We  
Expect...*

*Respect*

*All*

*Individuals*

*Self*

*Environment*



### **All Settings**

- Treat others the way they want to be treated
- Be kind and helpful
- Use your manners
- Keep your body and objects out of other people's personal space
- Follow the rules of the school

## *SELF*

### **All Settings**

- Be prepared
- Be positive
- Do your best at all times, in all things
- Dress appropriately
- Tell the truth
- Stop and think before you act
- Personal Care: Hygiene, sleep, food and exercise/activity, and positive mental health

## *And the ENVIRONMENT*

### **All Settings**

- Reduce, reuse, recycle
- Use resources wisely
- Dispose of waste properly
- Clean up after yourself
- Respect school property

## ENCOURAGING APPROPRIATE/POSITIVE BEHAVIOURS

At CPE we will teach, identify and expect non-discriminatory and positive behaviours to all. Although our students consistently demonstrate appropriate choices, there are occasions when some may demonstrate behaviours that are deemed inappropriate; these behaviours are listed below. The identified Examples and Response Guidelines are by no means an exhaustive list and act as a guide for students, parents, and school staff. Each incident may have several contributing factors that must be considered.

- ◆ Whenever possible and appropriate, consequences for breaches of the code are restorative in nature to help resolve the behaviour and help students learn from his/her mistakes.
- ◆ 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).
- ◆ 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.

Examples	Response Guidelines
<b>Level One Behaviours – No intent to cause harm, these are primarily teaching opportunities, and are generally isolated or rare incidences</b>	
Disrupting learning Rude or disrespectful behaviour (isolated incident) Breaking a school rule Dress code infractions Choosing to be late Making a mess on purpose Careless behaviour that causes damage or harm (not intentional, and student is remorseful)	Reminder to student Teach desired behaviour RAISE review (to teach/remind), Classroom strategies Restitution by the student and/or Appropriate consequence Whole-school teaching if needed
<b>Level Two Behaviours – More serious in intent and consequence. These behaviours affect the tone and safety of our school, and restorative action and/or consequences must match the degree of harm.</b>	
Unsafe actions Disrespectful or hurtful behaviour Continuing to bother someone even after told to stop Continuing to break school rules Damaging someone else's things Supporting/encouraging behaviour of someone else that is hurtful or harmful	Office referral and parent contact Restitution &/or consequence Classroom teacher and principal teach expectations and Counselor intervention may be recommended Help student to understand effect of behaviour
<b>Level Three Behaviours – Very serious or potential to cause harm. These actions can profoundly impact the safe, caring and orderly environment of the school. Follow District Protocols, including Threat Assessment protocol.</b>	
Possessing weapons Fighting Major vandalism Stealing Threatening others Sexual or harassing behaviours All types of bullying, including cyberbullying Illegal actions	-Parent conference in the office before student returns to class, restitution and/or consequence implemented -Student may be removed from the general learning environment (in or out of school) for a duration commensurate with the effect of the action on the school environment -Multi-agency support/consultation as warranted by Protocols (RCMP, MCFD, YMH, IHA) -Behaviour support plan and ongoing counselling support where warranted -Where a student is repeatedly engaging in Level 3 behaviours, consideration of an alternate learning environment

## **COMMUNITY SCHOOL THREAT ASSESSMENT: FAIR NOTICE**

Our school community is committed to creating and sustaining school environments in which students, staff, parents and others feel safe. All reported threats and incidences of violence will be investigated.

The purpose of the threat assessment process is to use the best knowledge, skill and experience available to assess high-risk behaviours so that appropriate interventions can be identified to protect individuals from harm and ensure a climate of safety in schools and the community.

Any student whose behaviour or actions appear to pose a high risk to self-harm or who threatens harm to others will undergo the threat assessment process. This assessment will be extensive in scope and may include the involvement of community partners such as MCFD and the RCMP.

High-risk behaviours include, but are not limited to:

- Possession of weapons
- Bomb threats
- Any threats to kill or injure others or self (threats may be written, verbal, drawn, posted electronically, or made by gesture only and may be direct, indirect, conditional or veiled).

### Duty to Report

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

## **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.