

# **Code of Conduct 2025-2026**



**June 2025**

*In learning and in life, we at RVP are responsible, kind, and curious.*

# **Riverview Park Elementary Code of Conduct**

## **I. INTRODUCTION**

School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards. (Safe, Caring and Orderly Guide, pages 9 to 13).

## **II. CODE OF CONDUCT: KEY ELEMENTS**

### **1. Process**

All Riverview Park Elementary students, parents, and staff are involved in the development and review of the school code of conduct. Students and staff review the code of conduct and the conduct expectations at school and at all school related activities on an on-going basis. Code of Conduct expectations are included in every student planner and incorporated into regular classroom activities.

Riverview Park parents are invited to discuss the code of conduct expectations at Parent Advisory Council Meetings and expected to review the code of conduct with their child as outlined in their child's student planner. Parents are asked to review and discuss current emerging issues at PAC meetings and on an informal basis with staff and administration to build and maintain consistent measures of acceptable behavior.

### **2. Communication**

Expectations regarding acceptable conduct are made known to all students, parents, and school staff. Protocols are made known to students, parents, coaches, and involved members of the greater community.

Each year, student handbooks are distributed to all students in grades one to five. The handbook contains pertinent information regarding the procedures followed in the school as well as the expectations for student conduct. Included in the handbook is the School Code of Conduct. Parents and students are advised of the School Code of Conduct through this handbook, school newsletters, assemblies, and at PAC meetings. Positive and pro-active problem solving strategies are an ongoing attribute of the school's culture. All community members as well as visitors are expected to reinforce our code of conduct and make a notable effort to teach this to the students, where applicable.

Students, while attending school and school sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and deportment established by the Principal. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise. (Policy 17, no.6)

On-going communication exists between staff and parents that encourages and provides increased opportunities for active and constructive parental involvement in their children's education. (Policy 17, no.2, no. 2.5)

### **3. Implementation**

We have developed an Action Plan for Learning Goal related to Human and Social Development which focuses on the idea of WITS and how to 'keep a problem small.' We focus on how to take ownership for our own contributions to a problem, as a means of accepting responsibility and moving forward.

Our school counsellor plays an integral roll in working with students and classrooms in pre-teaching social skills to support effective peer interactions, as well as conflict resolution.

Students will be encouraged to find peaceful solutions to resolve conflicts for themselves and to make positive, responsible, respectful and proactive choices. Where this is difficult or challenging, staff members are available to mediate this process. Students will also play active roles in the creation of classroom charters to describe what the expectations will be in their classrooms.

Our school code of conduct has been and continues to be embedded in the daily teachings of our staff members. On a daily basis, all staff members contribute to helping students find ways to solve their problems. Parents regularly contribute in many ways to our school life and thus also contribute to a positive school culture that is based on mutual respect and understanding of each other's needs.

The above-mentioned practices will continue to be reinforced and we will continue to incorporate the process of restorative practice to not only help resolve problems that arise (by building understanding through empathy and the restoring of relationships when problems arise), but to also be pro-social (rather than reactive) in our relationships with each other, thereby encouraging students to make good choices before problems arise.

### **4. Monitoring and Review**

Conduct is continuously monitored to ensure codes reflect current and emerging situations and contribute to school safety. "Codes of conduct are reviewed and

improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.”

The emphasis at Riverview Park will continue to be on a pro-active problem solving approach to dealing with problems. This is in line with the school’s philosophical approach to dealing with students; that is, a caring, understanding and compassionate approach. When students meet or exceed the expectations for problem solving, they will be acknowledged and recognized for building and maintaining a peaceful school community.

Each year, the school code of conduct is reviewed by staff and parents and changes or slight modifications, where necessary, are made to update the document and clarify its contents.

## **5. Alignment**

“Codes of conduct are compatible between schools in the community and across elementary, middle, and secondary levels.” (Safe, Caring and Orderly Schools Guide)

Schools in District 43, elementary, middle and secondary have aligned the code of conduct to be consistent with District policies, administrative procedures and the BC Human Rights Code as presented and discussed at monthly Superintendent meetings.

Students registered in School District No. 43 shall not attend schools other than the school in which they are registered, without a legitimate school related purpose. Students who do so may be subject to disciplinary action by their school or the School District. (Policy 17, no. 7)

## **6. Standards**

Riverview Park Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestor, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

### **a) Statement of Purpose**

The purpose of the school’s Code of Conduct is to establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate.

We strive to develop a positive school culture and focus on prevention, using school wide efforts to build community, fostering respect, inclusion, fairness and equity. Our aim is to communicate and consistently reinforce clear expectations of conduct and to teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and

defend human rights. All school community members are expected to model these behaviours.

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## **b) Conduct Expectations**

These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line behavior) that negatively impact the safe, caring, or orderly environment of the school, and/or student learning.

### **Acceptable Conduct**

Students are expected to:

- Take care of themselves, take care of each other, and take care of RVP
- Help create and maintain a safe environment at RVP
- Inform an adult as soon as possible of any incidents involving bullying, harassment, or intimidation
- Engage in purposeful learning activities in a productive manner
- Conduct themselves in a manner that brings a positive image to RVP
- Follow the guidelines of the Students Rights and Responsibilities

### **Unacceptable Conduct**

- Interferes with the learning of others
- Physically or verbally harms or threatens people (including the use of technology, such as the internet, email, text messaging, or chat rooms)
- Creates unsafe conditions
- Demonstrates a lack of caring for self, others, or the community
- Includes using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community
- Includes theft or damage to property
- Includes illegal acts, such as possession or distribution of illegal or restricted substances, possession or use of weapons, theft of or damage to property

Students shall not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons. (Policy 17, no. 4)

Students may be subject to discipline under the school and/or district Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g., Social Media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Assistant Superintendent Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

### **Personal Digital Devices in Schools**

All cellular phones or similar personal communication devices are to be appropriately stored during the school day. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.

Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

### **Rising expectations**

As students mature, it is expected that they:

- Take increasing responsibility for their own actions
- Exhibit more socially responsible behaviours
- Understand that consequences for irresponsible or unsafe behaviour also escalate accordingly

Considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having an intellectual, physical, sensory, emotional or behavioural disability.

### **c) Consequences**

When a student does not act in a respectful or responsible manner, it is necessary for the school to have consequences that will help that student re-establish positive behaviour. The goal of any intervention is to have a student return to the group strengthened by re-establishing positive behaviour and to be able to engage in purposeful learning. Wherever possible and appropriate, the focus of the consequence(s) will be restorative in nature in an effort to create a learning opportunity for the student. Where possible, students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

- Consequences for students should be appropriate to their age, and to the nature and / or frequency of the misbehavior. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to an intellectual, physical, sensory, emotional or behavioural disability. Such instances will be handled on a case by case basis.
- Consequences should be meaningful and match the problem behaviour. For example, a student who disregards safety during a PHE lesson might be asked to sit out of the activities for a period of time (the duration of which may depend on the age of the child as well as the frequency of the problem behavior). A student who engages in name calling or makes hurtful comments to another child might be asked to write a letter of apology.
- If problem behaviour is on-going and more serious, the school based team and child's parents may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her own behaviour.
- When breaches of the code of conduct are reported, we will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
- Students will receive consequences in a timely, fair, judicious, and responsible manner with consequences for unacceptable behaviour that take into account the students age, maturity, and special needs, if any.
- Considerations in regards to consequences may need to be made when incidents involve students with special needs if these students are unable to comply with a code of conduct due to having an intellectual, physical, sensory, emotional or behavioural disability.

**d) Notification:**

Depending on the seriousness and frequency of student conduct, there is an escalation of notification.

The student receives intervention, support, and consequences in the following manner:

- Directly from classroom teacher, other staff member, or both
- Principal may be notified (and intervene)
- student may be asked to complete a restorative practice problem solving sheet that considers actions, thoughts, and feelings
- Student may be asked to complete a plan (How can I fix the problem? What will I do?)
- Parents (of the student victim and / or student offender) will be notified of serious situations, or repeat offences (to reassure them that the school is aware of a serious situation or incident and is taking appropriate action to address it)
- Where appropriate, the victim, as well as his or her parents, are notified and involved in the resolution process
- A possibility of suspension
- School district officials may be contacted – as required by school district policy
- Police and/or other agency involvement – as required by law

In accordance with the School Act, The Coquitlam School Board authorizes the Principal to suspend a student for five days or fewer. If there is a violation of a serious nature the suspension may be immediate.

Suspension may be for, but is not limited to, the following reasons: “willful disobedience towards a teacher or other staff member; violent acts including threats, bullying, intimidation, physical aggression or vandalism.”

In the case of a suspension or serious offence, the Principal will contact parents by phone/and or letter. The parents or guardians may be asked to return to school with their child to make a commitment to improve the choices that have been made before the child is able to rejoin the class.

If concerns are unresolved, School District personnel are notified as required by District Administrative Procedure 355 – 2.6.





