

Likely Elementary

CODE OF CONDUCT

2025 – 2026

Updated January 2026



Principal – Sari Small

Code of Conduct

The purpose and goal of this Code of Conduct is to promote a safe, caring, and orderly school environment. Our Code of Conduct is designed to encourage students to respect themselves and others, while striving to do their personal best in all ways. **Likely Elementary** 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, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation. It is expected that there should be no acts of discrimination in any regard, including publications, accommodation, service and facility in the school environment. The board and the school community will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this *Code of Conduct*. Efforts will be taken to maintain the dignity and right to privacy for members of our school community. Students, staff members, parents and coaches are required to meet the expectations outlined in this Code of Conduct.

Circle of Courage



Our code has adopted a medicine wheel concept, “the Circle of Courage,” which emphasizes social and emotional growth in one’s life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence, and generosity. Research shows that children who are healthy both socially and emotionally are the best learners; children who display positive social-emotional traits are successful in school. (source: Brokenleg, Dr. Martin. 2007. *Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network*. “The Circle of Courage Philosophy”).

Students must behave according to a Code of Conduct which recognizes the rights of:

- All students have the right to learn
- School staff members to perform their duties
- Staff and students to work and learn in a safe environment
- Staff, students, and parents to be treated respectfully

The expectations of this Code of Conduct are intended to include all school related activities while students are attending school, travelling to and from school, and while attending any school function at any location.

The Code of Conduct will be reviewed with stakeholders two – three times a year, or when necessary through PAC meetings, staff meetings, assemblies or meetings with small groups of students. The Code of Conduct can be found on the school website (link emailed out) and the website is regularly showcased/referenced at PAC meetings or other events. Paper copies are found in all classrooms, in the office, and on the parent/guest information bulletin board outside of the office.

Likely Elementary students are successful learners, who exhibit these values and qualities: supportive, collaborative, accountable, respectful, safe, helpful, responsible, positive, and independent.

Expected general guidelines for behaviour of **Likely Elementary** students:

<p>Belonging - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, "I am loved."</p>
<ul style="list-style-type: none">• Care about the feelings of others and help those who are hurt or in need• Respect the feelings, rights, and boundaries and bodies of others• Give people their space when they need it for thinking, learning, and working• Be inclusive and welcoming, make sure no one feels left out
<p>Mastery - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, "I can succeed."</p>
<ul style="list-style-type: none">• Learning takes time and patience• Achieve through a growth mindset• Set personal goals and make plans to achieve them• Take pride in your achievements and celebrate growth• See mistakes as opportunities to learn
<p>Independence - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, "I have the power to make decisions."</p>
<ul style="list-style-type: none">• Be mindful of the consequences of your actions• Lead by example• Know yourself - be a self-regulated learner• Be a creative, critical, and flexible thinker• Make safe and healthy choices
<p>Generosity - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, "I have a purpose for my life."</p>
<ul style="list-style-type: none">• Be generous with your talents• Be willing to share• Respect and take care of our environment• Be helpful and cooperative• Stand up against injustice• Solve problems in a fair and peaceful manner

Student Rights and Responsibilities:

All students have rights and responsibilities. These rights and responsibilities include:

The right to:

- be treated fairly, with respect and dignity
- be free from discrimination in any form
- be safe
- to a quality education program
- have a reasonable expectation of privacy while at school and specifically to be free from being subject to surreptitious recording (referring to audio or video recordings or livestreaming made without the knowledge or consent of the other party)

The responsibility to:

- come prepared, on time, and ready to learn
- show respect for themselves, for others, and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take ownership for their own actions
- not bring personal digital devices to school or on field trips

Consequences for failing to comply with behavioural expectations:

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration (making amends) is implemented.

At **Likely Elementary** we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and diverse needs of students.

Level 1: Initial, Minor Incidents (Level 1 behaviour):

Students can make mistakes; it’s a natural part of the learning process. At these times we aim to acknowledge and learn from these mistakes. Most of these choices are minor and can be solved with the teacher and student(s) and may involve a small group or class meeting. A review of the Circle of Courage’s qualities may be part of the restorative plan along with a decision - made with the student and the teacher - about appropriate restorative action (ex. apology, act that gives back to the individual/classroom/school etc.)

<ul style="list-style-type: none"> • Teasing • Talking loudly in class/out of turn • Physical or verbal aggression • Failure to follow school rules • Uncooperative behavior • Play fighting • Out of assigned area • Disrupting the learning of others 	<ul style="list-style-type: none"> • Unsafe conduct • Homework incomplete • Inappropriate physical contact • Inappropriate attire • Inappropriate assembly/audience behavior • Misuse of washroom or playground
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Level 2: Level 2 Behaviour or Repeated Level 1 Behaviour:

At this point a discussion takes place with the student, teacher and principal or designate. The qualities from the Circle of Courage are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action and the student completes a “Make Amends Plan” or “Think Sheet” and a copy is sent home. The teacher or principal/designate may also request a meeting with the parents (or vice-versa). There may be the possibility of in school/out of school suspension.

<ul style="list-style-type: none"> • Repetitive “Level 1” behaviors • Inappropriate material (pictures, music, games, internet sites) • Disrespecting others’ personal space & belongings • Non-compliance with teacher requests • Physical aggression 	<ul style="list-style-type: none"> • Disrespecting other students (put downs) • Inappropriate representation of school (field trips/athletics) • Cheating • Lying • Swearing or offensive comments
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Level 3: Serious Problems/Refusal to change:

The Circle of Courage presents opportunities for children to learn how to deal with conflict effectively. It is often during these bouts of conflict that children act in ways that are inappropriate or unacceptable.

Responses to escalated breaches of the Code of Conduct will vary based on the severity and context of the violation. There will be communication between the teacher(s), parent(s), student, and principal. The principal or designate will determine the level of intervention for the student(s) to succeed in school. There will be consideration for others impacted in the school community. There will likely follow an in school/out of school suspension.

<ul style="list-style-type: none"> • Chronic behaviors • Drug & alcohol • Destruction of property (vandalism) • Serious threat • Serious harassment • Bullying / Cyber Bullying • Intimidation • Slurs (race, gender, religion, family status, physical or mental disability) 	<ul style="list-style-type: none"> • Off school grounds • Blatant defiance • Disrespect of a staff member • Swearing at adults • Fire alarm • Matches/fires • Seriously inappropriate internet site • Weapons • Violence, fighting, threats
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Rising Expectations: Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behaviour.

Serious breaches of the Code of Conduct:

Suspensions: In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. A student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
 - For example, (POLICY – 311 ILLICIT SUBSTANCES) Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject of appropriate disciplinary action and their conduct may be reported to the authorities.
- c. The student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an out of school suspension including a review from a representative of the Superintendent.

Family involvement

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct. Likely Elementary's Code of Conduct was established to ensure each child and staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all. Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher.
3. Should you have any further questions, please phone the school **(250-790-2320)**.

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

Personal Electronic Devices

We recognize the importance of fostering safe and inclusive learning environments for all students and believe that our Electronic Device Policy will play a critical role in supporting student success, belonging, and well-being. As of September 2024, students are not to access or personal digital devices during instructional hours unless under specific circumstances such as:

- Individualized Education Plans that specifically state the student will use their own device as a learning instrument
- Nursing Support Plans that list their cell phone as a way to monitor health devices
- If specifically communicated to administration and parents/guardians ahead of time for instructional purposes and digital literacy, being appropriate for age and developmental stage

We recognize that limiting personal device use while at school helps promote a focused learning environment and increases online safety. Our general expectation is to **please leave all electronics and valuables at home**. The school will not be responsible for any missing items.

Students who fail to adhere to the school and classroom guidelines for digital devices may:

- Have their device taken away
- Be prohibited from having a device on school property
- Be suspended in accordance with AP 320—Student Suspensions

Students that bring personal devices to school will place them in a storage container provided by the teacher and kept in a safe location for the duration of the day, to be collected at the dismissal bell. Should parents need to contact students, or students need to contact home, we will continue to do this through the main office.

If an infraction of the school rules occur, the teacher or principal will confiscate the device and it will be returned to a parent or guardian rather than the student. Continued violations of the Code of Conduct may result in being prohibited from having a device on school property, or be suspended in accordance with AP 320—Student Suspensions.

Development and regular review:

The School Code of Conduct is reviewed annually with stakeholders (parents (PAC), staff, and students) to ensure it meets the ministry requirements and the needs of Likely Elementary.

Definitions:

The following definitions may be useful in the development of Codes of Conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

Artificial Intelligence (AI): is a digital tool that uses data to learn, solve problems, and make decisions—things that usually only people can do.

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
- Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)

- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

Personal digital device: means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/air pods.

Progressive Discipline: uses gradual consequences to address inappropriate behaviour to teach pro-social behaviour.

Racism: a set of mistaken assumptions, opinions and actions resulting from the belief that one group of people categorized by colour or ancestry is inherently superior to another. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitudes and behaviour of individuals. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Resources:



Safer Schools Together - [Safer Schools Together www.saferschoolstogether.com](http://www.saferschoolstogether.com)

ERASE Report It - erase = expect respect & a safe education <https://www2.gov.bc.ca/gov/content/erase>
Anonymous online provincial reporting tool

Cariboo Chilcotin School District 27 – Administrative Procedures (AP) [Home - Cariboo-Chilcotin School District http://sd27.bc.ca](http://sd27.bc.ca)

Fair Notice – see link on the Likely Website

