

Code of Conduct

Landing Trail School is committed to creating a safe, caring and respectful learning environment for our students. We believe in equity, celebrating diversity, encouraging inclusion and supporting the human rights of all children.

Philosophy

The underlying philosophy of Landing Trail School is that all students have the right to learn in a positive environment. A positive learning environment is one in which students are encouraged to make appropriate choices and are responsible for their behaviour. There are logical and natural consequences for the choices a student makes.

Our goal is to work with parents and students in understanding how to make positive choices and encouraging students to make positive ones where the needs of each student are respected. We know that students are learning the skills necessary for successful problem-solving. Identifying problems, understanding expectations, taking responsibility for actions, and making positive choices are essential to student growth and learning.

Developing positive behaviour (ethical citizens) is a shared responsibility between students, staff and parents.

We are all leaders. As such, everyone must:

- Demonstrate honesty and integrity;
- Respect differences in people, ideas and opinions;
- Acknowledge the right of everyone to be treated with dignity at all times;
- Take appropriate measures to help those in need;
- Include others;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority;
- Show care and regard for school property and the property of others;
- Comply with all applicable federal, provincial and municipal laws.

At Landing Trail School, we are all models of leadership. We teach and learn by example, maintain proper decorum and demonstrate professionalism in our interactions.

References

[Board Policy 900 – Student Conduct and Discipline](#)

[Board Policy 120 – Harassment Policy](#)

[AP 900 – Student Conduct](#)

[AP 905 – Student Attendance at School](#)

[Education Act: Sections 31 - 37, 196, 197, 257](#)

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Landing Trail Positive Behaviour Matrix

EXPECTATIONS

	Respect for SELF	Respect for OTHERS	Respect for LEARNING	Respect for ENVIRONMENT
In the CLASSROOM	<ul style="list-style-type: none"> • Work hard • Do your best • Be safe • Participate 	<ul style="list-style-type: none"> • Hands & feet to yourself. • Be a good listener. • Respect other's space & property 	<ul style="list-style-type: none"> • Be prepared to learn • Respect all points of view • Follow the rules 	<ul style="list-style-type: none"> • Keep your workspace & classroom clean • Respect school property & displays
In the SCHOOL	<ul style="list-style-type: none"> • Walk in the hallway • Use an indoor voice • Be a role model for others 	<ul style="list-style-type: none"> • Walk in the hallway • Use an indoor voice • Keep hands to ourselves 	<ul style="list-style-type: none"> • Use inside voice • Walk respectfully in the hallway 	<ul style="list-style-type: none"> • Use the space the way it is intended. • Admire displays & artwork.
At RECESS	<ul style="list-style-type: none"> • Play safe • Dress appropriately 	<ul style="list-style-type: none"> • Play safe with peers. • Hands & feet to yourself 	<ul style="list-style-type: none"> • Re-enter the school safely & immediately when the bell rings. • Follow all the rules for safety 	<ul style="list-style-type: none"> • Use equipment the way it is intended. • Return all equipment when done

Home-School Partnership

The behavioral and academic success of students in their schooling depends on the cooperation, trust, active support, and common vision of students, families and school staff. This policy is intended to remind the 'partners in education' of their respective roles and expectations in creating conditions that will ensure students' success.

Acts of physical aggression or violence, cyber-bullying and illegal substances will not be tolerated and will be met with serious consequences.

*[Per Board Policy 120 - Harassment Policy](#)

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Responsibilities of Staff

Our staff establishes a positive school climate in which structure, support and encouragement are provided to assist in understanding the importance of education and developing a sense of self-awareness and responsibility while positively contributing to society.

Landing Trail staff will ensure that:

- To create conditions for success at school for all students, the staff at Landing Trail School will:
- Teach in ways that meet the learning and behavioural needs of students in their classes;
- Monitor the behaviour and progress of students;
- Reinforce appropriate social skills that will enable success;
- Intervene in a caring, discreet and fair manner, and implement the procedures of the Behavioral Expectations Policy in a timely and consistent manner. As required, this may involve the Administration, Teaching Staff, Counselor, or other staff members.

Responsibilities of Parents/Guardians

To work with school staff in creating the conditions for the child's success, parents/guardians are asked to:

- Review and discuss the Behavioral Expectations at home with the child;
- Be available to take a call from a staff member during the school day;
- Attend meetings at school as soon as possible if strategies tried at school have not been successful;
- Identify strategies that may help the child make appropriate choices in keeping with this policy;
- Communicate with staff in a manner that is respectful to all members of the school community;
- Work cooperatively with school staff to resolve any behavioural or emotional issues that may arise (for example: seek additional assistance from outside agencies);
- Ensure their child(ren) arrive at school punctually with the necessary supplies and attend regularly;
- Please inform the school of changes/events that may affect their child's academic, physical, social or emotional health.

Responsibilities of Students

To create conditions for success at school, students will:

- Be at school on time and attend regularly;
- Listen, learn, practice and be actively involved in class activities;
- Complete school assignments to the best of their ability;
- Behave in a manner that allows teachers to teach and students to learn;
- Act in a manner that will not cause harm to the body, feelings and property of others;
- Include others;
- Follow directions;
- Adhere to these expectations on curricular and extracurricular field trips.

Consequence of Not Meeting Behavioural Expectations

Staff will investigate inappropriate behaviour consistently and in a timely manner. Staff maintain a corrective philosophy when applying consequences to help guide our students through good decision-making. We avoid using punitive measures. The following consequences are not sequential, automatic or exhaustive. They are, however, the usual course of action:

- Social Skill Instruction and Practice;
- Counselling;
- Time Out;
- Playground Restrictions (walking with supervisor/standing by the wall);
- Recess Detention;
- Teacher/Parent Contact;
- Behaviour Contract Development;
- Temporary Suspension of Student from Class or School;
- Assignment of Designated Tasks.

Major Misconduct

The following are examples of major misconduct:

Bullying

Repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress, including psychological harm or harm to an individual's reputation. This includes interpersonal interactions and written and digital communication (cyberbullying).

Damage of Property

- Willful destruction of school property or another person's property.
- Stealing

Defiance

- Refusal to comply with the adult in charge.
- Not reporting to a person in charge after witnessing an inappropriate action.
- Rudeness is directed at an adult in the school or during a school activity.
- Failure to be in class without a valid reason.
- Lying.

Discrimination

Adverse differential treatment of a person or group based on race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.

Emotional Abuse

Harassment is any sexual or abusive language or actions, including gossip, directed at another person that is offensive to that person.

Physical Abuse

- Fighting, including all forms of play fighting.
- A deliberate attempt to injure or hurt another person.

Pattern of Misconduct

- Willfully and repeatedly failing to meet student expectations.
- Engaging in prohibited activities.

Use of Illegal Substances

Use of tobacco, alcohol, illegal drugs and inhalants, criminal activities and possession or use of weapons.

Please note - *Students at this age who may bring these kinds of things to school or maybe under the influence of banned substances, will be made aware of the severity of the offence. At the discretion of the principal and the counsellor, it will be deemed if there is a need for one or more of the following:*

- *Counselling in school or with an outside agency*
- *In or out of school suspension or possible expulsion*
- *Contact with Child and Family Services*

Consequences for Major Misconduct

Staff will investigate inappropriate behaviour consistently and in a timely manner. In all instances, student and parent/guardian confidentiality will be maintained by staff. In all cases of major misconduct, documentation will be kept. The following consequences are not sequential or automatic and may be used in combination:

School/Student/Parent Conference

A meeting of all stakeholders involved in the child's education is called to discuss and plan appropriate interventions. A contract may be developed at this time. A behaviour contract will clearly outline the expected behaviour and specific consequences.

In-School Suspension

The student remains in school. All privileges are suspended, regular classes are not attended, and the student works in an assigned room. The student will be provided materials and assignments with the expectation that these will be completed appropriately.

Out of School Suspension

- This is a formal disciplinary action for dealing with extremely disrespectful, disruptive, or dangerous behaviour and consistent, ongoing inappropriate behaviours.
- Out-of-school suspensions are short-term exclusions from attending school for one to five days.
- The administration will inform the parent/guardian of the suspension. This is followed by a letter to the parent and Superintendent of Schools. A copy is placed in the student's cumulative file.

Restrictions from Curricular & Extracurricular Activities

Students who do not demonstrate appropriate behaviour may be unable to participate in these activities.

Restricted Privileges

The student's ability to move around the school in contact with other students is restricted for a defined period.

Financial Restitution

Intentional defacing or damage to the school or other's property may result in financial restitution (Education Act Section 257) and/or police involvement.

Involvement of Community Agencies

The primary responsibility for student conduct is that of schools; however, police and/or other agency involvement can sometimes be helpful. Police and involvement from other community agencies are at the school's discretion.

Additional Interventions

Should inappropriate behaviour continue, each child will be treated individually in consultation with school staff and parents/guardians. Some children may require additional support. The school may recommend other professional help, and parents/guardians may request information about available community services.

Student Restraint

In specific circumstances, to protect staff and students in the school and prevent potentially violent behaviours, school staff may be required to use reasonable measures to manage a student who is a detriment to the safety of themselves or others.

The Division shall ensure that some individuals in all schools have access to ongoing Therapeutic Crisis Intervention (TCI) training. Certain identified students may require Individual Program Plans or Student Behaviour Plans incorporating physical restraint. With such students, planned physical restraint shall be used only in the student's best interests and with appropriate communication between the student, their parents/guardians and the school staff.