

Our School Values

RESPECT: Listening, following directions, treating people and space with care

OWN YOUR ACTIONS: Being honest, taking responsibility, fixing mistakes

CARE FOR OTHERS: Showing kindness, empathy, and community-minded behavior

KEEP GROWING: Trying new things, learning from mistakes and others, resilience

ENGAGE YOUR BRAIN: Active listening, curiosity, participation, focus

TRY YOUR BEST Effort, grit, consistency, personal pride

Our Approach

As part of this commitment, our school staff are responsible for **teaching students social-emotional learning (SEL) and conflict resolution skills**. We use **age-appropriate SEL programming** as a preventive and proactive measure to help students develop self-awareness, self-regulation, empathy, and relationship-building skills. These are essential life skills that support positive behaviour and healthy peer interactions.

We also believe that schools and families must work together to guide and support students. **Parents and guardians play a key role in promoting and reinforcing positive behaviour**. Your partnership in supporting the school's expectations and encouraging respectful and responsible behaviour is invaluable.

When conflicts or behavioural challenges arise, our goal is not solely to impose punitive consequences. Instead, we focus on engaging students in **restorative practices**. This often involves **meaningful conversations where students reflect on the impact of their actions, understand how others were affected, and take steps to repair harm**. This is a powerful and often challenging process for many students, as it requires them to take responsibility, express remorse, and follow through with restorative actions such as apologies or helping others.

The 5 Principles of Restorative Practices

RELATIONSHIPS

Developing
Connections

RESPECT

Valuing the opinion
of others

RESPONSIBILITY

Being accountable for
actions towards self, others
and environment

REPAIR

Repairing harm and
remaining included

REINTEGRATION

Consistent invitation
to be in community

Consequences

While restorative approaches are central to our philosophy, we recognize that some situations may require additional consequences. These may include:

- * A brief removal from a classroom or activity
- * Loss of recess or privileges
- * Temporary placement in another learning space
- * Early dismissal (with parental notification)
- * In rare cases, suspension, if a student poses a risk to the safety or learning of others

We no longer view suspension as a default consequence. Instead, it is used judiciously, only when necessary and in accordance with Manitoba Education's guidelines.

Be the Best That You Can Be!

- Be at school every day
- Be on time
- Be prepared to learn and work
- Be kind; speak positively to others
- Be an Active Listener
- Be curious; what are you learning and why?
- Be engaged in all learning experiences
- Be mindful of other learners and don't disturb them during their learning time
- Be willing to help others
- Be willing to ask others for help
- Be willing to take risks
- Be open to making mistakes; it's okay
- Be tidy; keep your learning space clean
- Be honest
- Be willing to solve problems and conflicts with others
- Be safe; inside and outside
- Be responsible with technology and using the internet
- Be respectful of others' belongings



Overall, Ralph Brown School's goal is to ensure that **every student feels safe, supported, and respected** while having access to a learning environment that is conducive to academic, social, and emotional growth.



Ralph Brown School



CODE OF CONDUCT

At Ralph Brown School, we are committed to creating a **safe, respectful, and inclusive learning environment** where all students can thrive. In alignment with the **Winnipeg School Division's Code of Conduct** and the **Manitoba Education Safe and Caring Schools Code of Conduct**, we believe in a proactive and educational approach to student behaviour.