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Anglo-Chinese School (Junior)

A Methodist Institution
(Founded 1886)

16 Winstedt Road, Singapore 227988 | Tel: (65) 6733 7911 | Fax: (65) 6734 6518 |
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Our School's Commitment

- To provide a safe and supportive learning environment for all.
- The goal of school discipline is to help students develop self-discipline, through making good choices that will enable them to experience success in life.
- Any form of hurtful behaviour is **wrong** and **unacceptable**. We will take action when informed of such cases.

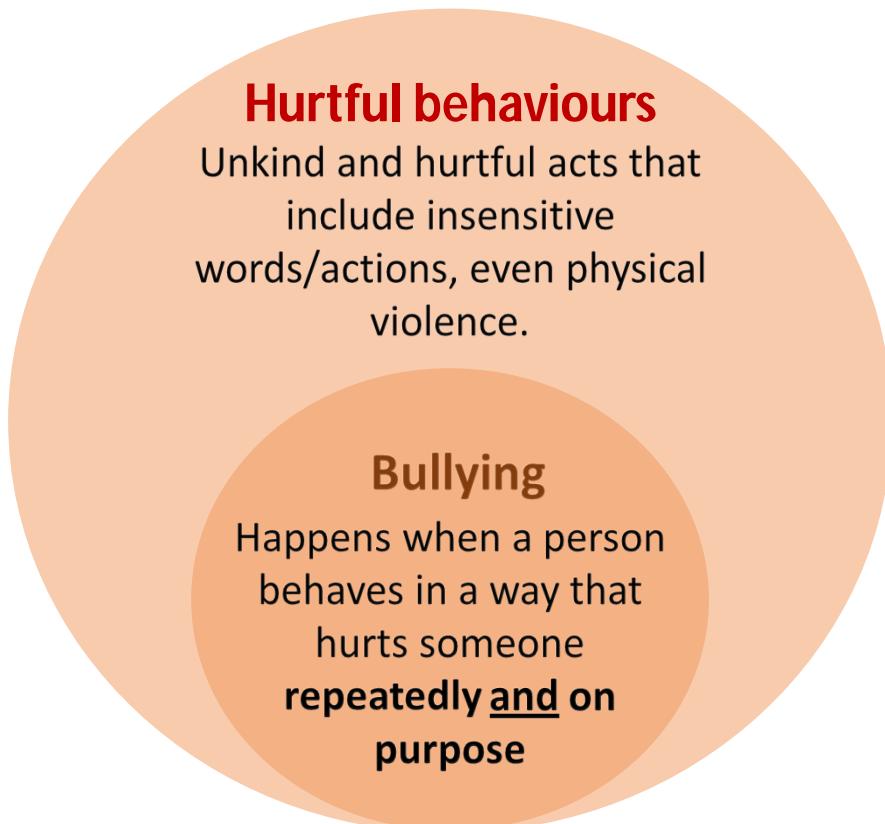


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Hurtful behaviours versus Bullying



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Firm Stance

Immediate and firm action will be taken for all reported incidents of misbehaviour

Baseline Consequences will be meted out –

- Depending on type of misbehaviour and/or severity of actions

Impact (for example):

- Awards/Recognition, Leadership Recognition, School or Team Representation
- Conduct Grade



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Discipline is an educative process

Disciplinary measures - help students learn the consequences of their actions.

Discipline
means
'to teach,'
not
'punishment.'

As children have the **potential to learn from their mistakes and grow through experience**, our disciplinary approach must continue to focus on teaching, guiding and rehabilitating our children and helping to restore relationships.



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Some quotes....

Discipline isn't what you do to a Child - It's what you do for a child....

Discipline means to teach, not to hurt.

Children learn best when they feel safe, connected, and understood.

The goal isn't control. It's growth.

**IT'S OK TO
DISAGREE
BUT
NOT OK TO
DISRESPECT!!!**



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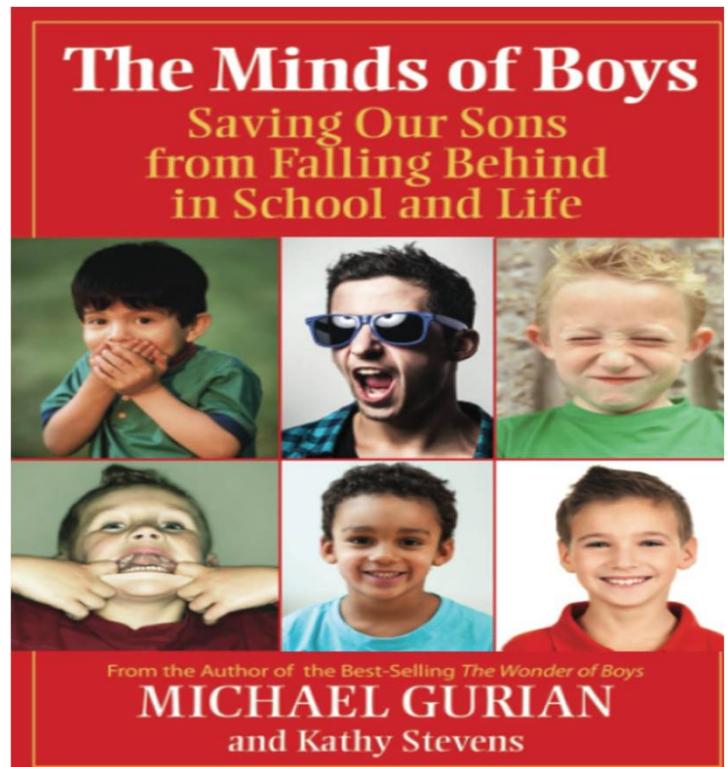
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Understanding Boy's Behaviour

The Minds of Boys

- Brain Structure Differences
- Spatial-Physical
- Stress Response
- Need for Physical Outlet
- Developmental Timing



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Some common behavioural responses

- **Defiance / Rudeness towards Teachers**
- **Physical or reactive when facing challenges**

Reactive - **immediate, often emotional**. Characterised by impulsivity, low self-control and a focus on short-term outcomes. Can manifest as **anger, defensiveness, blaming others or feeling helpless**

Reactive vs. Responsive

- **Reactive**: "Acting in response to a situation rather than creating or controlling it".
- **Responsive (Proactive)**: Deliberate, thoughtful, and intentional actions after consideration, aiming for long-term, constructive solutions



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Students have articulated the role that they would like parents to play (Gathered through focused-group discussion)

What our students would like their parents to know.....

"We see you as our **trusted adult** - someone we can turn to for **emotional support and advice**."



"We need **space** to **handle everyday conflicts ourselves** - it helps us build problem-solving skills."

"We want you to **partner** our teachers, working together with them to tackle bullying effectively."

"We value your **guidance**, but we'd like you to **step in directly only when things get really serious**."

What can parents do?

If your child is affected

Remain calm to assess the situation and provide emotional support to your child.

Have a conversation with them using **C.H.E.E.R.** as a guide to understand what they are experiencing.

- Calm them down. **Speak in a gentle tone.**
- Hear them out. **Lend them a listening ear.**
- Empathise with and **acknowledge** their feelings.
- Encourage them to **seek help.**
- Reassure them that you will always be there to **support them and listen to their problems.**



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What can parents do when their child encounters an unpleasant incident such as being bullied?

If your child happens to be one affecting others around him

Remain calm and try to find out more from him. You can:

- **Ask questions** to understand what happened.
- Let them know that bullying is unacceptable. **Encourage them to apologise sincerely and make amends** to repair relationships.
- **Monitor** their online activities (if relevant), e.g., their social media posts
- Reach out for **extra support from school**.



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What can parents do to promote a safe and caring environment?

If your child is around, witnessing

It is important for them to feel **safe** and **supported**.

You can guide your child to take on **upstanding behaviours** and **look out for friends in need**.

Telling an adult is helping, not tattling.



- Ask your child whether they want you to **listen**, to **help with more ideas about what to do** or **help them to report the incident**.
- Remind your child **not to like, share, record or repost** the message or media if the act is surfaced online.
- Let your child know that **it is okay if they don't feel safe or confident to stand up to others misbehaving or bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.



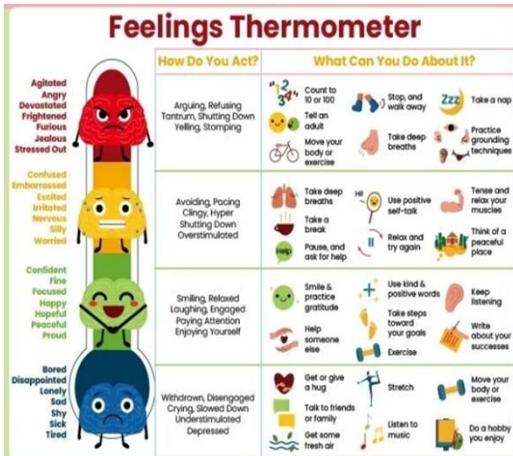
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What can we do?

1. Implement "Walk-and-Talk" Mediation



2. Use Visual aids to bridge hemispheres



3. Incorporate "Heavy Work" De-escalation Measures



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School-Home Partnership

When an incident happens...

We encourage parents to:

- *Remain Calm*
- *Share information with teachers*
- *Allow time for fact-finding*
- *Listen to both sides of the story*
- *Understand the problem*
- *Focus on the problem and not the child*
- *Work on the problem*

This allows teachers to:

- Conduct a thorough investigation
- Provide timely and appropriate support
- Intervene with relevant measures and support
- Restore and Replace



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Parent – Teacher Partnership in Discipline

A child's first teachers are their parents, and the lessons learned at home set the stage for their entire life, which includes school and community.

Preparing our gentlemen for life with the right values and skills



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**To God Be
The Glory
The Best Is Yet
To Be**