

# HOD Student Management , Mr Yogeeindran R



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Anglo-Chinese School (Junior)

A Methodist Institution  
(Founded 1886)

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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



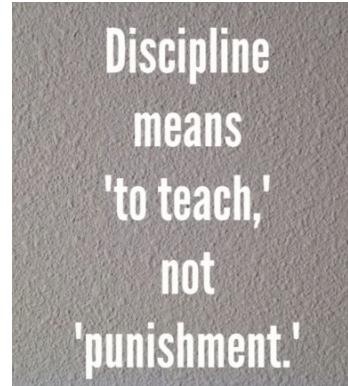
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# Discipline is an educative process

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



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....

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

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.



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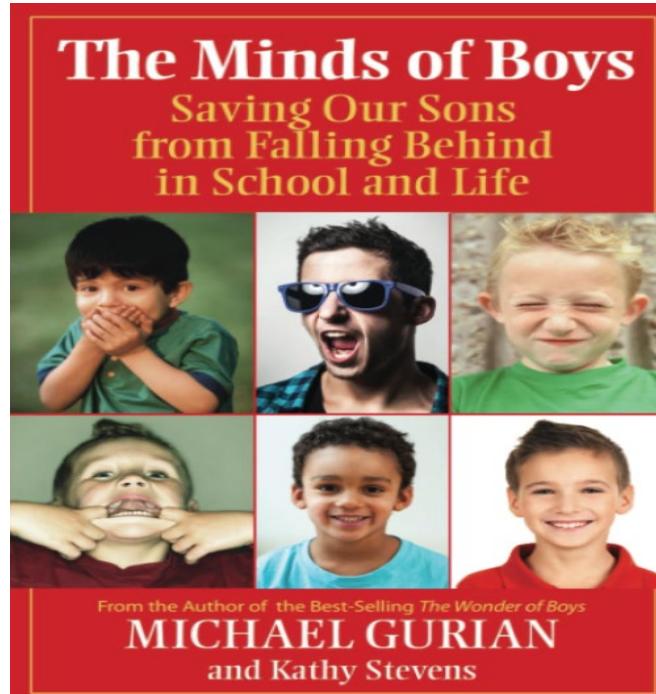
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# Understanding Boy's Behaviour

## *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?

Telling an adult is helping, not tattling.



## 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**.

- 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.



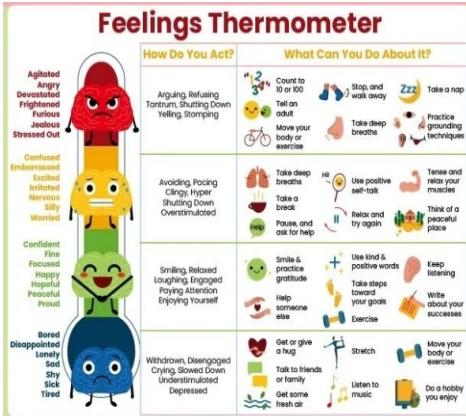
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# What can we do?

## 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**