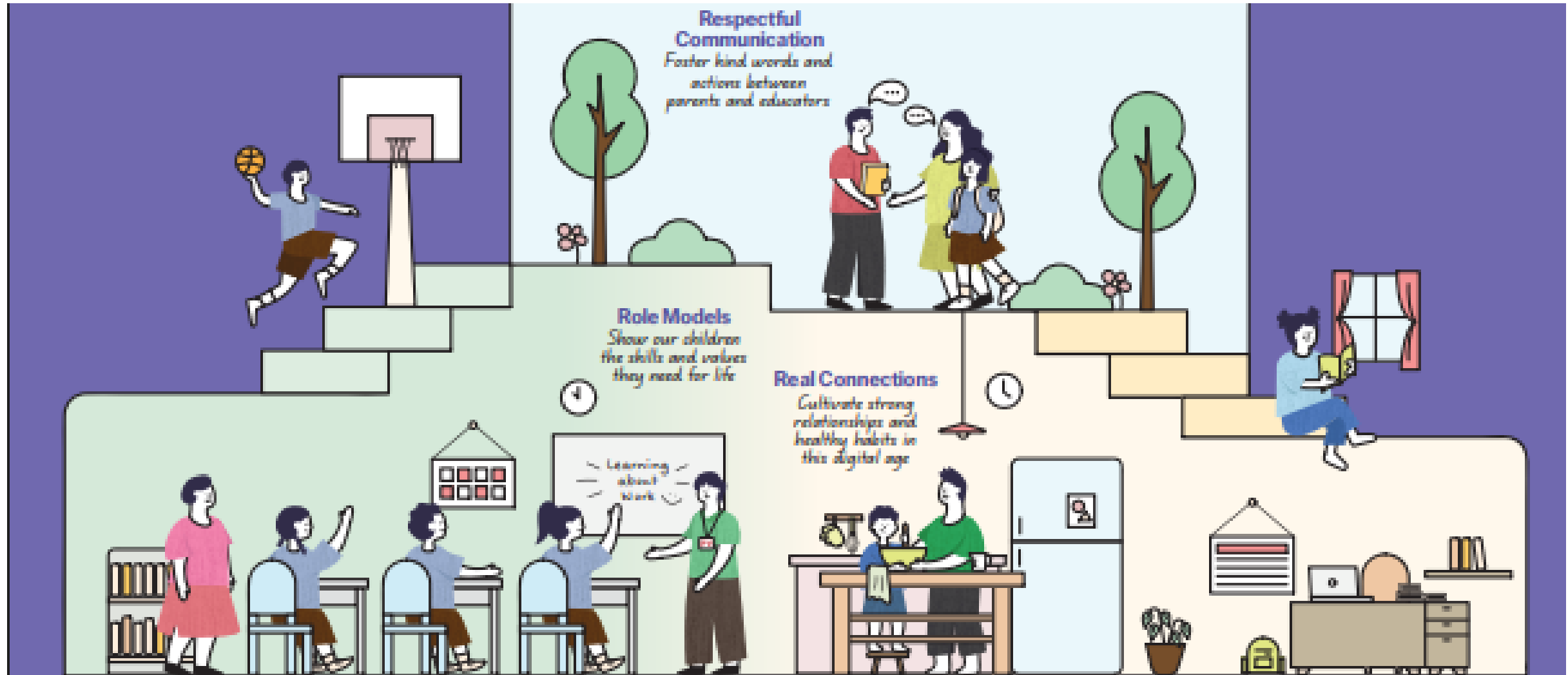


# Parents as Partners: Home-School Partnership in Managing Discipline



## Gen-Alpha (2010-2024) Characteristics

Short attention span  
Feel lonely and bored easily – Internet is their 'best friend'  
To them anything can 'delete' like texting.

Do not see online and offline as different world



The screenagers; Tech Savvy and digital fluent – they do not know the world without it

Some were born during the period of Covid-19

Most cannot read expression well and had weird social understanding.

Seek for connection; relationship over hierarchy (Balance)

Psychological safety and Relevance

Purpose & Intent  
Why does this matter to me;  
Why should I care, make me care

Seek guidance, consistency and good adult role-modelling

# Our Focus Today.....

School's stance in managing discipline issues in school:



- (a) Definition of serious offence
- (b) Insights on hurtful behaviour and bullying acts
- (c) Responses & intervention processes in managing discipline cases in school
- (d) Possible Consequences with regard to minor and serious cases
- (e) How can you support your child?



To Serve To Lead




# Definition of Serious offence

An offence is considered serious when a student:

- ✓ Causes serious harm and/or disruption to self, whether physical, psychological or social; (*i.e., truancy, vaping, leaving school ground without permission and such*) and/or
- ✓ Causes serious harm and/or disruption to others, whether physical, psychological or social (*i.e., bullying, fighting and such*) and/or
- ✓ Causes serious damage to property or resources and/or
- ✓ Shows defiance against authorities (*i.e., school staff*).



# Consequences (in general)

Minor Offences	Serious offences
<ul style="list-style-type: none"><li>• Parent/ guardian to be informed via phone call</li><li>• To comply the next day</li><li>• Stay back after school to complete</li><li>• After school detention</li><li>• School services</li><li>• Loss of privileges (i.e., loss of recess play time)</li><li>• Confiscate of smartwatch or handphone – To be collected from HOD Discipline in school.</li><li>• Submission of reflection to teachers</li><li>• Reverse of Transactions</li><li>• Repeated offences to be referred to level discipline representative</li></ul> 	<ul style="list-style-type: none"><li>• <b>Warning letter (Pink) to be issued</b></li><li>• <b>Conduct grade adjustment: Up to 'Fair' conduct for the year.</b></li><li>• <b>School detention (increase in number of days)</b></li><li>• <b>Loss of privileges (i.e., loss of recess play time,</b></li><li>• <b>Removal from leadership appointment) Representing school for CCA competitions / Overseas Trip</b></li><li>• <b>In-house suspension</b></li><li>• School services (increase in number of days)</li><li>• Submission of reflection to teachers</li><li>• Award a zero for the assessment paper</li><li>• Repeated offences to be referred to Year Head and/ or HOD Discipline</li><li>• Refer to vice-principal and/ or Principal</li><li>• Up to 3 strokes of the cane (for upper primary and older boys only, with aggravating factors)</li><li>• Refer to external agencies like the SPF/HSA and such.</li></ul>

# What are hurtful behaviours and bullying?

In Singapore, local studies show that **verbal/social bullying** forms the bulk of the types of bullying experienced in schools and they **often start as 'harmless teasing' or leaving someone out** but escalate into bullying.

Hence, **we need to take a serious view of all forms of hurtful behaviours and bullying**, starting from once-off insensitive remarks before they become normalised or escalated.

**Hurtful behaviours**  
**Unkind and hurtful acts** that include insensitive words/actions, even physical violence.

**Bullying**  
Happens when a person behaves in a way that **hurts someone repeatedly and on purpose**

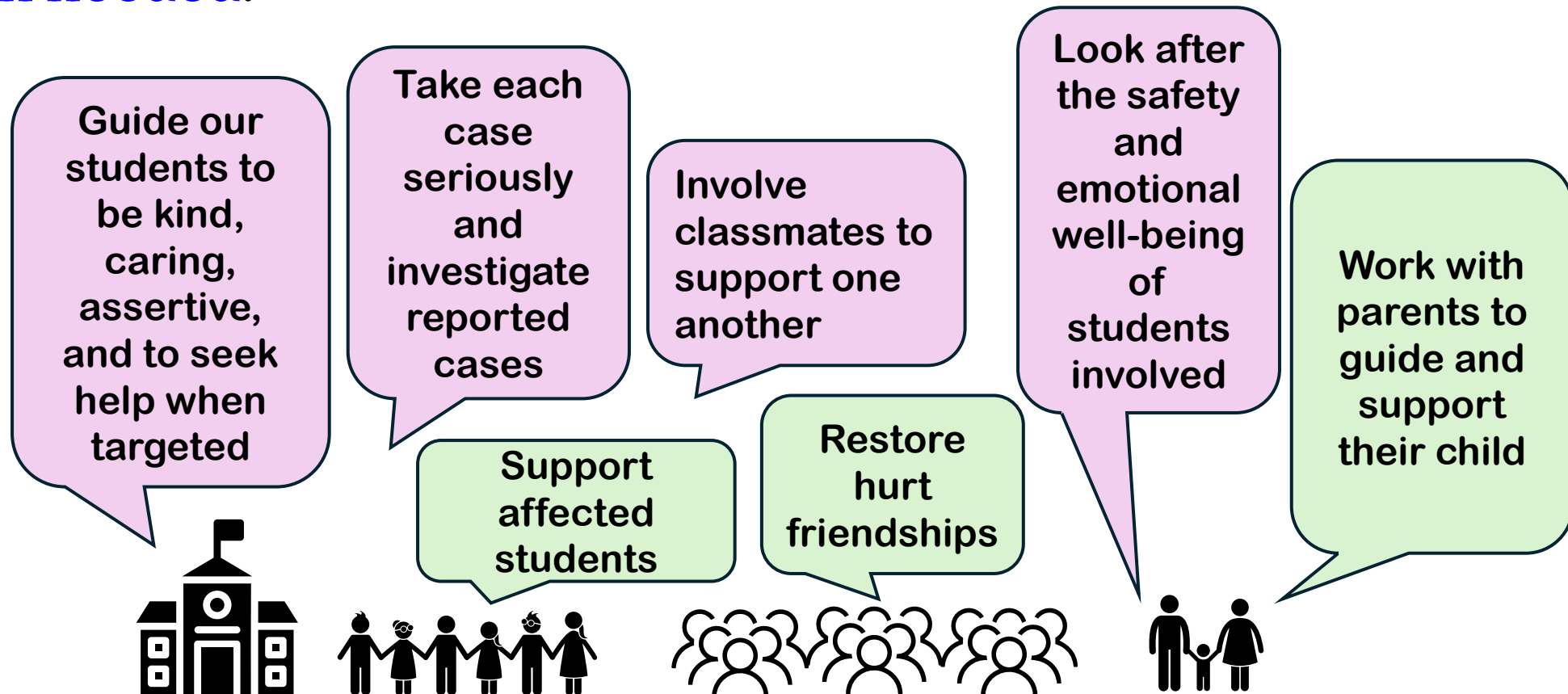
# Warning Signs To Look Out For

## Distress Signals

- **D**isplaying out-of-character behaviour
- **I**njuries that are unexplained
- **S**udden changes in appearance, interest or habits
- **T**emperament changes (e.g. stressed)
- **R**ebellious/aggressive behaviour
- **E**xtended absence/deliberate social withdrawal
- **S**truggling to pay attention/increased lethargy
- **S**ending moody or morbid messages

# How Does Our School Manage Bullying?

We adopt a **positive, proactive discipline approach** to develop our students to be **mindful, empathetic, caring, and assertive**, and to **seek help when needed**.







## How Does Our School Manage Bullying? Upstream Efforts

- Social-Emotional Learning (SEL) Talk by HOD Discipline
- Cohort Assembly by Year Heads on Value Education
- Kindness & Inclusivity Week
- FTGP Lessons
- Let's Chat

# What Do We Expect of Our Students?

As a school, we have **zero tolerance** towards hurtful behaviours and bullying. We view bullying in all its forms seriously, and **consequences will be meted out** in accordance with the severity of the situation.

We encourage our students to **be upstanders**, not bystanders, to the best of their ability.



Snapshot: One of the Social-Emotional Learning (SEL) Talks



# How the school will manage a reported offence

This framework helps schools manage student discipline through **thorough investigation** and **supportive intervention, prioritising student well-being** in the process. Discipline is **treated as education** to develop pro-social skills, self-management and character while preserving dignity.

## 1. ADDRESS

- ✓ **Fact-find** (Clarifying): **Gather** evidence, **interview** all parties involved (including the witnesses), **understand** how and why it happened, **document** findings.
- ✓ **Assess**: **Evaluate** severity, **implement** safety measures, **consider** special circumstances, **and determine** escalation needs.
- ✓ **Record**: **Document** serious offences in **School Offence Module (SOM)** and maintain comprehensive records with evidence.
- ✓ **Inform**: **Brief teachers** and **engage external agencies** when required.
- ✓ **Alert**: **Alert parents** of students involved within the **same day**, work with parents to **monitor student's well-being** and **implement support/ safety plan**.

**Our priority is keeping all students safe whilst addressing incidents fairly and thoroughly.**

**Student well-being will be prioritised when managing offences.**

This may include (but are not limited to):

- **Monitoring** possible signs of distress;
- **Ensuring** student has access to food and drink;
- **Ensuring** student is in a safe place;
- **Informing** necessary school personnel; and
- **Arranging to hand over to parent/caregiver.**

## 2. Correct

- ✓ **Address underlying reasons (Sensitise):** Help students **understand how their actions affect others**, teach **pro- social skills**, and **monitor progress** for **sustainable behaviour change**.
- ✓ **Timely emotional support:** **Provide** emotional support and ensure safety for all
- ✓ **Documentation:** Record **interventions**, set clear **expectations**, and apply **appropriate consequences** for inappropriate behaviour.
- ✓ **Close Monitoring:** Keep parents and teachers informed of **actions and support strategies**.

## 3. Replace

- ✓ **Guide:** Help students **reflect** on their impact and **lessons learned**.
- ✓ **Explicit Teaching:** Teach appropriate **coping** and **management skills**.
- ✓ **Monitoring:** Monitor **behavioural changes** and **improvements**.



## 4. Restore

**Reconciliation:** HOD Discipline/Year Heads/HOD Student Management/Level Discipline Representative will facilitate reconciliation to rebuild trust, resolve conflicts, and repair relationships.

**Support and Guidance:** School staff will continue to guide pro-social behaviours and positive interactions between parties.

**Integration:** Support healthy reintegration into school community

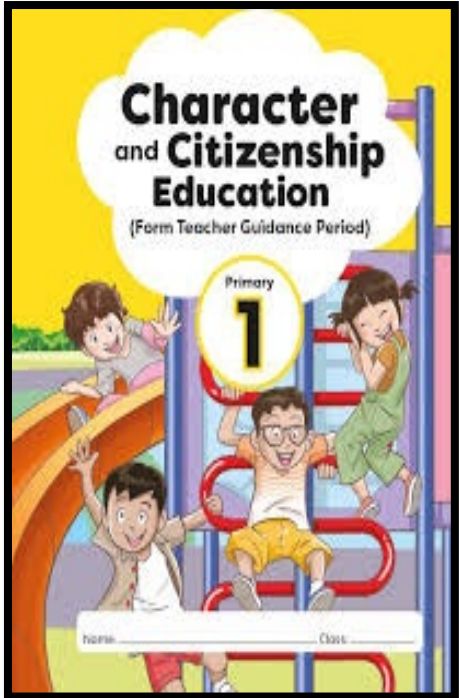


# Our Firm Stance on Hurtful Behaviours and Bullying

Any form of hurtful behaviour is **wrong** and **unacceptable**.  
We will **take action when informed** of such cases.



Focus on developing a **caring and enabling school environment**



Build **character and resilience** through **CCE lessons**, teaching **empathy, emotion regulation, and friendship skills**.



Develop **peer support culture** by teaching students **peer bonding, helping, and influencing skills** to **build positive** relationships.



**Foster positive teacher-student relationships** through **regular professional learning**, equipping teachers to **create positive class culture** and **effectively manage hurtful behaviours and bullying**.

## ROLE OF PARENTS

What our Gen-Alpha Students (2010-2024) would like their parents to know (From FGDs) – Building a confident and resilient PCPS student and future-ready leader.

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

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



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

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

# What can parents do when their child encounters a bullying incident?

## Scenario: If your child is bullied:

- ✓ Stay calm to assess the situation and support your child emotionally.
- ✓ Use C.H.E.E.R. as a guide to understand their experience.

**C**alm them down. Speak in a **gentle tone**.

**H**ear them out. Lend them a **listening ear**.

**E**mpathise with and **acknowledge** their feelings.

**E**ncourage them to **seek help**.

**R**eassure them that you will always be there to **support them and listen** to their problems.

- ✓ **Guide** your child to **be assertive** when facing bullying by saying "Stop that right now" or "Leave me alone" **instead of staying silent or being aggressive**.





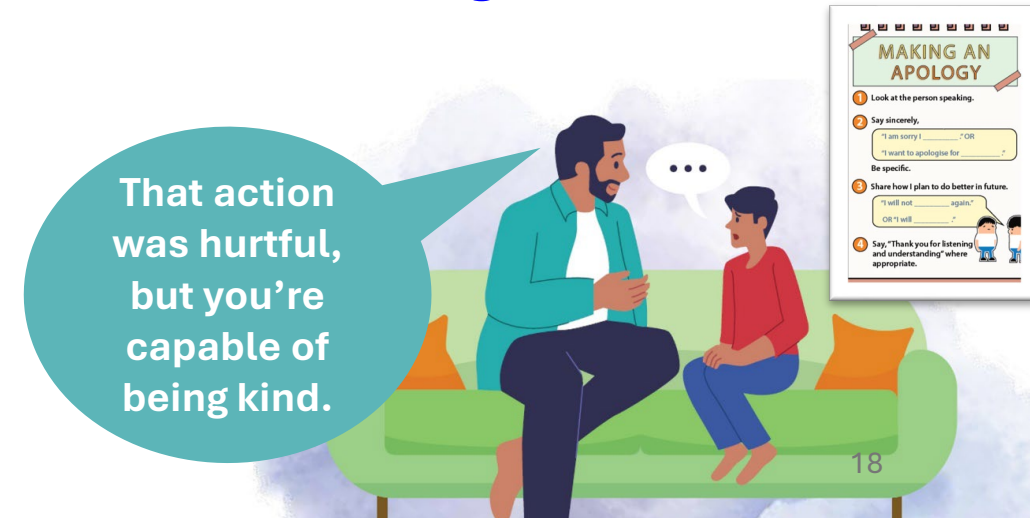
## Scenario: If your child is bullied:

- ✓ Help your child use '**I-messages**' to express their feelings to the bully in a **firm, clear** and **respect manner**.
- ✓ For example, “I feel upset <**emotion**> when you posted a video of me, accompanied with an inappropriate caption <**action**>. I would need you to remove the video, please <**suggestion**>.”



### Scenario: If your child is the bully

- ✓ **Stay calm** and **ask questions** to **understand what happened**.
- ✓ **Explain** that bullying is unacceptable and encourage a **sincere apology** to **repair relationships**.
- ✓ **Monitor** their online activities if needed.
- ✓ **Work with the school** for support and **provide** social and emotional **guidance**.



### Scenario: If your child is a bystander

- ✓ **Help** your child **feel safe and supported**.
- ✓ **Guide them to be an upstander** by listening, showing empathy, defending victims, and reporting incidents.
- ✓ **Remind them not to** like, share, or repost harmful online content.
- ✓ If they **don't feel safe confronting** bullying directly, **brainstorm other ways to support victims**, like reporting with a friend.



# How we can partner together: Reporting an offence

- Offences/incidents can be **reported by any member of the school community** (e.g., student, parent, teacher) through the following means:
  - **Verbal** (e.g., report to Form Teacher, Subject Teacher, any teacher in the vicinity of the incident, Discipline Master/Year Head and School Leaders)
  - **Written** (e.g., email/write to Teachers, Discipline Master/Year Head and School Leaders)

*The school will treat the information **with sensitivity**.  
The identity of the person who reported the case will be kept confidential.*

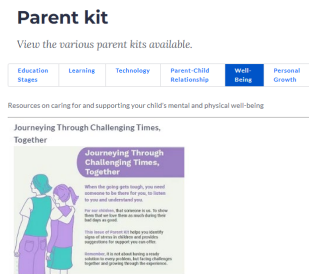
## Information to include in your report

- ☐ Type of offence
- ☐ Identity of student(s) involved in the incident
- ☐ Description of incident (date/time, location, what happened)
- ☐ Witnesses (if any)
- ☐ Identity of the reporting person
- ☐ Any other relevant information

# Resources for Parents – How Can You Support Your Child?

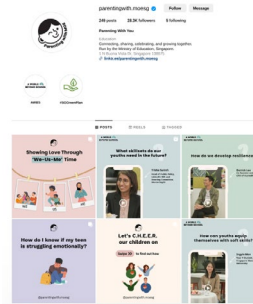
## MOE Parent Kits

[www.moe.gov.sg/parentkit](http://www.moe.gov.sg/parentkit)



## MOE Parenting Instagram

@parentingwith.moesg

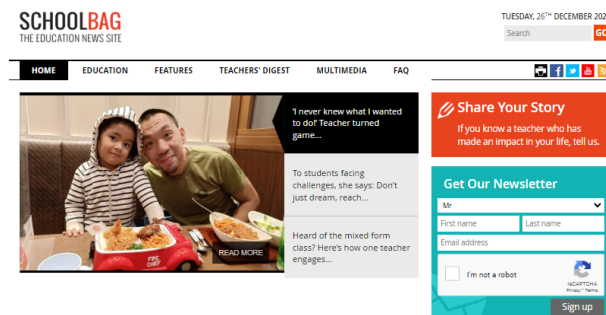


## Parenting Resources in Parents Gateway



## Schoolbag

[www.schoolbag.edu.sg](http://www.schoolbag.edu.sg)



## SEL Resources for Parents

<https://go.gov.sg/selresforparents>





Mrs Tan Chen Kee  
Deputy Director-General of  
Education (Schools) and  
Director of Schools  
Ministry of Education

“While teachers are key agents for developing self-discipline, empathy and respect in our students, effective discipline **is possible only with the support of parents**, who play a critical role in instilling and reinforcing the **right values and behaviour in their children**”.

We value your  
feedback and  
suggestions.

We welcome your  
questions too!

<https://go.gov.sg/2026pcpsp6pslebriefing>



<https://go.gov.sg/2026pcpsp6pslebriefing>