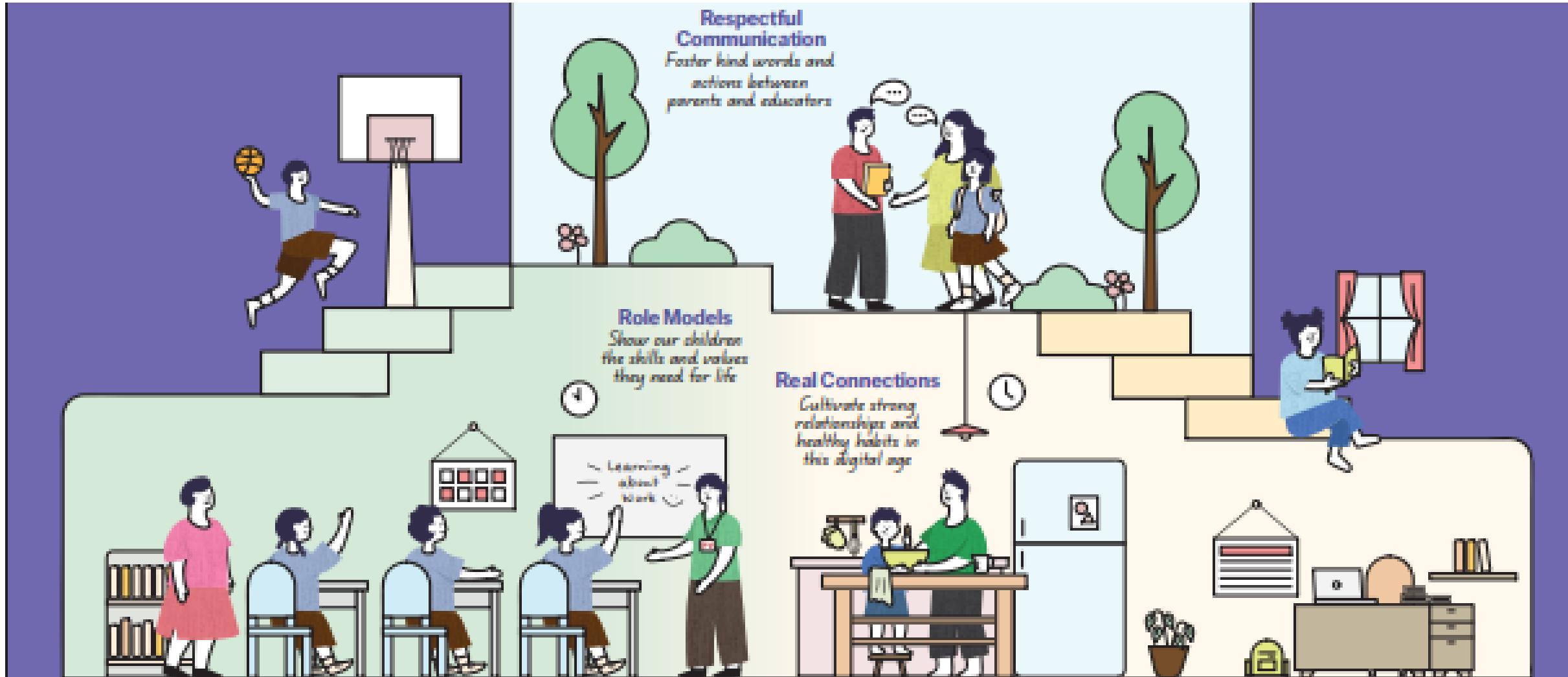


Parents as Partners: Home-School Partnership in Managing Discipline



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.

Seek for connection; relationship over hierarchy (Balance)



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.

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*).

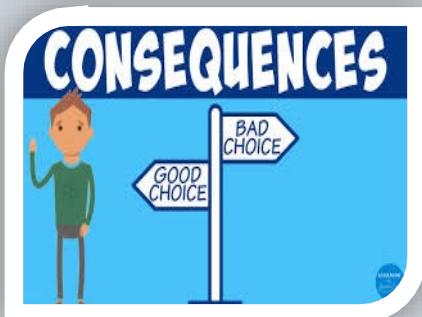


To Serve To Lead



Consequences (in general)

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



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**

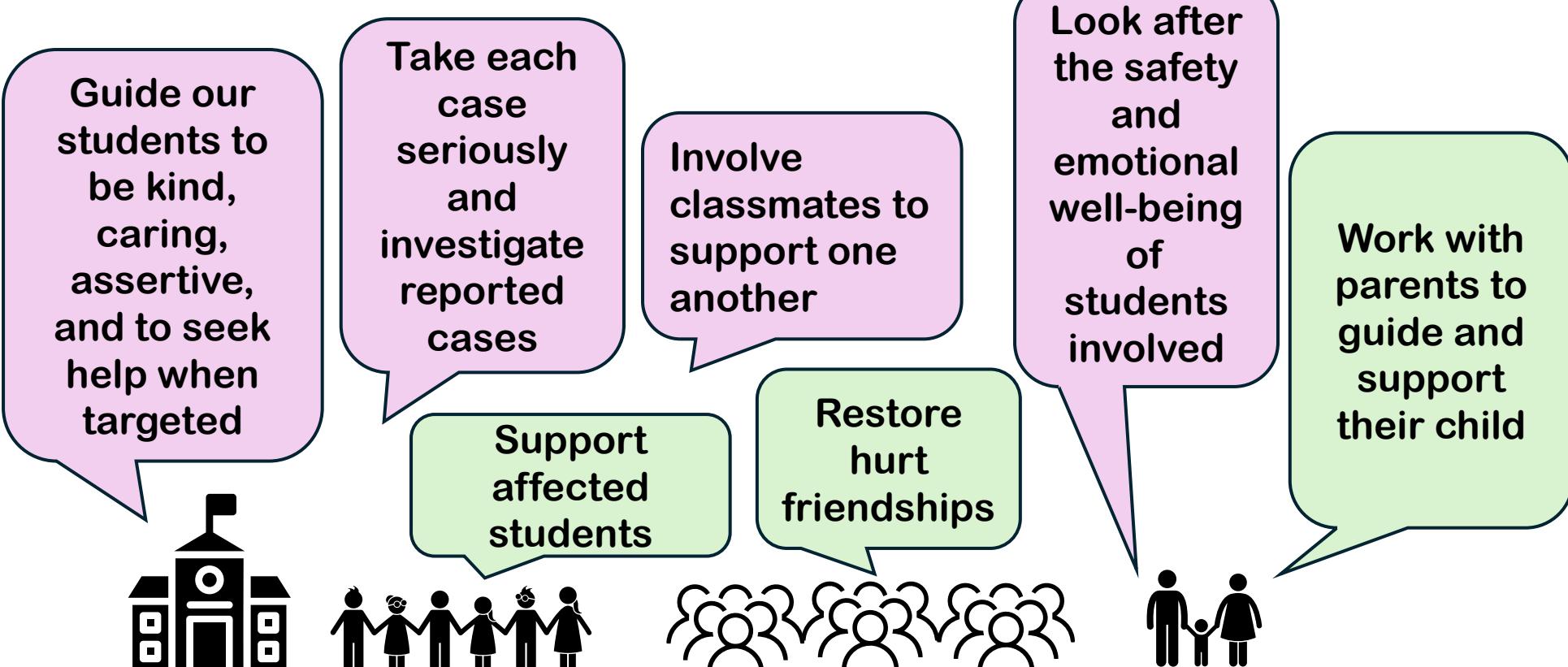
Warning Signs To Look Out For

Distress Signals

- Displaying out-of-character behaviour
- Injuries that are unexplained
- Sudden changes in appearance, interest or habits
- Temperament changes (e.g. stressed)
- Rebellious/aggressive behaviour
- Extended absence/deliberate social withdrawal
- Struggling to pay attention/increased lethargy
- Sending 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.





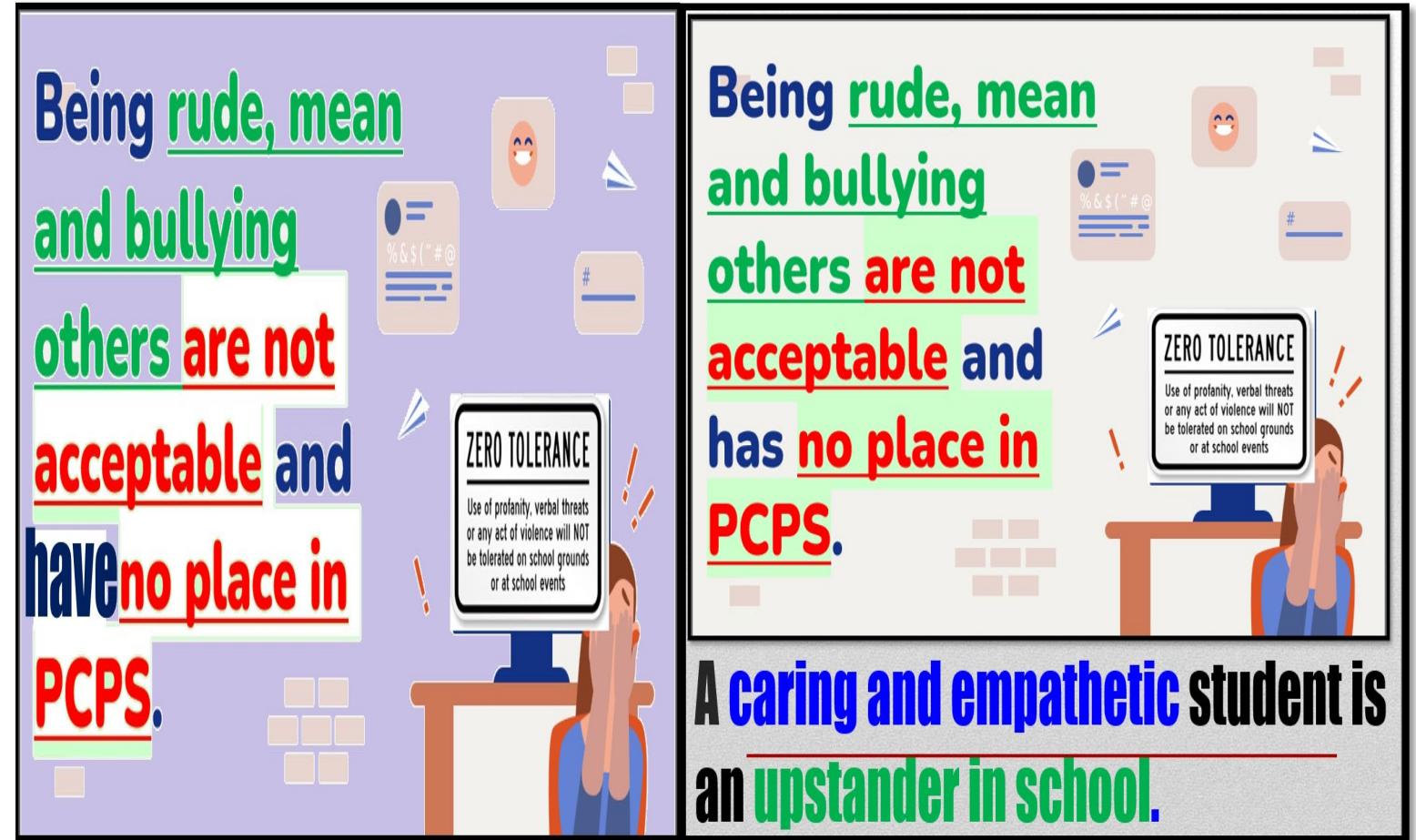
How Does Our School Manage Bullying? Upstream Efforts

- 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**.

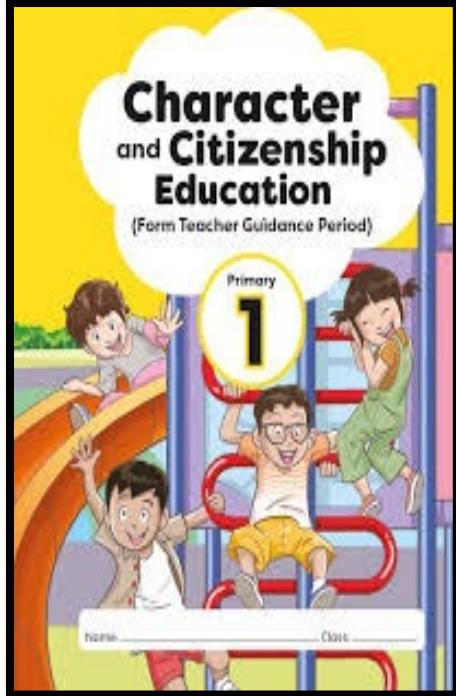
We will **take action when informed** of such cases.



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



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



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



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

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.

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.

- ✓ 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

Parent kit

View the various parent kits available.

[Education Stages](#) [Learning](#) [Technology](#) [Parent-Child Relationship](#) [Well-being](#) [Personal Growth](#)

Resources on caring for and supporting your child's mental and physical well-being

Journeying Through Challenging Times,
Together

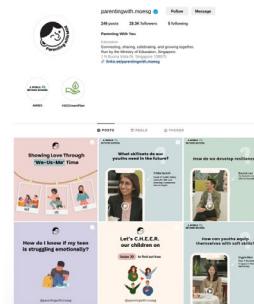
Journeying Through Challenging Times,
Together

This issue will help you identify
when your child gets tough, what
you can do to support them, and
how to stay strong together.

Read more



MOE Parenting Instagram @parentingwith.moesg



Parenting Resources in Parents Gateway



Schoolbag

www.schoolbag.edu.sg

SCHOOLBAG
THE EDUCATION NEWS SITE

TUESDAY, 26TH DECEMBER 2023

Search GO

HOME EDUCATION FEATURES TEACHER'S DIGEST MULTIMEDIA FAQ

Share Your Story
If you know a teacher who has made an impact in your life, tell us.

Get Our Newsletter

Mr Last name
Email address
 I'm not a robot SGCERTIFIED

READ MORE

To students facing challenges, she says: Don't just dream, reach...

Heard of the mixed form class? Here's how one teacher engages...

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>