

Creating a Caring and Enabling School Environment for All

Student Management Matters



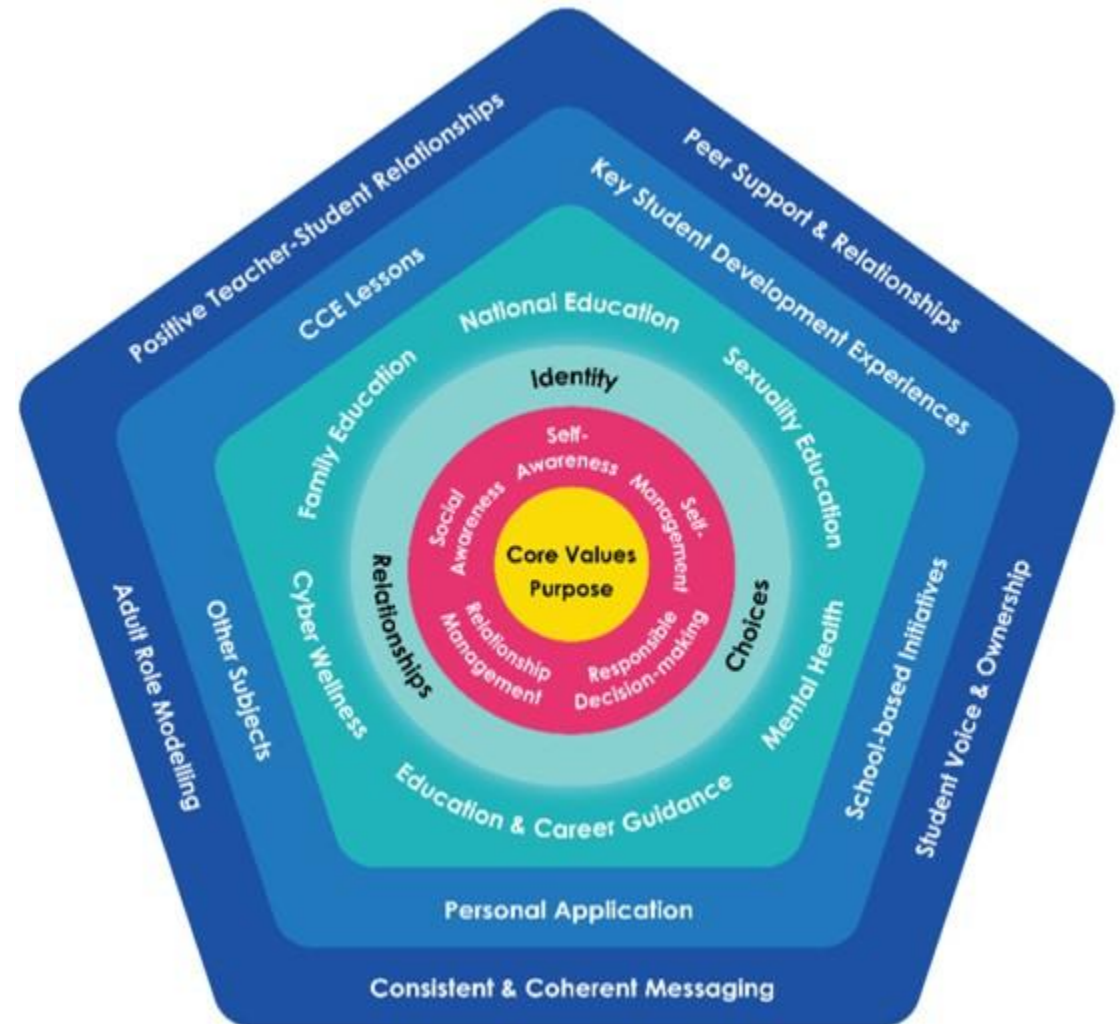
A Caring and Enabling School Environment for All

A caring and enabling school environment is characterised by:

- **caring** and **responsible** leadership
- a pervasive **growth mindset**
- emotional and physical **safety**
- a **focus on learning and development** of students, teachers and all other members of the school community

Necessary features include:

- Consistent and coherent messaging
- Positive teacher-student relationships
- Adult role modelling
- Peer support and relationships
- Student voice and ownership



Caring and Enabling School Environment

Our Approach to Discipline

- Discipline is an **educative** process to guide students to develop self-management, responsibility, and good character.
- Disciplinary measures help students to **learn that there are consequences** for their inappropriate behaviours and actions and **take responsibility not to repeat their mistakes.**
- We take a positive and pro-active approach to discipline:



- **Promote** a safe and supportive environment and a culture of care.
- **Prevent** challenging behaviours from occurring.



A Positive & Proactive Approach to Discipline

- **Replace** inappropriate behaviour with prosocial, appropriate ones.
- **Restore** relationships with others hurt by their actions.



- **Address** inappropriate behaviour promptly.
- **Correct** it before it affects students' development and well-being.

Effective Discipline Requires School-Home-Community Partnership

Teachers

- Teach **values** and provide opportunities for students to **exercise and reinforce good behaviour in class/CCA/student development experiences**
- Guide students to **manage their behaviour** and **restore affected relationships**
- Work with SDT and Parents to **reinforce desired outcomes**

Parents

- Provide a **safe, caring and supportive** home environment
- Work with SDT and Teachers to guide their children and **reinforce desired outcomes**

School Leaders, Student Development Team Key Personnel and Specialised Personnel

- Lead and put in place structures, processes and programmes for effective student management
- Address **underlying needs and issues** to strengthen protective factors and mitigate risk factors
- Work with Teachers and Parents to guide students and **reinforce desired outcomes**

Peers

- Provide **positive influence and support**
- **Seek help from significant adults** (e.g., school leaders, teachers) if peers need support

Other community stakeholders

- **Work with schools** to help students learn and grow

Effective Discipline

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graph TD; Teachers[Teachers] --> Center((Effective Discipline)); Parents[Parents] --> Center; SchoolLeaders[School Leaders, Student Development Team Key Personnel and Specialised Personnel] --> Center; Peers[Peers] --> Center; OtherStakeholders[Other community stakeholders] --> Center;
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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

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 self-management and character while preserving dignity.

ADDRESS



- **Alert:** Alert parents of students involved within the same day and seek their support to monitor students' well-being. Implement support/safety plan to ensure students' well-being.
- **Fact-Find:** Gather evidence, interview parties, debrief bystanders, if necessary, understand reasons, and document findings
- **Assess:** Evaluate severity, implement safety measures, consider special circumstances, and determine escalation needs
- **Inform:** Brief teachers, and engage external agencies where required
- **Record:** Document serious offences in SOM, classify properly, and maintain comprehensive records with evidence

CORRECT

- **Address underlying reasons** for sustainable behavioural change
- **Provide timely emotional support** and **ensure safety** for all parties
- **Document interventions** and **set clear expectations** with appropriate consequences
- **Update parents and teachers** on actions and reinforcement strategies



REPLACE

- Guide **reflection** on impact of actions and learning points
- Introduce and implement appropriate **coping and management strategies**
- Monitor **behavioural changes and improvements**



RESTORE

- Facilitate **structured reconciliation process** through rebuilding **trust**, resolving conflicts and repairing affected relationships
- Guide **pro-social behaviours** and positive interactions between parties
- Support **healthy reintegration** into school community



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.

Hurtful Behaviours

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**

Examples of Hurtful Behaviours

Physical

Hitting someone or damaging someone's belongings, tends to occur alongside other forms of hurtful behaviours
It can extend from offline to online platforms, amplifying its visibility

Social

Leaving someone out of a group or things on purpose

Verbal

Name-calling, spreading rumours or making threats

Multiple forms could be experienced by the same student at the same time or sequentially.

Cyber

Occurs when online technology (e.g. mobile phones, computers or social media) is used as a means to hurt or upset someone on purpose and repeatedly (through sharing and/or resurfacing a post)

Some common forms of cyber bullying include flaming, harassment, cyber stalking, denigration, impersonation, exclusion, trickery and doxxing.

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**

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.

- We will focus on developing a **caring and enabling school environment** by:
 - Strengthening our students' **character and resilience** through CCE lessons and student development experiences, helping them learn relevant social and emotional skills such as empathy, emotion regulation, friendship building
 - Developing **peer support culture** among students
 - Helping our students learn how to support their peers with peer bonding, helping and influencing skills; building positive peer relationships
 - Fostering **positive teacher-student relationships**
 - Conducting **regular professional learning** for school staff
 - **Equipping teachers to create positive class culture through role-modelling and effective management of hurtful behaviours and bullying incidents**

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Content Reporting on Online Platforms

TikTok

TikTok allows users to report comment(s), direct message, a hashtag, an account, a TikTok LIVE comment, a TikTok LIVE video, a song/sound, a suggested search, a TikTok Now, a TikTok Sticker, a TikTok video.

To report a video in your TikTok app:

- Go to the video you need to report.
- Press and hold on the video.
- Select Report and follow the instructions provided.

Instagram

To report a post

- Click  for Android or ... for Apple users.
- Click Report.
- Follow the on-screen steps.
- To report a comment
- For Android users, long press on the comment. For Apple users, swipe left on the comment.
- Tap on 

Google/YouTube

To report inappropriate content on YouTube, tap on 'More' next to the video title or comment, and then select the reason for reporting.

More information on managing online safety can be found here: <https://www.digitalforlife.gov.sg/learn/resources/all-resources/tools-and-resources-for-managing-your-own-safety-online>

As a student, what can you do to reduce bullying in your school?

Here are some suggestions from your peers:

Guide your friends to **do better**

Encourage your friends to **support one another**

Bring your friends together to **help stop bullying incidents**

Be a peer supporter to your friends by **showing care and concern** to each other



Reach out to **trusted adults** when you or your friends need help

ROLE OF STUDENTS

What can you do to stop yourself from engaging in hurtful behaviours towards others?

1

STOP

Stop what I am doing and calm down.

- What am I feeling?
- What calming down strategies (e.g. deep breathing, muscle relaxation, taking a time-out or walking away) can I use?

2

THINK

Think about my triggers or motivation(s)

- Why might I behave in this way?

3

STEP IN

Reflect on the negative consequences of the behaviour on myself and others. Consider my values, principles, well-being and relationships that are more important in the long run.

- What are the negative consequences of the behaviour on myself and others?
- What possible difficulties could I face when choosing what is more important in the long run?

4

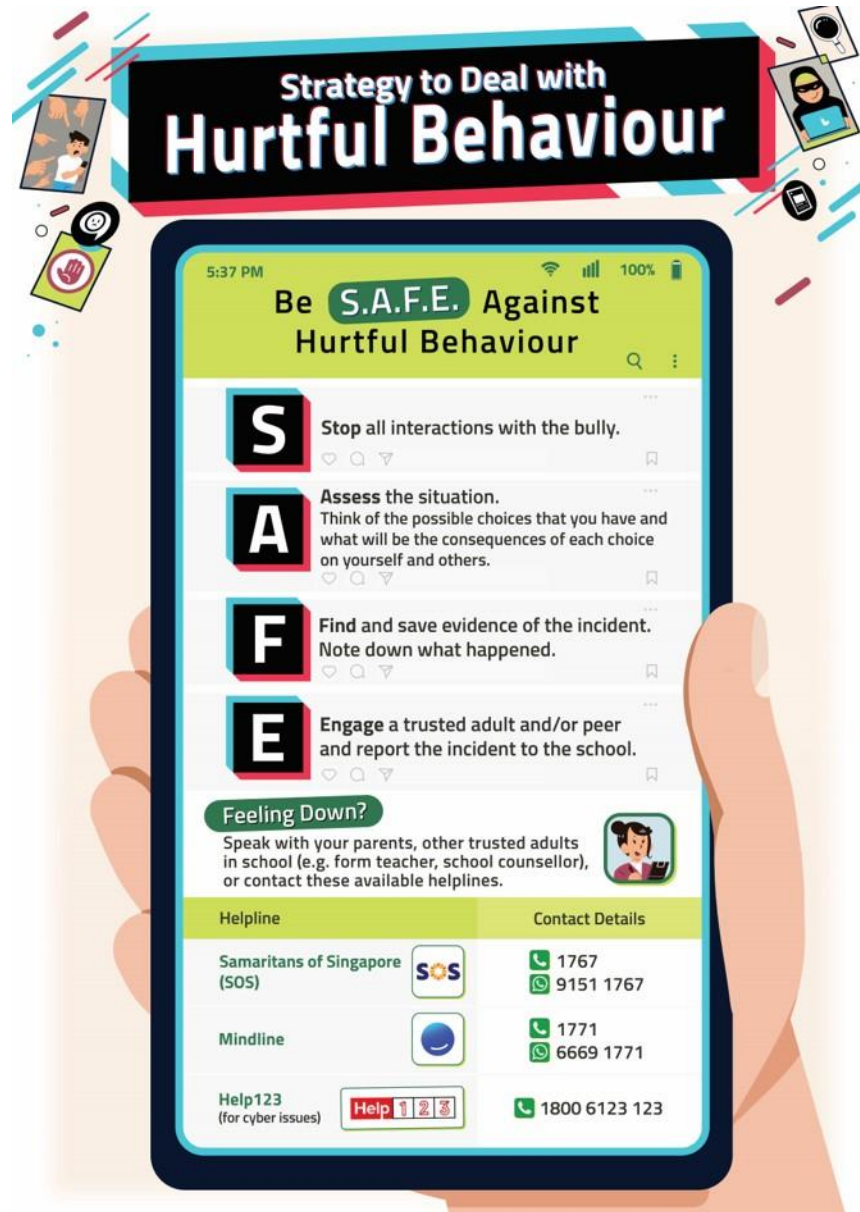
STEP BACK, DO

Make the right decision to act upon my values and principles.

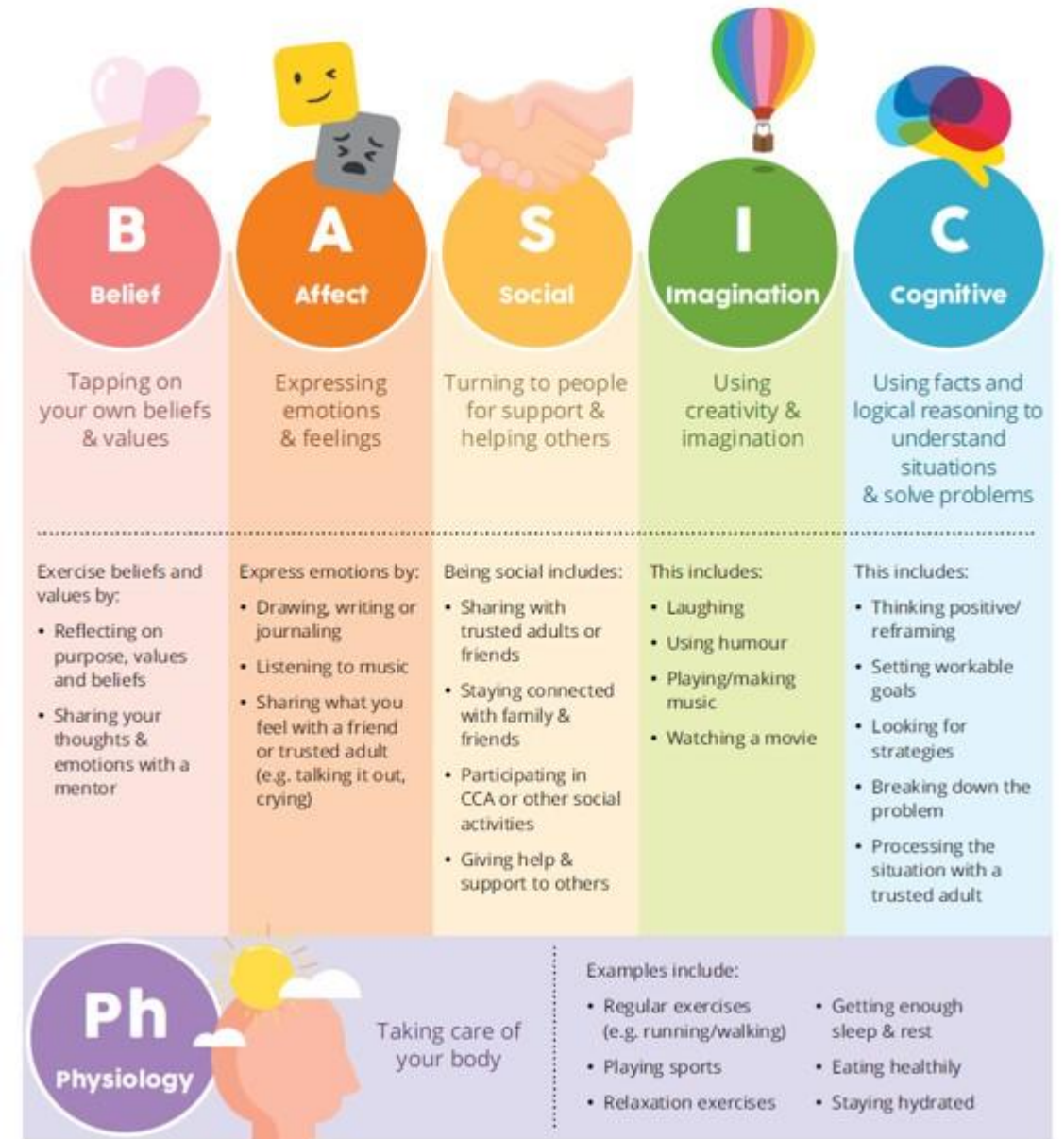
- What can I think of or do to overcome my difficulties when making the decision to act upon my values and principles?
- What strategies can I use to resist negative peer influence or pressure?
- What healthy activities or coping strategies can I try to benefit my mental and physical well-being?
- Who can I turn to for help if I cannot cope on my own?

ROLE OF STUDENTS

What can you do if you are being bullied?



B.A.S.I.C. PH Coping Strategies



ROLE OF STUDENTS

What can you do to support a friend who is bullied?

Calm them down

- *Are you ok? Calm down, take some deep breaths.*

Hear them out

- *What happened?*

Empathise with them

- *I would feel sad too if I were you.*

Encourage seeking help

- *Is there someone you can talk to about this issue?*

Refer to a trusted adult

- *Teacher, I am worried about my friend.*



What our students would like their parents to know (From FGDs)

"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 when their child encounters a bullying incident?

If your child is bullied

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.



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

If your child is the bully

Remain calm and try to find out more from them. 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**.



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



If your child is a bystander

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 bullying**. Brainstorm with them on **ways they can support the victim**, e.g., go with another friend to report to the teacher.