

Chung Cheng High School (Yishun)

Student Handbook

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<p>三角形代表董，教，学三位一体：象征三方面齐心协力向上向善</p>	<p>红色代表校训：象征好学力行，自强不息。期籍此以激发莘莘学子发挥修身齐家，为国为民之崇高品格</p>	<p>白色代表纯洁：象征学识传授与人格培养并重。莘莘学子成为品学兼优的青年。</p>
<p>The three vertices of the triangle represent the main pillars of the school: the School Management Committee, the Staff as well as the students. It symbolizes the synergy of their cooperation in achieving excellence for the school.</p>	<p>Red represents the school motto, symbolizing diligence and perseverance. It inspires our students to develop self-discipline and strength of character to put country before self.</p>	<p>White represents purity, symbolizing the passing on of knowledge and the development of moral character.</p>

SCHOOL MOTTO

好 学 力 行

hào xué lì xíng

Success Through Diligence and Perseverance

VISION, MISSION & PHILOSOPHY

PURPOSE 办校理念

Excellence in Education for All through Differentiation

因材施教

Every Student Matters

有教无类

VISION 愿景

A Community of Future-ready Leaders with a Growth Mindset

培养积极进取、面向未来的领袖

MISSION 使命

Nurturing Lifelong Learners to Serve and to Lead

培育致力于服务和引领社稷的终身学习者

SCHOOL VALUES 价值观

With Integrity We Live

正直为本

With Empathy We Lead

行以至善

With Grit We Strive

自强不息

With Gratitude We Serve

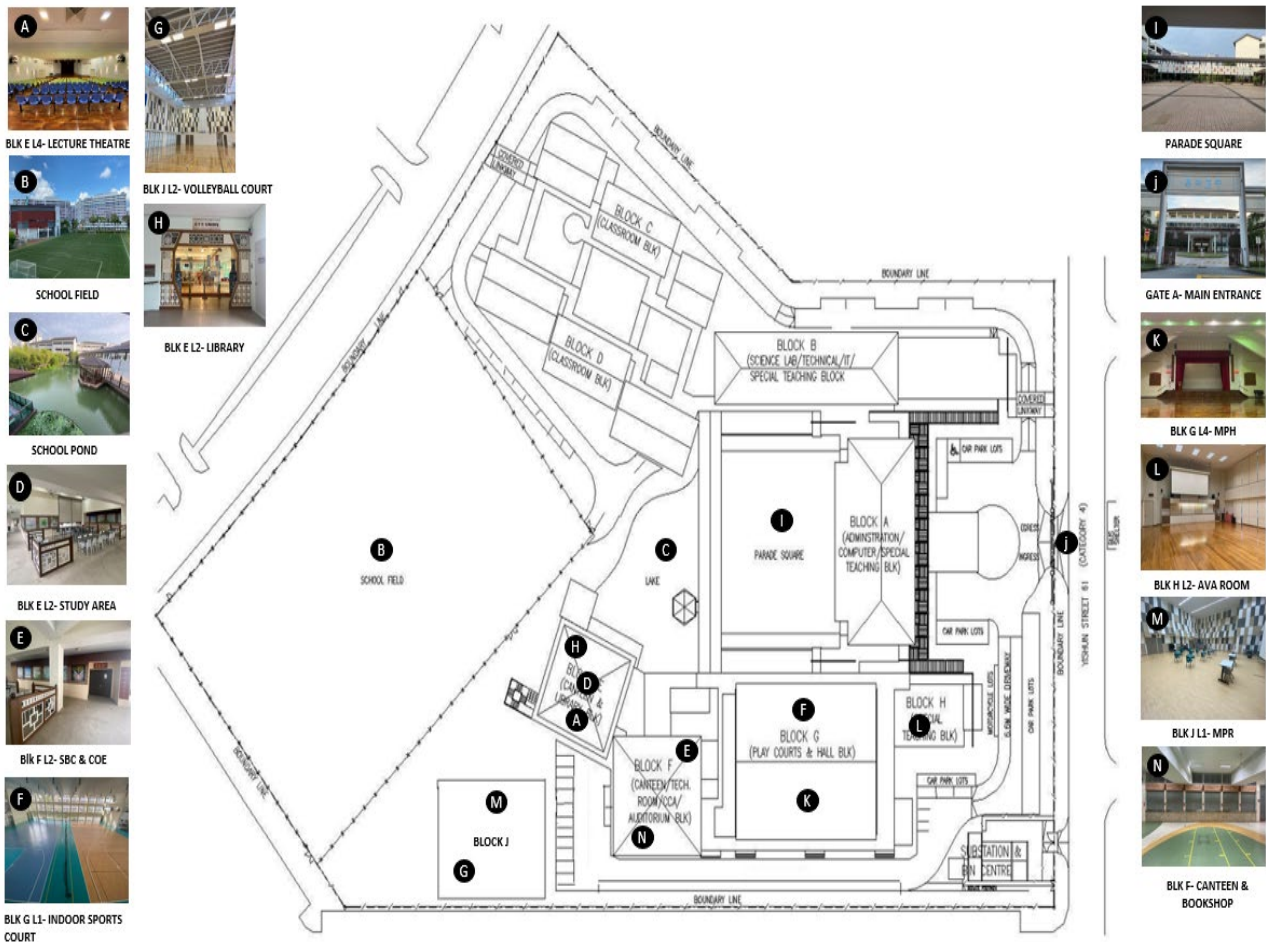
饮水思源

CHUNG CHENG SPIRIT

中正精神

Chung Cheng Spirit is the love for the school and is our identity. Every student will aspire to do their best to uphold the school's reputation and promote the school values. Students should exhibit Chung Cheng Spirit in all areas of their lives; striving for excellence in their studies and CCA, actively participating and supporting school events, contributing to the school and eventually society and their alma mater upon graduation.

SCHOOL LAYOUT



SCHOOL SONG

词：庄右铭

曲：施育艺

日 吾 中 正 至 大 至 刚 巍 立 星 洲 巍 巍 昂 昂
yuē wú zhōng zhèng zhì dà zhì gāng chù lì xīng zhōu wēi wēi áng áng

华 夏 声 教 广 披 炎 荒 欧 印 文 明 他 山 之 长
huá xià shēng jiāo guǎng pī yán huāng ōu yìn wén míng tā shān zhī chǎng

好 学 力 行 知 耻 是 倡 日 新 月 异 不 息 自 强
hǎo xué lì xíng zhī chǐ shì chàng rì xīn yuè yì bù xī zì qiáng

止 於 至 善 万 国 同 光 大 哉 中 正 悠 久 无 疆
zhǐ yú zhì shàn wàn guó tóng guāng dà zāi zhōng zhèng yōu jiǔ wú jiāng

Overlooking the eastern shore of Singapore,
Gallantly stands the magnificent Chung Cheng of ours.
Spreading far and wide our cultural heritage and traditions,
Enriching it with the best of all great civilizations,
By this, we fulfil our mission.
With enthusiasm and perseverance, we strive
To achieve moral virtues and excellence.
With new knowledge and wisdom, we seek
To constantly reinforce our confidence.
To be the best we can be,
Our success and glory we share
With people of all countries.
To eternity we perpetuate
The aspirations of our magnificent Chung Cheng,
Far beyond all boundaries.

NATIONAL EDUCATION MESSAGES



- 1. Singapore is our homeland: This is where we belong.**
We treasure our heritage and take pride in shaping our own unique way of life.
- 2. We must preserve racial and religious harmony.**
We value our diversity and are determined to stay a united people.
- 3. We must uphold meritocracy and incorruptibility.**
We provide opportunities for all, according to their ability and effort.
- 4. No one owes Singapore a living.**
We find our own way to survive and prosper, turning challenge into opportunity.
- 5. We must ourselves defend Singapore.**
We are proud to defend Singapore ourselves; no one else is responsible for our security and well-being.
- 6. We have confidence in our future.**
United, determined and well prepared, we have what it takes to build a bright future for ourselves, and to progress together as one nation.

SINGAPORE 21 : NATIONAL VISION

- 1 Every Singaporean matters**
- 2 Strong families**
- 3 Opportunities for all**
- 4 The Singapore heartbeat**
- 5 Active citizenship**



ACADAMIC EXCELLENCE

FULL SUBJECT-BASED BANDING

Full SBB SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students. Full SBB will be fully implemented in 120 secondary schools from 2024 onwards. Students will graduate with a common secondary school certificate from 2027.

Aspect of Full SBB	How will this aspect be implemented?
<p>Mixed form classes with the provision of a common curriculum</p>	<p>Secondary 1 students will be grouped in mixed form classes, comprising students from different courses of study. Mixed form classes present more opportunities for students to interact with other students taking different subject combinations, and with different strengths and interests.</p> <p>In their mixed form classes, students will take a set of subjects at a common level, amounting to about one-third of curriculum time. This would allow students in mixed form classes to spend curriculum in these subjects.</p> <p>These subjects are:</p> <ul style="list-style-type: none"> • Art • Character and Citizenship Education • Design and Technology • Food and Consumer Education • Music • Physical Education • <p>Teachers will adopt a range of teaching approaches to meet the different learning needs and pace of their students in the same form class.</p> <p>English Language, Mother Tongue Languages, Mathematics, and Science will continue to be offered at Express Level, N(A) Level and N(T) Level. The criteria for taking these subjects at a more demanding level from the start of Secondary One is based on students' PSLE AL Score for each subject. Students will be grouped in different classes based on their subject level of each subject.</p>
<p>Offering of Humanities subjects at a more demanding level from Secondary 2</p>	<p>Currently, secondary school students can offer English Language, Mother Tongue Languages, Mathematics and Science at a more demanding level from the start of Secondary One based on students' PSLE Achievement Level (AL) for each subject. Beyond the start of Secondary 1, students may also offer these subjects at a more demanding level based on their performance in secondary school.</p> <p>Our school will also provide Secondary 2 students the opportunity to take Humanities subjects at a more demanding level, if they meet subject-specific criteria. This is applicable to students who are in the Secondary 2 Normal (Academic) course from 2023, and students who are in the Normal (Technical) course from 2024.</p> <p>The criteria for taking Humanities at a more demanding level will be based on the students' aptitude for and interest in these subjects at Secondary 1. They should also possess positive attitude towards learning and strong commitment to offer the subject at a more demanding level.</p>

SCHOOL ASSESSMENT

Rationale of Assessment

Assessment is an integral part of learning. Assessments provide on-going diagnostic data that helps teachers to gain insight into what students understand in order to guide and encourage effective approaches to learning. Results of the assessment help students to see their progress and can be a motivational tool to improve and attain better results.

Modular subjects for Lower secondary								
Modular Subjects: Food & Consumer Education and Design & Technology								
Level / Subjects	Term 1	Term 2		Total	Level / Subjects	Term 3	Term 4	Total
	Weighted Assessment1 WA1	Weighted Assessment2 WA2	Final Assessment			Weighted Assessment3 WA3	Final Assessment	
Sec 1 D&T	15%	15%	70%	100%	Sec 1 FCE	15%	85%	100%
Sec 2 FCE	15%	15%	70%	100%	Sec 2 D&T	15%	85%	100%

Year Long implementation					
Art					
Level / Subjects	Term 1	Term 2	Term 3	Term 4	Total
	Weighted Assessment1 WA1	Weighted Assessment2 WA2	Weighted Assessment3 WA3	SA2	
Sec 1 and Sec 2 Art	15%	15%	15%	55%	100%

Criteria for Progression to next level (2024 Sec 1 FSBB cohort)

All students generally progress to next year of learning, guided by a common academic requirement that applies at the end of Sec 2 and Sec 3.

- At the end of Sec 1
 - Students will progress to Sec 2 and offer subjects at the same subject levels the following year without needing to meet the common academic requirement.
 - Students who obtained at least 75% in G1 or G2 EL, MTL, Mathematics, Science, and Humanities¹ subjects can be offered to do these subjects at more demanding level.
- At the end of Sec 2
 - Students will progress to Sec 3 and offer subjects at the same subject levels the following year if they meet the common academic requirement of
 - Pass EL and 2 subjects or
 - Pass at least three OR half the total number of examinable subjects offered, whichever is higher.
 - Students who have *met* academic requirements and have done well can calibrate their curricular load by offering subject(s) at more demanding level.
 - Students who obtained at least 75% in G1 or G2 EL, MTL, Mathematics, Science, and Humanities² subjects can be offered to do these subjects at more demanding level.
 - Students who have *not met* academic requirements *must* calibrate their curricular load by offering fewer subject(s) and/or offering subjects at LDL.²
- At the end of Sec 3
 - Students will progress to Sec 4 and offer subjects at the same subject levels the following year if they meet the common academic requirement of
 - Pass EL and 2 subjects or
 - Pass at least three OR half the total number of examinable subjects offered, whichever is higher.
 - Students who have *not met* academic requirements *must* calibrate their curricular load by offering fewer subject(s) and/or offering subjects at LDL.³

Criteria for Progression to next level (2024 Sec 2 and 3 cohort)

- Promotion Criteria for Sec 2 to Sec 3
 - Normal (Technical)
 - Pass in 2 subjects one of which should be English Language or Mathematics
 - Normal (Academic)
 - Pass in English Language and 2 other subjects OR Pass in 4 subjects
 - Express
 - Pass in English Language and overall percentage score of 50% or more
 - Students who obtained at least 75% in N(T) or N(A) EL, MTL, Mathematics, Science, and Humanities² subjects can be offered to do these subjects at more demanding level.
- Promotion Criteria for Sec 3 to Sec 4
 - Normal (Technical)
 - Pass in 2 subjects one of which should be English Language or Mathematics
 - Normal (Academic)
 - Pass in English Language and 2 other subjects OR Pass in 4 subjects
 - Express
 - Pass in English Language and 2 other subjects

¹ For N(T) / G1 students, they will need to obtain distinction for both N(T) / G1 performance tasks in Semester 1 and Semester 2, and an overall of 75% or higher in N(T) / G1 EL to offer **one** Humanities subject at a more demanding level.

² Students reading the minimum of 5 G1 subjects will progress to the next year of learning with no changes to the curricular load.

Semestral Assessments

Students with less than 85% of overall attendance (excluding medical or valid reasons) can be barred from sitting for tests and/or examinations.

Absence from Tests and Examinations

Student must produce a Medical Certificate from a certified doctor. Those issued by Traditional Chinese Medicine (TCM) Physicians and letters of excuse from parents or guardians are not acceptable. There will be no re-assessment for Semestral and Preliminary Examinations for absentees with valid medical certificates.

Progress Reports

Students will receive their progress reports after the termly and semestral assessment. Parents/guardians must signed the report slips to acknowledge students' progress and return them to the Form Teachers.

With full SBB, all Secondary 1 students will generally progress to Secondary 2. Teachers will check in with students and parents to discuss the subjects and respective subject levels that best suit the student. Students can offer certain subjects at a more demanding level based on his/her interest and learning progress.

School Graduation Certificate

Students taking the GCE 'O' and 'N' Level Examinations will be issued with a School Graduation Certificates by MOE after the receipt of their national examination results.

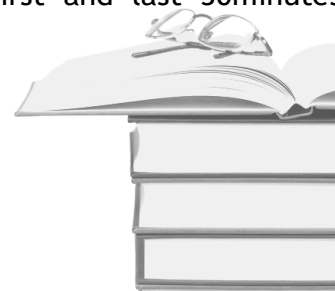
EXAMINATION PROCEDURES

Before the Exam

- 1 Students are to report to school as usual for flag raising ceremony. Students sitting for the examination must adhere to the school rules concerning attire, hairstyle, and accessories.
- 2 Students must be seated at least 15 minutes before the commencement of the examination according to their register number. (Students sitting for their papers in other exam venues must follow the seating plan displayed.)
- 3 Remove all books and papers from under your desk. Students must not have scraps of papers / notes in their possession or in the pencil case and pockets.
- 4 Electronic gadgets and communication devices such as mobile phones and smartwatches must be switched off and kept in the bags. Only non-programmable calculators and approved dictionaries are allowed.
- 5 A student who is found to be in possession of unauthorized materials/gadgets will be investigated for cheating. The penalty for cheating, which is an act of dishonesty, will be severe. The student may receive a zero for the paper involved.
- 6 All bags and files are to be placed neatly at the front of classroom or at the side of the hall.
- 7 Identification card or entry proof (for national exams) are to be placed on the top right-hand corner of the writing table. Pencil cases, calculators and water bottles are to be placed on the floor, next to you. Required stationery can be left on the table. Students are not allowed to borrow any stationery from each other during the exam.
- 8 No extra time will be given to latecomers. Students who report 30 minutes after the paper has started, may not be allowed to sit for the paper.
- 9 Students are advised to visit the toilet before the start of a paper to minimize unnecessary loss of time during the examination.

During the Examination

- 1 Students are to read the instructions carefully immediately upon receiving your question papers. Students are to ensure that they are sitting for the correct subject/ paper. Alert the invigilator if there are missing pages or misprints.
- 2 Students must not communicate with their classmates verbally or through non-verbal means. Students caught doing so will be considered as cheating. If there are queries, students are to raise their hands and clarify with the invigilator.
- 3 A student who cheats/helps someone to cheat may receive a zero for the paper involved.
- 4 Stop writing immediately when the invigilator announces the end of the paper.
- 5 Students are not allowed to leave the exam venue within the first and last 30 minutes of a paper.



After the Exam

- 1 At the end of each paper, students are to remain quiet and ensure that all scripts are handed in as instructed by the invigilator.
- 2 Students are required to submit a blank script with their name written on it if they have not attempted the paper / any section of the paper.
- 3 Ensure that the examination hall/room is clean of any unwanted paper before leaving the examination venue.
- 4 Leave the venue quietly and do not disturb other students who might still be sitting for their papers.

Dictionaries and Calculators

- 1 Only approved dictionaries and calculators are permitted for use in the examination.
- 2 Students must be responsible to check with the school on the approved dictionaries and calculators prior to the examination period.
- 3 Electronic bilingual devices are not allowed.



NURTURING SELF-DIRECTED LEARNERS

The school encourages students to develop the capacity for lifelong learning through:

- 1 providing regular, purposeful homework;
- 2 engaging students in setting realistic yet challenging academic targets and monitoring their progress after each major assessment;
- 3 communicating expected learning outcomes / criteria for assessment to students;
- 4 promoting the use of self and peer assessment activities;
- 5 providing constructive feedback for student self-reflection and improvement; and
- 6 celebrating the effort and achievement of deserving students.

Target Setting

The school encourages students to take responsibility for their own learning and to cultivate a mindset of excellence. Thus, all students are guided through a target setting process. Students are encouraged to work towards attaining their targets or to exceed performance expectations through diligent and unremitting effort.

Reward and Recognition for Academic Excellence

1. School Awards

Chung Cheng High School (Yishun) Award			Chung Cheng High Schools Award [both CCHM and CCHY]	
Chuang Wei Lang Bursary	Top in Subject	CCHY Good Progress Award	庄竹林博士奖学金 Dr Chuang Chu-Lin Scholarship	庄为琅卓越数学奖 Chuang Wei Lang Mathematics Award
<ul style="list-style-type: none"> • Obtained MOE Edusave Scholarship/ MOE Edusave Merit Bursary/ MOE Edusave Good Progress Award • Under MOE Financial Aid Scheme (FAS) or school-based FAS 	Top student for each subject in each level: <ul style="list-style-type: none"> • Top in subject • $\geq 70\%$ for subject overall • Pass in EL • Conduct grade of "Very Good" or above • Subject must be taught in CCHY • Minimum candidature of 5 	<ul style="list-style-type: none"> • Based on teachers' nominations and endorsement by IP heads • Conduct grade of "Very Good" or above • Not a recipient of MOE Edusave Good Progress Award 	Sec 1 to 3 students from their respective streams for being first in their standard. <i>Dr Chuang Chu-Lin was Chung Cheng High School's first principal.</i>	Students who have achieved outstanding results in Mathematics. <i>Mdm Chuang Wei Lang was a devoted Mathematics teacher who served as former principal of Chung Cheng High School (Branch) from 1970 to 1978.</i>

2. MOE Edusave Award for Academic Excellence

Award	Eligibility	Amount
Edusave Scholarship	Students within top 10% of each level and course academically and who have good conduct.	\$500
Edusave Merit Bursary	Students within top 25% of each level and course academically, have good conduct and gross household income below \$5,000 per month (or per capita income of below \$1,250)	\$350
Edusave Good Progress Award	Students within top 10% academic improvement and have good conduct.	\$200

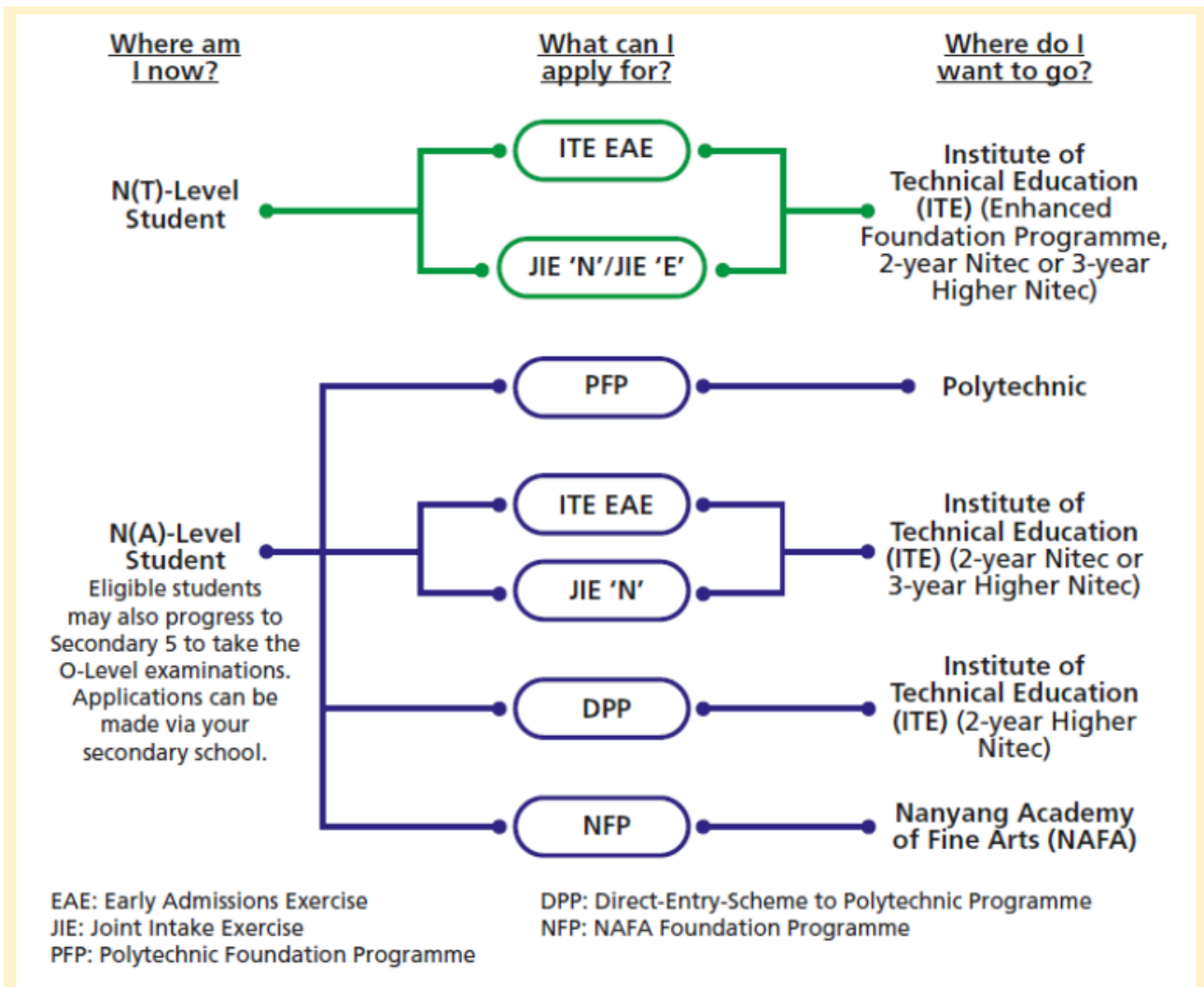
*Eligible awardees will be notified by post in late November



ENTRY REQUIREMENT FOR POST-SECONDARY EDUCATION

Education Pathways	Duration of study	Certificate	Criteria
Junior College	2 years	GCE 'A' Level	L1 + Relevant 5 \leq 20
Millennia Institute	3 years	GCE 'A' Level	L1 + Relevant 4 \leq 20
Polytechnic	3 years	Diploma	EL + Relevant 2 + Best 2 \leq 26 AND meet the course's specific minimum entry requirements
Polytechnic Foundation Prog (PFP)	1 yr foundation + 3 yrs poly	Diploma	ELMB3 \leq 12 AND Grp 1 : EL \leq 3 Grp 2 : EL \leq 2, Math and Relevant Subjects \leq 3 2 of the Best subjects can be \leq 4
Direct-entry scheme to Poly Prog (DPP)	10 weeks preparatory course, and 2 yrs Higher NITEC + 3 yrs poly	Diploma	For courses in Applied Sciences, Engineering, Info-Communications Technology: EL \leq 4, MA \leq 4, Any B3 \leq 5 For courses in Business & Services: EL \leq 3, MA \leq 4, Any B3 \leq 5
Sec 5N	1 yr	GCE 'O' Level	ELMB3 \leq 19 All 5 subjects pass
ITE For NT/NA Students	2 yr NITEC + 2 yr Higher NITEC + 3 Yr Poly 3 yrs higher NITEC + 3 yrs poly	Diploma	4 GCE 'N' passes
ITE For O-level Students	2 yrs higher NITEC + 3 yrs poly	Diploma	ELB4-A, ELR1B3-B, ELR2B2-C *depends on the type of course selected

POST-SECONDARY PATHWAYS



Source: A Guide to Post-Secondary Admissions Exercises

NON-ACADEMIC EXCELLENCE

CO-CURRICULAR ACTIVITIES (CCA)

- The school has constantly been attaining laudable results for both academic and CCA domains. These results serve as testaments of the institute's ability to nurture our students holistically. Our students are aptly prepared to receive post-secondary education upon graduation from CCHY.
- Every student takes part in one CCA taken from the following options:
 - Clubs and Societies (CS)
 - Physical Sports (PS) Uniformed Groups (UG)
 - Visual and Performing Arts (VPA)

Please refer to our school website for a comprehensive information on the CCAs we offer.
- CCA is an integral part of the student's holistic education in school. Hence, CCA participation is **compulsory** at the secondary school level. Participation in a school-based CCA allows the teachers to guide and chart the development of the student beyond the learning from the subject disciplines in the classroom, in areas such as leadership and character development, and the 21st Century Competencies (21CC).
- Students must achieve at least **75% attendance** (excluding MC) for the year. Our CCA attendance policy is as follows;

CCA Attendance Policy	
Absence from CCA w/o Valid Reasons	Follow Up Action
1 st to 3 rd absence from CCA	Verbal Warning from CCA Teacher Parents will be informed by CCA Teacher. Parents may produce a letter or MC.
4 th and 5 th absence from CCA	Official Warning letter from School CCA Teachers will meet parents in school. They will counsel students to understand reasons for poor attendance. Student will be at risk of getting a FAIR conduct Grade, affecting LEAPS 2.0 Participation Level.
6 th absence from CCA	Suspension from School POOR conduct Grade will be accorded. LEAPS 2.0 Participation Level will be affected. Students to attend make up sessions to improve CCA attendance to 75%.

End of Year Conduct Grade Computation for CCA defaulters		
Students Overall CCA Attendance	Conduct Grade	Remarks
> 5 parents letter per Semester	GOOD	
30% ≤ Attendance < 75%	FAIR	Students given a chance to make-up their attendance (in September) to 75% before finalisation of end-of-year conduct grade.
0% Attendance < 30%	POOR	

Attendance is derived from the total number of sessions that the student is able to attend.



CO-CURRICULAR GRADING SYSTEM [LEAPS 2.0]

- 1 The school aims to provide a holistic education which supports students in discovering their strengths, interests and talents. To achieve this, we offer a range of co-curricular programmes. A framework to tie these together and recognise students' development is the LEAPS 2.0.
- 2 LEAPS 2.0 is a framework to recognise students' holistic development. Students will be recognised with levels of attainment in four domains: Participation, Achievement, Leadership and Service.
- 3 At the end of the graduating year, students' co-curricular attainment will be recognised according to Excellent/Good/Fair. The level of attainment will be converted to a bonus point(s) which can be used for admission to Junior Colleges/Polytechnics/Institute of Technical Education (JC/Poly/ITE).

Co-Curricular Attainment	Details	Bonus Points
Excellent (2 bonus points)	Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.	2
Good (1 bonus point)	Student who attains a minimum Level 1 in all four domains with any one of the following: <ol style="list-style-type: none"> At least Level 2 in three domains; At least Level 2 in one domain and at least Level 3 in another domain; or At least Level 4 in one domain. 	1
Fair	Student's attainment in co-curricular will not translate into any bonus points.	0

Admission to Institutes of Higher Learning

Junior College	Excellent Grade = 2 Bonus points
Millennia Institute	Good Grade = 1 Bonus point
Polytechnic / ITE	Bonus points can be used



LEAPS 2.0 Domains

Participation

This domain recognises students' participation in one school-based CCA for the development of a specific knowledge and skills. Sustained engagement in the same CCA over the four/five years allows for progressive development of character, skills, knowledge and friendships.

Achievement

This domain recognises students' representation and accomplishment in co-curricular involvement beyond the classroom. Representation is recognised when students showcase their talents to contribute, perform or compete in competitions, festivals, performances, exhibitions, conferences and symposiums that are organised or recognised by school. It need not be tied to his/her CCA in school. Accomplishment refers to attaining accolades and awards in the areas of representation.

Leadership

This domain recognises students' leadership development to lead self and to lead others. In addition to the formal leadership appointments, recognition is also accorded to students' participation in leadership modules and workshops and ability to lead in student-initiated school wide projects.

Service

This domain recognises students' development as socially responsible citizens who contribute meaningfully to the community. Every student will contribute at least 6 hours per school year to the community in planned Values-in-Action (VIA) activities. Students will be recognised according to their efforts put into planning, service and reflection when they are actively participating in the VIA activities.

Reward and Recognition

1. School Awards

Award	Eligibility
Chung Cheng Character Award	Students who have demonstrated the school values and are good role models to others, including non-Singaporeans.
中正金輝獎 Award (by SMC member, Mr Aw Chye Wee)	Students, including non-Singaporeans, who have demonstrated the school values, are good role models to others, and display outstanding achievement in their respective talent/interest.

2. MOE Edusave Awards

Award	Eligibility	Amount
Edusave Character Award	Students who demonstrate exemplary values and personal qualities through their behaviour and actions. This is given to up to 2% of Singaporean pupils who have obtained conduct grade of very good or better.	\$500
EAGLES	Students who demonstrate leadership qualities, offer good service to community and schools, and excel in non-academic activities. Pupils must also pass the school exams and have good conduct. This is given up to 10% of eligible Singaporean pupils.	\$350

STUDENT LEADERSHIP DEVELOPMENT

Students are provided with opportunities to learn the values and best practices of exemplary leadership and platforms to allow for experiential learning and development.

Student leaders are chosen based on a rigorous selection process. They are expected to exude the school spirit and values, in addition to being a role model to their peers. Student leaders are also monitored to ensure good academic performances and CCA records. To achieve our school's vision, our students are given the opportunity to develop 3Cs (Competent, Confident & Compassion) leadership competencies in the tiers listed below.



STUDENT WELL-BEING

FINANCIAL ASSISTANCE

There are various financial assistance and bursaries open for application during the course of every academic year.

MINISTRY OF EDUCATION FINANCIAL ASSISTANCE SCHEME (FAS)

The Ministry of Education Financial Assistance Scheme (FAS) offers financial help to eligible students who are Singapore Citizens so that they can benefit from the best opportunities in education. This includes subsidies for school fees, enrichment programmes, free textbooks and uniforms.

The Student Edusave Fund offers subsidies for all students in all school programmes, initiatives or purchase additional resources which benefit students' learning and school experience.

The Opportunity Fund is given to eligible students from lower income households who are Singapore Citizens to level up co-curricular development opportunities. This includes overseas trips or organized local camps. FAS recipients are directly eligible while others should seek to apply for the grant based on the set criteria.

BURSARY

1. School Management Committee Bursary
2. Chuang Wei Lang Bursary
3. Singapore Buddhist Lodge Bursary
4. Northwest CDC Bursary

HOW TO APPLY FOR FINANCIAL ASSISTANCE

Parents / Students may approach Form Teachers or any staff in the General Office for more information on the application of Financial Assistance

Application forms are available at the general office

Application can be made anytime during the year and/or when the need arises Students who meet the eligibility criteria can apply for only ONE bursary per academic year including bursary applications made outside school, unless granted otherwise.

General application criteria include :

- Per capita income of family
- Citizenship
- Positive academic results
- Positive conduct grade (min. 'Good' grade)

OTHER SCHOOL PERSONNEL

Students who require counselling or advice may approach the Form Teachers, Subject Teachers, Year Heads or the following school personnel:

Support Personnel	Name	Type of support	Where to find them
School Counsellor	Mr Rajinder Singh Ms Seah Lay Kian (Mon, Tue & Thu)	Social Emotional	Counselling room (A1-12), 1 st floor, before lift.
Special Needs Officer	Ms Goh Shu Xian	Special needs & learning behavioural support	LBS room (B3- 03), 3 rd floor, next to ITR1.
Educational & Career Guidance Counsellor	Ms Yap Hwee Hoon (Tue & Thu)	Post Secondary Education pathways and Career Guidance	ECG room @library next to librarian counter. Appointment via yap_hwee_hoon@schools.gov.sg

You may also call the following helplines for specific concerns or issues you are facing:

CRISIS HOTLINE (Samaritans of Singapore)	Any issues	24 hours	1800 221 4444
YOUTHLINES (Youth Challenge)	Any issues	8.30am – 6.00pm (Mon-Fri)	6336 3434
QUITLINE (Health Promotion Board)	Smoking Issues	8.30am – 5.00pm (Mon-Fri) 8.30am – 1.00pm (Sat)	1800 438 2000
HELP123	Cyber wellness issues		1800 6123 123



RULES AND REGULATIONS

POSITIVE LEARNING & BEHAVIOUR

1 Punctuality

- Students should assemble by 7.25 a.m. in the school parade square when the bell rings.
- Students will be considered late if they fail to attend the flag raising/pledge taking ceremonies which takes place at 7.30 a.m.
- Students are given 5 minutes to move between classes and are expected to be in class for lessons no more than 5 minutes after the bell for the lesson rings. Students will be considered late if they are more than 5 minutes late. Students will be considered as skipping a class if they are not in class for more than 10 minutes after the bell rings.

2 Flag Raising

- All students must attend the Flag-raising Ceremony and observe it with respect and solemnity.
- **Students who are Singapore citizens must sing the National Anthem and take the Pledge. Students will take the Pledge with their right fist placed over the heart.**

3 Latecoming

- The school places emphasis on punctuality as an important trait to success. Late-comers (up to 3 times errant) are expected to serve community service within the school premise.
- Persistent late-comers will be suspended from school and conduct grade will be affected.

4 Permission to leave school early before official dismissal time

- A student can obtain permission to leave school during curriculum hours if he / she is unwell or has other valid reasons.
- Student will be issued with a slip after the General Office confirms reason for early dismissal from parents/guardians. The slip will have to be endorsed by the Year Head / Assistant Year Head / Form Teacher and has to be presented to the security guard on duty before student leaves the school premise.

5 Absence from School

a. Sick Leave

A student taking sick leave should inform the form teacher and produce a medical certificate/ letter of excuse immediately when he / she returns to school.

b. Urgent Leave

A student seeking permission not to report to school due to urgent matters should produce a letter from parents / guardian stating the reason to his / her form teacher. Acceptance of letter(s) from the parent/guardian is capped at 5 days of absence per semester.

c. Leave of absence

Students who plans to leave the country before the term ends must seek permission from the school prior to departure. Failure to do so will be deemed as absent without valid reason.

d. Overall Attendance

Students with an overall attendance of less than 85% (excluding medical and valid reasons) can be barred from sitting for any tests / examinations.

RULES AND REGULATIONS

6 Recess & Lunch Breaks

- During recess / lunch break, all students must leave the classroom unless permission is granted.
- Students must not consume food and drinks beyond the canteen except for plain water.
- Students are not allowed to leave the school premise during lunch break and within the curriculum hours. Students attending CCA must also consume lunch in the school canteen.

7 Personal technological devices & belongings

- Electronic gadgets of an entertainment / gaming nature (including mobile & tablets) are strictly not allowed to be used in the school premise.
- During lesson time, mobile phones and personal learning devices are to be kept in the lockers unless required by the teachers for learning.
- Students are to use their electronic devices ONLY during recess or after curriculum hours unless otherwise instructed by the teacher. Any student who needs to use the mobile phone for urgent matters must seek permission from the teacher. Errant student may have his/her devices confiscated by the school.
- Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which is intended to be used to cause harm to others.
- Student has the sole responsibility to ensure security and safety of all personal belongings that they bring to school.
- Photograph(s) or video image(s) of students and their parents may be captured during school activities and events. The school may use or publish such photographs and/or video recordings in school publications, websites, social media channels, and other communication channel. If you have any objections, please inform the school staff. The school looks forward to your support and cooperation on this matter.

8 Policy on the Use of the Student Locker

Students are to adhere to the following on the use of the student lockers in the classrooms:

1. Lockers must be locked with the standard padlocks available for purchase at the school bookshop. Please do not use other types of padlocks.
2. The lockers are meant for the safekeeping of student's Personalised Learning Devices (PLDs), mobile phones, books and other personal belongings. No perishable food and drink items are to be kept in the lockers.
3. Do not share lockers or swap lockers with anyone.
4. School has the right to carry out random student locker checks.
5. The student lockers are part of the property of the school. It is an offence for students to vandalize or damage the lockers and the offender will need to bear the cost of the locker repair.

RULES AND REGULATIONS

9 Acceptable Use Policy (AUP)

Computing devices and access to the Internet have become a necessity for work, play and learning in the 21st century. Students should navigate the digital space in a safe and responsible manner. More information can be found in the “Student Kit on Cyber Wellness and Learning with a Personal Learning Device”.

In addition, students are reminded to observe the guidelines stated in this Acceptable Use Policy (AUP) on the use of personal learning devices (PLDs) and the school’s ICT resources. ICT resources include the following, but are not limited to, school-deployed ICT system accounts, the device management application (DMA) and school’s internet network.

- Students are responsible for their own PLD. In the event of loss or theft of the device, students must make a police report and report the matter to the school.
- In order to have a seamless learning experience, students should ensure that their PLDs are fully charged before bringing it to school.
- All PLDs are installed with a device management application (DMA) to support a safe and conducive learning system. Any attempt to uninstall the DMA or de-enrol the PLD from the DMA may lead to disciplinary action in accordance with the school’s discipline policy.
- Students should not access data, system and information that they are not authorised to.
- Students are reminded that the use of PLDs and school’s ICT resources should solely be for the purpose of learning.

10 Daily routines

- Students must keep noise to a minimum and move from one place to another in an orderly manner.
- Students must obtain an exit pass from the teacher if they would like to leave the classroom or visit the toilet during curriculum hours.
- Students must ensure school and classroom environment is always conducive for learning by ensuring tidiness and cleanliness.



POSITIVE APPEARANCE



1 School Uniform

- a. Students are to wear the prescribed school uniform and modification to the uniform is not allowed.
- b. Necessary accessories include:
 - School badge which must be worn above the left breast pocket
 - 7 metallic buttons to be attached to each side of the shoulder, pocket and which must be wear front of the shirt / blouse
 - School tie during weekly school assemblies and major school functions.
- c. For PE lessons, students must be properly attired in the approved PE Attire comprising the school PE t-shirt and school PE shorts.
- d. On days with PE lessons, students can choose to wear the PE t-shirt with skirt or shorts / pants throughout the day.
- e. Half-uniform / CCA attire can be worn ONLY during school holidays or CCA activities
- f. Students on study leave should wear either the white uniform or the PE t-shirt with skirt or shorts / pants when they come back to school for consultations.
- g. Visible markings on parts of the body are not allowed e.g. henna markings or tattoos.

2 Footwear

- a. Students are to wear strictly white low cut shoes. Any colours or logos should be minimal and in muted tones.
- b. Students must wear only the school socks with the “CCHY” emblem above the ankle joint.

POSITIVE APPEARANCE

3 Hairstyle

For the boys:

- a. Hair should be short and neat with the back of hair not touching the collar and the fringe not touching the eyebrows.
- b. Hair cannot be coloured, tinted or highlighted.

All male students must be clean-shaven at all times. Moustache and beards are not allowed.

For the girls:

- a. Girls are to keep a neat hair style and fringes should not cover the eyebrows. Keep hair away from the face area using pins. Long hair extending beyond the collar should be tied up with black or dark blue hair accessories.
- b. Hair cannot be coloured, tinted or highlighted.

4 Alumni

The school welcomes all graduates to attend invited school celebrations or to visit their teachers. Visiting graduates are reminded to dress appropriately when they are in the school premise, as they are to be positive role models to our students.

5 Jewellery / Religious Articles

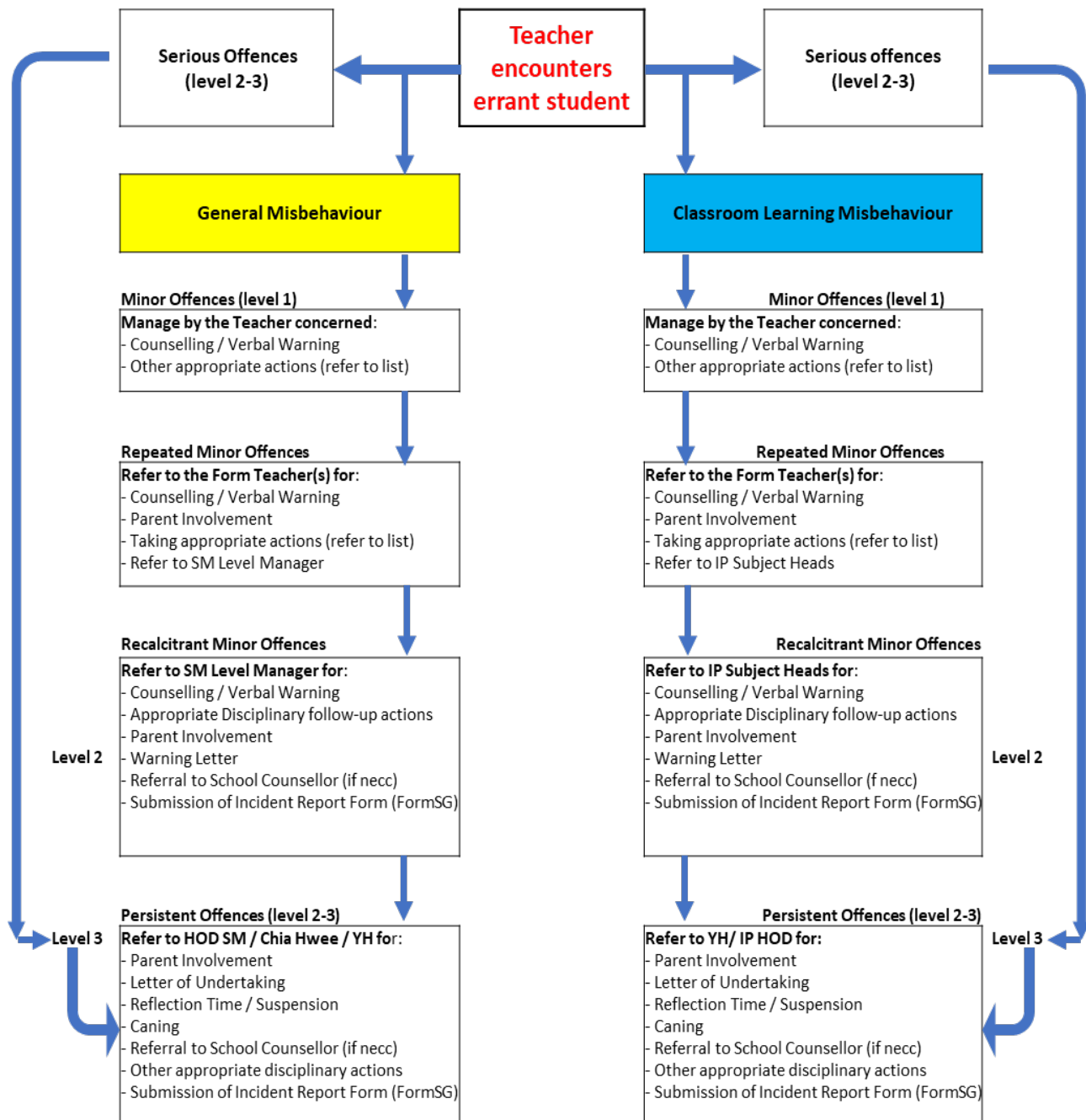
- a. Students must not wear jewellery, ornaments or any other accessories while they are in school uniform.
- b. Female students are allowed to wear only one matching pair of gold / silver / black plain circular ear studs not exceeding 0.2cm in diameter on the ear lobes or a pair of ear sticks.



POSITIVE DISCIPLINE

As every student matters, the school believes that discipline is an educative process and aims to instil self-discipline and good character in our students.

CCHY DISCIPLINE REFERRAL SYSTEM



Offences and Consequences

Level	General Inappropriate Behaviour	Possible Consequences
Level 1	Late-coming Improper Attire Improper Appearance Rudeness to teachers Disruptive Behaviour Consumption of food outside canteen Bringing banned electronic gadgets Incompletion of assignments Use of rude / vulgar / abusive language	Verbal warning Reflection Time Warning letter CWO Confiscation of items Referral to IP HOD Other appropriate follow-up actions
Level 2	Late-coming (recalcitrant cases) Bullying Truancy Disruptive Behaviour Defiance Skipping class without reason Leaving school without permission Body Piercing	Record in SOM Warning Letter CWO Counselling Parent Involvement Reflection Time Suspension Referral to IP HOD Letter of Undertaking Caning Other appropriate follow-up actions
Level 3	Persistent Late-coming Persistent Bullying Persistent Truancy Forging of Signature Cheating during tests / exams Open defiance Abusive Behaviour Gangsterism Extortion Use of threat / bullying Assault / Fighting Tattoo Possession and/or distribution of pornographic/objectionable materials Possession / consumption of drugs, alcohol Smoking / Vaping	Record in SOM Warning Letter CWO Reflection Time Suspension Parent Involvement Letter of Undertaking Police Assistance Expulsion Other appropriate follow-up actions

*The consequences listed above will be decided by the Student Management Team (and School Leaders, where necessary), on a case-by-case basis.
Form Teachers will be kept in the loop for all consequences meted out.*

CONDUCT GRADE

The school moulds the character of the students by promoting desirable acts and behaviour through values inculcation. Every Chung Cheng student has the responsibility to uphold school values, and the school recognises the efforts put in by them.

A student's conduct is classified as follows:

Conduct Grade	Descriptors
Excellent	<ul style="list-style-type: none"> ● Display school values <i>all the time</i> ● A role model for peers ● No serious offences and behavioural issues i.e. No suspension from latecoming or CCA; No absence without valid reasons ● Effective student leader (added advantage)
Very Good	<ul style="list-style-type: none"> ● Display school values <i>most of the time</i> ● No major offences and little behavioural issues ● A well behaved and respectful student
Good	<ul style="list-style-type: none"> ● Display school values <i>some of the time</i> ● No major offences or repeated behavioural issues (No improvement from 1st incident) ● May need frequent reminders in behaviour ● Community service served for latecoming (unless there are mitigating factors)
Fair	<ul style="list-style-type: none"> ● Repeated behavioural issues frequently ● Has major offence (case by case) ● CCA attendance less than 75% per semester ● Suspension for latecoming
Poor	<ul style="list-style-type: none"> ● Has major offence ● Police Case ● CCA attendance less than 30% per semester

SCHOOL SAFETY

BE SAFE AT ALL TIMES

1 Walking

- Practice the kerb drill (look, stop, listen) and avoid using mobile devices.
- Make use of footpaths, pedestrian crossings, overhead bridge and traffic lights. Avoid crossing the road at dangerous corners and intersections.
- Obey the directions given by security guard or school personnel.

2 Travelling by bus or MRT

- Queue up and board or alight in an orderly manner.
- Respect other users and behave when travelling in the bus or MRT.

3 Cycling

- Ensure your bicycle is properly maintained and follow the correct riding procedure (riding in single file outside the school; holding the handlebar and use of correct hand signals)
- No cycling is allowed in school compound. Student who cycle to school must dismount from the bicycle and push it to the designated lot to park and secure.

4 Travelling by car or school buses

- Speed limit within the school compound is 15km/h.
- Waiting cars or school buses should park at the designated waiting areas as advised by the security guard or school personnel.



GUIDELINES FOR USING OF SPECIAL ROOMS

MPH or Sports Hall

- The MPH and Sports Hall should be kept clean before and after use. No food is allowed.
- No unauthorized person is allowed in the MPH and Sports Hall. Discipline must be maintained at all times.
- A teacher-in-charge is required to be present with the students.
- The Office must be informed immediately of any damage or accidents that occur during the time of use.

Science Laboratory

- Do not enter or work in the Laboratory unless a teacher is present.
- Do not take apparatus or chemicals out of the laboratory without the permission of a teacher.
- The storerooms and preparation rooms are out of bounds to all students. Always work quietly and thoughtfully. Horseplay is not allowed.
- Do not store, prepare or consume food or drinks in the laboratory. Always wear safety goggles when mixing, heating or handling chemicals.
- Never pipette poisonous substances, hot solutions or corrosive liquids by mouth. Use pipette filler.
- Do not take chemicals from unlabeled containers. Hand over such containers to the teacher.
- Report to the teacher any damaged equipment, bottles or containers
- Instructions for the performance of an experiment should be thoroughly understood and must be followed exactly. If in doubt, do not proceed and ask the teacher.
- Unauthorized experiments are forbidden. If you wish to conduct an experiment on your own, discuss with your teacher and obtain his/her permission.
- Keep your bench tidy and uncluttered when you carry out your experiment. Chemicals, once removed from the bottles, must not be poured back into the bottles unless instructed to do so by the teachers.
- Never use flammable liquids near a naked flame.
- Never taste chemicals or other materials unless you are specifically directed by your teacher.
- Bottles of chemicals should not be carried by the neck.
- Should a chemical be swallowed accidentally or if it comes into contact with the skin or clothing, wash with plenty of running water immediately.
- Report all breakage, accidents and spillage immediately to the teacher.
- Waste and surplus material must be disposed of in accordance with instructions. Wash your hands thoroughly after all practical work.

Computer Laboratory

- Do not enter or work in the laboratory unless a teacher is present. Do not bring your bags into the laboratory.
- Do not bring food and drinks into the laboratory.
- Do not bring in or take out data storage devices from the laboratory without permission.
- Do not save files onto or delete files from the hard disk unless told to do so by the teacher-in-charge.
- Duplication of programs is not allowed unless authorized by the teacher-in-charge.
- Playing of computer games or chatting on the Internet is not allowed without permission.
- Users must ensure that the laboratory is clean and tidy after use.
- Use only the computer terminal that you have been assigned to.
- Report any hardware fault immediately to the teacher-in-charge.
- Switch off the computer system and printer after use.

Kitchen

- Do not enter or work in the kitchen unless a teacher is present. The storeroom is out of bounds to all students.
- All students must wear clean aprons during every practical lesson.
- Instructions for the performance of a task should be thoroughly understood and must be followed exactly.
- Do not remove any equipment or appliances from the room without the permission of the teacher.
- Handle all sharp equipment and electrical appliances with care. Wipe off any spills on the floor immediately.
- Dry your hands before operating any electrical appliances.
- Report any breakage, damage or accidents to the teacher immediately.
- Queue up when collecting ingredients or materials from the center store table.
- Work quietly and briskly. Do not run or play in the room at all times.
- Do not eat in the room without the permission of the teacher.
- Clean cookers and sinks thoroughly after each practical lesson.
- Clean, dry and store all equipment in their respective places.
- Switch off all electrical appliances and power points after use.

Use of Toilets

- Students must always flush after use.
- Girls should dispose of sanitary pads in the proper sanitary bins provided. The bins must be kept closed.
- Students should turn off all taps after use. Do not leave taps to drip or flow after use.
- Do not leave strands of hair or pieces of tissue paper in or around the sinks.

Care of School Property

- Students should not litter but make use of the litterbins and waste paper baskets provided.
- Students should not deface the walls and furniture
- Students should not waste water or electricity. All lights and fans should be switched off when a room is vacated.

Canteen

- Students should only visit the canteen during the official recess and lunch breaks. After PE lessons, students are only allowed to drink from the water coolers and not to buy drinks from the vending machines or drink vendors.
- Students must queue up in an orderly manner when buying food. All food and drinks must be consumed in the canteen.
- Students should observe proper table manners. There should be no littering and spilling to ensure that everyone can enjoy their meal in a clean and pleasant environment.
- All used utensils are to be returned to their proper places after each meal.
- Do not remove any tables or benches from the canteen without prior permission.

Library User Responsibilities

- You are held responsible for all books which are borrowed with your card. Loans must be made personally. Do not lend your books to anyone.
- Handle all books with care. You are responsible for checking the condition of any book that you are borrowing. Inform the librarian of any missing or vandalized pages (e.g. scribbled or torn) before borrowing the books or you will be held responsible for any missing or vandalized page when you return the books.
- Report the loss of any library books you borrowed to the librarian immediately.

Library Manners

- Silence must be observed at all times.
- Students entering the library must be in proper school uniform. Do not bring in or consume food and drinks in the library.
- Students should keep the library and book shelves tidy. Do not re-arrange the furniture or litter in the library.
- Students are not permitted to bring their school bags into the library. Bags should be left in the bag counter or at the entrance of the library.
- Students must ensure that no library materials are taken away from the library without authorization. If a student is found leaving the library with a library book that has not been checked out, it will be assumed that he/she has stolen the book and disciplinary action will be taken.
- Students must handle all library materials with care. Vandalism is a serious offence.

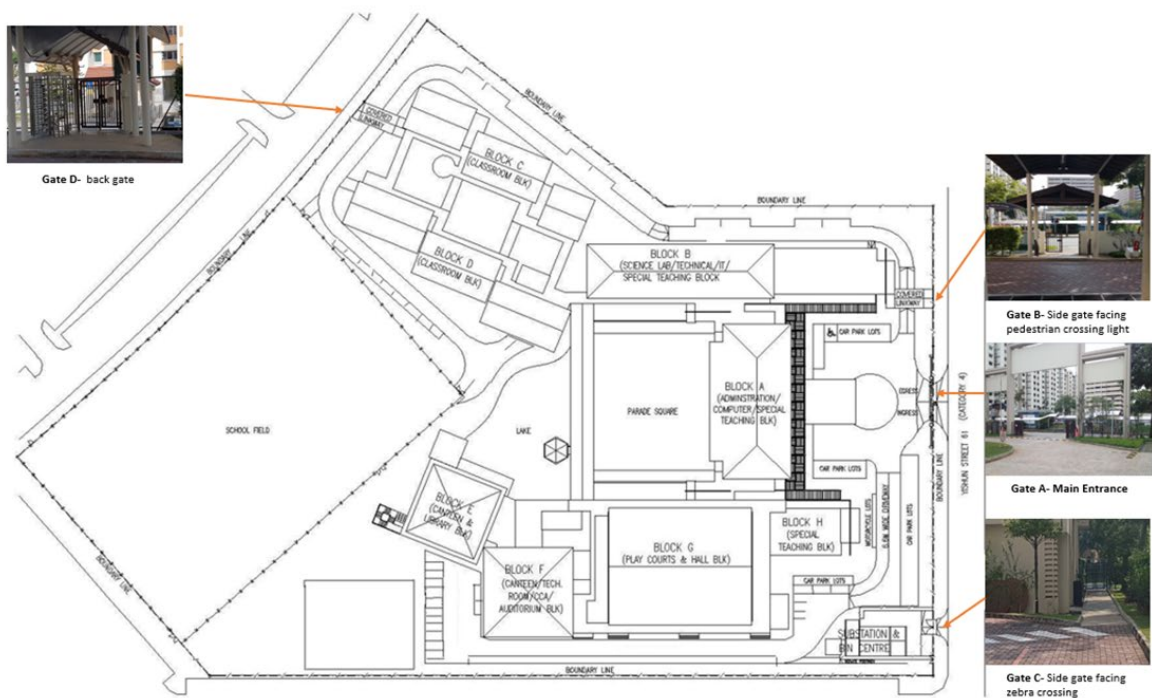
FIRE PRECAUTION AND EMERGENCY EVACUATION

Be on alert at all times and if you notice any fire or emergency, please inform staff at the general office immediately.



Evacuation Procedure:

1. The school bell will ring continuously.
2. Wherever you are, stop what you are doing immediately, stay calm and listen to the instructions made through Public Announcement (PA) System. Listen for the location of the Assembly Area (AA) to evacuate to (in school or External Holding Area (EHA)) and details of dangerous areas to avoid.
3. If you are in the classroom,
 - Do not panic or talk.
 - Switch off all fans and lights.
 - Do not carry your school bag.
 - Move out in twos and walk swiftly to the assemble area in an orderly manner.
 - The route taken during evacuation depends on the location of the fire/danger. Staff and students should be familiar with alternative exits or evacuation routes. Should a specific staircase be rendered unsafe for use due to smoke or fire, alternative routes should be used.
4. At the Assembly Area (AA) or External Holding Area (EHA)
 - Maintain silence at the AA or EHA and listen to instructions from teachers.
 - Monitors will assist teachers in taking attendance.



A WHOLE SCHOOL APPROACH TO FOSTERING POSITIVE WELL-BEING IN STUDENTS & STAFF

Growth Mindset

Students with a Fixed Mindset see their intelligence and talents as unchanging. Without an understanding that you can develop your most basic characteristics, you tend not to engage in the sorts of actions that would lead you to change and grow. Because of this, the Fixed Mindset is self-defeating and self-fulfilling.

On the other hand, a Growth Mindset is an invitation to grow. It invites us to take the actions that could lead us to change. It helps us respond more effectively to mistakes and builds resilience. It encourages us to step outside our comfort zone to improve ourselves.



Growth Mindset

Mindful Practices

Positive emotions, resilience, optimism and a sense of control over life are key to a healthy outlook in life in the 21st century. We believe in shaping our students' state of mind and emotional development to enable them to thrive and flourish in their studies, school life and personal life. The school has identified key wellbeing concepts to be practiced by staff and students.



DO POSITIVE: MINDFUL BREATHING

Mindful breathing is one daily practice that school adopts. *Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.*

In order to be achieve a state of mindfulness, we practice mindful breathing every 5 minutes at the start of the day. This will help to create a sense of peace and help us to be grounded and aware of our own emotions.



Students practicing daily mindful breathing

FEEL POSITIVE: SELF AFFIRMATIONS

Positive affirmations have been shown to have shown powerful effects as they encourage you to think positively about the important things in your life. Research suggests that they can minimize the anxiety, stress, and defensiveness associated with threats to our sense of self while keeping us open to the idea that there is room for improvement.

Be sure to use at least one of the following statements daily!

<ul style="list-style-type: none">• There is no one better to be than myself• I am enough• I get better every single day• I am an amazing person• All of my problems have solutions• Today, I am a leader!• I forgive myself for my mistakes• My challenges help me to grow• I am perfect just the way I am• My mistakes help me to learn and grow• Today is going to be a great day!• I have courage and confidence• I can control my own happiness• I have people who love and respect me• I stand up for what I believe in• I believe in my goals and dreams• It's okay not to know everything• Today, I choose to think positive• I can get through anything• I can do anything I put my mind to• I give myself permission to make choices• I can do better next time• I am capable of so much more• I have everything I need right now• Everything will be okay	<ul style="list-style-type: none">• I am free to make my own choices• I deserve to be loved• I can make a difference• Today, I choose to be confident• I am in charge of my life• I have the power to make my dreams come true• I believe in myself and my abilities• Good things are going to come to me• I matter• My confidence grows when I step outside of my comfort zone• My positive thoughts create positive feelings• Today I will walk through my fears• I am open and ready to learn• Every day is a fresh start• If I fall, I will get back up soon• I am whole• I only compare myself to myself• I can do anything• It is enough to do my best• I can be anything I want to be• I accept who I am• Today is going to be an awesome day!
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THINK POSITIVE:



Positive Reflections



Take some time daily to think about the following. You can pen your thoughts in your weekly planner.

A daily reflection

What Went Well & Why? (WWW)

Describe 2 things that went well for you today and explain why they went well.

This reflection activates positive tracking and highlights that things go well either because of many factors.

A daily reflection

Hunt the Good Stuff

Identify three things that you experienced today, however small, that you enjoyed or that made you feel good in some way

This reflection highlights that good things happen on most days but they have more impact on your positive mood if you focus on looking for, naming and remembering how they felt at that time.

A daily reflection

A Golden Goal

What was one important thing that you achieved today that you really wanted to achieve?

This reflection activates positive tracking and highlights that things go well either because of many factors.

A weekly reflection

Kindness and Support

Recall & count the acts of kindness or support that you have given to others and received from others at the end of each week

This reflection develops an awareness of how often you behave towards others and vice versa. It contributes to a positive overall perception that you live in a loving and supportive culture.

A weekly reflection

It Could Have Been Worse

Think of something that didn't go so well this week and identify how it could have been worse than it actually was

This reflection develops an understanding that when something 'not-so-good' happens in our lives, recognising that it could have been a lot worse can give us a small something to be

A twice-weekly reflection

Being Thankful

What 5 things are you grateful / thankful for in your life and why?

This reflection develops an ongoing acknowledgement of the positive people or circumstances in your life that enable you to feel safe, supported and cared for (or to have fun).

LIVE POSITIVE: CALMING DOWN STRATEGIES

These strategies help to regulate emotions. De-escalating emotions helps us to think more rationally.

calming down strategies

DEEP BREATHING

- Take a deep breath in
- Slowly breathe out using ten counts
- Focus on your breathing and block out other thoughts
- Feel your stomach rise and fall with your breathing

MUSCLE RELAXATION

- Curl and straighten your fingers to several times to increase blood flow
- Gently shake your hands
- Clench your fist and curl your wrists inward, curl your wrists back and rotate your fists in circle
- Massage your face, raise and lower your eyebrows, puff out your cheeks and relax your jaw

MENTAL RELAXATION







- Play some soft music
- Sit somewhere comfortable
- Close your eyes
- Think of pleasant images
- Breathe and relax all the muscles

TIME-OUT

- Remove yourself from the situation
- Close your eyes to shut out some of the stimulations
- Take a walk
- Tell yourself to be calm or talk to someone

(Central illustration: A person sitting in a meditative pose with a thought bubble above their head.)

BE POSITIVE: COPING STRATEGIES

 <p>B Belief</p> <p>Tapping on your own beliefs & values</p>	 <p>A Affect</p> <p>Expressing emotions & feelings</p>	 <p>S Social</p> <p>Turning to people for support & helping others</p>	 <p>I Imagination</p> <p>Using creativity & imagination</p>	 <p>C Cognitive</p> <p>Using facts and logical reasoning to understand situations & problem-solve</p>
<p>Exercise beliefs and values by:</p> <ul style="list-style-type: none"> • Reflecting on purpose, values and beliefs • Sharing your thoughts & emotions with a mentor 	<p>Express emotions by:</p> <ul style="list-style-type: none"> • Drawing, writing or journaling • Listening to music • Sharing what you feel with a friend or trusted adult (e.g. talking it out, crying) 	<p>Being social includes:</p> <ul style="list-style-type: none"> • Sharing with trusted adults or friends • Staying connected with family & friends • Participating in CCA or other social activities • Giving help & support to others 	<p>This includes:</p> <ul style="list-style-type: none"> • Laughing • Using humour • Playing/making music • Watching a movie 	<p>This includes:</p> <ul style="list-style-type: none"> • Thinking positive/reframing • Setting workable goals • Looking for strategies • Breaking down the problem • Processing the situation with a trusted adult
<div style="display: flex; align-items: center;"> <div style="border: 2px solid purple; border-radius: 50%; padding: 10px; margin-right: 20px;"> <p style="font-size: 2em; font-weight: bold; color: white;">Ph</p> <p style="color: white;">Physiology</p> </div>  <div style="margin-left: 20px;"> <p>Taking care of your body</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Regular exercises (eg. running/walking) • Playing sports • Relaxation exercises • Getting enough sleep & rest • Eating healthily • Staying hydrated </div> </div>				

Adapted from: Lahad, M. (1992). Story-making in assessment: method for coping with stress: Six-piece story-making and BASIC Ph. In S. Jennings (Ed.), Dramatherapy