# Pri 1 2027 Parent Orientation

## Discipline, Guidance & Leadership

Growing confident, caring and responsible RGPS Girls



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# Our shared purpose

Discipline is part of educating the whole child.

**“Discipline” is not simply about correcting behaviour. It is about helping children learn to make good choices.**

### For our girls

Clear expectations + caring relationships + opportunities to learn from mistakes

### For parents

High expectations, high support, and consistent messages across home and school

### For the school

A safe, respectful and enabling environment where every child can belong and grow

# Starting P1: expect a transition

Excitement and anxiety can sit side by side.

### Emotional

A child may feel excited, worried, tired or unsure. Acknowledge the feeling and reassure her.

### Social

She is learning to make new friends, manage disagreements and interact with many more peers.

### Independence

She will need to manage belongings, routines, self-care and asking adults for help.

**The goal is not a perfect first week.**
**The goal is gradual confidence and independence.**

# School day essentials

A predictable routine makes the morning calmer for everyone.

## Arrival

Be in school by 7.25am. Morning assembly begins at 7.30am. Pupils arriving after 7.30am are considered late and will receive a late-coming slip.

## Attendance

Pupils should be in school every day during term time. If your child is going to be absent, please email her Form Teacher and provide a medical certificate or parent letter promptly.*

## If she is unwell

If your child becomes unwell in school, a parent/guardian will need to pick her up and sign her out at the General Office.

## A practical tip

Build the morning routine backwards: bedtime → wake-up → breakfast → leave-home time → buffer for traffic.

# Help her practise independence

Small routines at home become confidence in school.

- Pack and unpack her school bag independently.
- Label bottles, uniforms, snack bags, wallets and other belongings clearly.
- Practise using the toilet, dressing, managing simple self-care and organising her things.
- Go through the timetable together so she knows what to expect.
- Practise how to ask a teacher for help when she is unsure.

### How you can support

Start small, use visual schedules if helpful, and be consistent. These routines help children feel secure and manage their time effectively.

### A useful mindset

Let her try. Let her make small mistakes. Then help her problem-solve.

# Attire & appearance

Consistency helps children know what is expected.

**Hair**

Hair accessories should be **black** or **navy** blue.



**Hair**

Long hair should be tied up neatly.

**P1s usually manage their attire well.**
**As children grow, reminders may be needed.**

# Attire & appearance

Consistency helps children know what is expected.

**Uniform**

Belt: at the waist

**Uniform**

Pinafore: knee-length

Socks: visible



**Watch**

An analogue watch is allowed. No smartwatches

**P1s usually manage their attire well.**
**As children grow, reminders may be needed.**

# Smartphones & smartwatches

The simplest option is not to bring one.

### School position

The school does not encourage students to bring smartphones or smartwatches to school.

### If your child brings one

Register the device with the school by filling in a form you can get from the General Office. It must be **switched off** and **kept in her bag or locker during school**.

### When it may be used

Use is **only for communicating with parents** at designated pick-up/drop-off points. The device can **only be used at the pick-up/drop-off points located at Gate 1, lower canteen and under PARTS.** For urgent matters, students may use the General Office phone.

**Please also teach digital responsibility at home: what we post, say and share affects other people.**

# Common P1 issues: everyday learning

Many early incidents are opportunities to teach social responsibility.

### Belongings

Bring only what is needed; label everything.

### Taking or touching others' things

Ask permission. Respect "No".

### Gifts

Avoid buying gifts for your daughter to give to classmates; remind her not to accept gifts.

### Money

Do not give money to friends or pay for friends' purchases.

### Food sharing

Do not share food because of allergies and individual family choices.

### Physical play

Hitting, pushing or pulling others is not acceptable, even during play or when upset.

# Peer relationships: teach, don't panic

Learning to navigate friendships is part of growing up.

## What children are learning

Young children may find it hard to see another person's point of view. They are learning to listen, take turns, cope with "No" and solve disagreements.

## What parents can do

Listen first. Ask what happened. Help your child think about the other person's perspective and what she could do differently next time.

## Please partner the school

If a friendship concern arises, contact the Form Teacher. Please do not approach the other child or parent directly; this can be intimidating and may complicate matters.

## Parent chat groups

Please do not post negative comments about another child or children in parent group chats. Every child is important to us.

# Our discipline approach

Firm on boundaries. Caring in how we guide.

## High expectations + high support

### 1 Make expectations clear

Students need to know what is expected and why it matters.

### 2 Understand what happened

We listen, establish the facts and consider the context and impact.

### 3 Guide and teach

The response should help the child learn a better choice or behaviour.

### 4 Repair & follow up

Where appropriate, help restore relationships and monitor progress.

**The response depends on the nature, seriousness and circumstances of the incident.**

Guiding approach informed by MOE CCE and Parenting with Empathy resources; exact school response varies by case.

# What happens when a concern is raised?

We aim for a response that is fair, educational and proportionate.

1

## Listen

Hear the student(s) and gather relevant information.

2

## Assess

Consider safety, seriousness, impact, context and previous guidance.

3

## Guide

Reinforce the expected behaviour and help the child understand the impact of her choices.

4

## Repair

Where appropriate, support apology, restitution or restoration of relationships.

5

## Partner

Keep parents informed when appropriate and work together on next steps.

A parent-facing overview of the guiding approach — not a fixed checklist for every incident.

# Consequences are part of learning

Correction and care can happen together.

### Why consequences exist

To reinforce boundaries, protect the learning environment and help students take responsibility for their choices.

### Not every incident is the same

The school considers the nature and seriousness of the behaviour, the circumstances and the student's needs.

### After the incident

The aim is not simply "punishment". We want the student to understand, learn, make amends where appropriate and do better next time.

**A child can be held accountable without being made to feel that she is a "bad child".**

# Guidance & wellbeing

Discipline is only one part of supporting a child.

### Talk to the Form Teacher

If you are concerned about your daughter's behaviour, friendships or adjustment, start by sharing your concerns with her Form Teacher.

### Counselling support

Counselling services are available. Referrals can be made directly or via the Form Teacher.

### Early communication helps

Let the school know if you notice changes in behaviour, reluctance to come to school or other signs that your child is struggling.

**Seeking help is not a sign that something is "wrong". It is a way of getting support early.**

# When your child comes home with a story

Your response can shape what happens next.

## 1 Listen

“Tell me what happened.” Avoid deciding immediately who is right or wrong.

## 2 Clarify

Ask open questions: “What happened before that?” “Who was there?” “What did you do?”

## 3 Contact the school

If you remain concerned, speak to the Form Teacher so the school can understand and support the situation.

# When your child comes home with a story

Your response can shape what happens next.

## Please avoid

Please **do not confront the other child or parent and/or discuss another child negatively in group chats**.

Every child is important to us.

## Teach the habit

Help your daughter learn: “If I am unsure or uncomfortable, I can move away and ask a trusted adult for help.”

# Home and school: one team

Children benefit when the adults around them send consistent messages.

## What we say at home ↔ What we reinforce in school

### At home

Model respect. Keep routines. Encourage independence. Talk about feelings and choices.

### At school

Set clear expectations. Build positive relationships. Teach and reinforce values. Support students when they struggle.

### Together

Be open to feedback. Focus on solutions. Give children space to learn from mistakes.

**The shared goal is the same: what is best for the child.**

# A caring and enabling school environment

MOE's CCE framework places relationships, modelling and consistent messages at the heart of student development.

## Consistent & coherent messaging

Students receive clear, aligned messages about values, behaviour, wellbeing and citizenship across school experiences.

## Positive teacher–student relationships

Students should feel respected, supported and valued while experiencing clear expectations and high support.

## Adult role modelling

Adults influence children through what we say, do and demonstrate every day.

## Peer support & relationships

Positive peer culture helps students build belonging, friendships and prosocial behaviours.

## Student voice & ownership

Children need opportunities to be heard and to develop agency and responsibility.

Source: MOE, Primary Character & Citizenship Education — "A Caring and Enabling School Environment"

# Five things to practise before January

A simple P1 readiness checklist for families.

01 **Morning routine** — Sleep, wake, breakfast, leave-home buffer

02 **Independence** — Bag, bottle, uniform, belongings, toilet

03 **Social skills** — Ask permission, take turns, respect “No”, seek help

04 **Responsibility** — Own your actions; tell the truth; repair mistakes

05 **Communication** — Talk about school; contact the teacher when needed

# Our promise to your daughter

Every child matters.

**We will guide her.**
**We will hold her to clear expectations.**
**We will support her as she learns and grows.**

**And we hope you will walk this journey with us.**