

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
Mrs S Stace

Tel: (01442) 862729
Fax: (01442) 874467
e-mail: admin@westfieldprimary.herts.sch.uk
www.westfieldprimary.herts.sch.uk



Westfield Primary School
& Nursery
Durrants Lane
Berkhamsted
Herts. HP4 3PJ

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Dear Parents and Carers

We appreciate that your children have been through an enormous amount in the last 18 months and we may never really know the full impact of what they have experienced throughout this time.

We feel it is important for us all to remember this and understand that it is perhaps why more occurrences of anti-social behaviour are being reported to us or witnessed by us.

In particular, we are hearing from more children than usual that they have experienced hurtful behaviour from another child - that is, things that are said to them or done to them by other children that are unkind and make them feel sad. This will not be tolerated at our school.

Whilst we cannot control what children say or do to one another, we teach children about the importance of kindness and we support those who have had unkindness done to them. At the same time, we work with those children who have been unkind to ensure they repair any hurt they have caused.

Bearing in mind our approach to behaviour management and believing that children will act the way they see themselves as being, we avoid telling children that they themselves are unkind, but we always point out unkindness. That means, we might say, "I think you are kind, but name calling is unkind. It can make a person feel sad. How do you think (child's name) felt when you called them unkind things?" We would then put in place a consequence. The consequence should always make sense. We use the word "obviously" to help with this. For example, x was unkind to y, obviously x cannot play football, does not make sense. Whereas, x was unkind to y, obviously x should apologise to y and promise not to hurt y again, does make sense. We would then support the child to apologise and promise not to repeat any unkindness. We may also put in place a further consequence to protect a child, for example providing y with separate space to play.

We are also noticing that some of our children appear to be finding it more difficult to follow our instructions, perhaps because they have had less structure and routine. We are working hard to encourage our children to follow our instructions, knowing that when they do so they feel a sense of pride, which is good for their self-esteem. The consequence of not following instructions is that a conversation will take place about who has been affected when they don't (usually: themselves, their teachers and their classmates) and seeking a commitment to try harder to follow instructions. We will then monitor progress, hoping to reward what we see.



We believe children benefit from a consistent approach - that is one where they receive the same messages at home and school. For that reason, we are asking for you to adopt a similar attitude towards anti-social behaviour outside of school. We believe it is crucial that children reflect on their behaviour and think about how their behaviour has made others feel and repair any hurt they have caused.

We would encourage you to read the following, which we think aligns with our policy on behaviour and is a guide to adults to help advise and support children to make pro-social behaviour choices:

<https://www.early-education.org.uk/sites/default/files/Helping%20children%20with%20their%20behaviour.pdf>

Thank you for your continued support, please let us know if you would like any further support.

Kind regards

A handwritten signature in black ink, appearing to read 'Suzanne Stace', written in a cursive style.

Suzanne Stace
Head teacher