

Tuesday, 29th September, 2026

Dear Parents and Carers,

Since returning to school in September, we have seen an increase in incidents across Key Stage Two (Years 3-6) involving physical conflict between pupils. We want to reassure parents that the overwhelming majority of our children are not involved in these incidents and continue to demonstrate our school expectations exceptionally well. However, we have seen enough incidents to feel that a clear, consistent message to all of our children is important.

These have happened for a variety of reasons: in some instances, pupils have agreed beforehand to fight; in others, disagreements have escalated in the heat of the moment; and some have begun as 'play fighting' or rough play that has subsequently gone too far.

Our school rules are very clear: Ready, Respectful and Safe.

We understand that tempers may flare at times and that children can make impulsive choices. However, physical aggression and fighting are not acceptable at Bewdley Primary School.

We are asking parents and carers to support us in reinforcing this message at home. In particular, we would like to address some of the things children may say following an incident – and some of the messages that, although often well-intentioned, can make situations more difficult to resolve.

Even if your child has never been involved in an incident of this kind, talking through these messages with them helps us to ensure that every child knows what to do if they ever find themselves caught up in a difficult situation. We will, of course, also be reiterating these messages with children in school so that they hear the same clear and consistent expectations from all of the adults around them.

“I told an adult, but nobody did anything.”

Your child may not have seen an adult responding to the situation or another child receiving a consequence but this does not mean that action has not been taken. We deal with behaviour sensitively and, wherever possible, consequences and conversations take place privately.

Instead, you could say:

“You did the right thing by telling an adult. If you feel that it hasn’t been sorted, tell an adult again. You can also tell me and I can speak to school.”

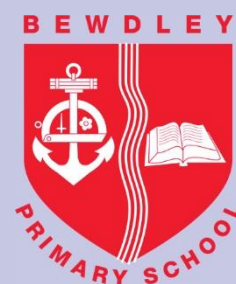
“But they started it.”

Who started an incident matters and we will always investigate what has happened. However, it does not give another child permission to continue or escalate it.

Two children can make different poor choices within the same incident, and our response will take account of what each child has done.

Instead, you could say:

“It matters that they started it and school will deal with that. But you are still responsible for what you chose to do next.”



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Amanda Bradley

“Stick up for yourself if somebody starts on you.”

We absolutely want our children to be confident, assertive and able to stand up for themselves. However, standing up for yourself does not mean hitting back.

There is an important difference between a child instinctively protecting themselves from immediate physical harm and a child choosing to retaliate. If there is an opportunity to move away, seek help or involve an adult, that is what we expect children to do. Retaliating physically often escalates a situation and can turn one child's poor choice into a much more serious incident involving both children.

Please do not tell your child that it is okay to hit, kick or fight at school. We understand why, as a parent, your instinct may be to tell your child not to allow somebody else to hurt them. However, giving a child permission to respond physically can put them in a very difficult position. They may interpret this as meaning that, in certain circumstances, the school rules no longer apply to them. No child in our school has permission to fight at school.

We recognise that families may have different views about how children should respond when they feel they have been wronged. However, while children are in school, our expectations apply to everyone. A child being told at home that they may fight back will not prevent the school from responding to their actions in line with our Behaviour Policy. Where a child chooses to retaliate physically, there may therefore still be a school consequence, even when a parent feels that their response was justified.

Instead, you could say:

“Stand up for yourself by being firm, moving away and getting an adult. If somebody hurts you, don’t hit them back – get yourself somewhere safe and tell someone straight away.”

“We were only messing around.”

Many of the incidents we are currently dealing with have begun as play fighting, pushing, grabbing or ‘messing around’. Unfortunately, it can take only seconds for somebody to get hurt, become angry or feel that the game has gone too far.

For this reason, play fighting is not permitted in school.

Instead, you could say:

“If a game involves hitting, pushing, kicking or grabbing, choose something else to play. Even if everyone thinks it is funny at the beginning, someone can quickly get hurt.”

“I wasn’t involved – I was just there.”

Children may sometimes see or hear things that concern them without being directly involved. They might know that a fight is being planned, see an incident beginning, hear other children encouraging it or witness something that makes them feel uncomfortable.

We want children to understand that they have an important role to play in keeping our school safe. If they know that something is going to happen, or see something happening, we expect them to tell an adult as soon as possible. They should not gather around, encourage or otherwise become involved.

We would never expect a child to put themselves at risk by physically trying to stop a fight. ‘Stopping it’ means getting an adult who can help.

Instead, you could say:

“If you see or hear something that could make somebody unsafe, don’t just watch – move away and tell an adult. You’re not getting somebody into trouble; you’re helping to keep people safe.”

Please do not approach other parents or children about incidents that have happened in school.

We understand that, when your child comes home upset, your natural instinct may be to find out what has happened or to try to resolve the situation yourself. However, approaching another child or their parent can very quickly complicate matters. Families may have heard different versions of events, may not have the full picture or may be unaware of actions that the school has already taken.

It can also blur the boundaries between a school matter and a disagreement between families, making situations more difficult to resolve and, on occasion, causing them to escalate beyond the original incident.

If something has happened in school, please allow us to deal with it in school. If you have concerns about the way an incident has been handled, speak to us directly. We will listen, investigate where necessary and take appropriate action, while respecting the privacy of all of the children involved.

Instead of approaching another parent, you could say to your child:

"This happened at school, so we'll speak to school and let the adults there help to sort it out."

We do not expect children to get everything right all of the time. Part of growing up is making mistakes, learning from them and making a better choice next time. What we need is a consistent message between home and school: violence is not the way we resolve disagreements.

Please help us by reinforcing the same simple message that we give children in school:

Move away. Tell an adult. Get help.

If your child feels unsafe, believes that something has not been dealt with or is worried about another pupil, please tell us. We would always rather have a conversation with you and address the concern than have a child believe that they need to resolve it physically themselves.

Together, we can help our children learn that being strong does not mean fighting back; it means knowing how to keep themselves and others Ready, Respectful and Safe.

Thank you for your continued support,



Amanda Bradley
Headteacher

Useful contacts:

- Miss Bradley (Headteacher and Deputy Designated Safeguarding Lead) head@bewdleyprimary.worcs.sch.uk
- Mrs Hares (Assistant Head, Behaviour Lead, Mental Health & Wellbeing Lead, Deputy Designated Safeguarding Lead) mhares@bewdleyprimary.worcs.sch.uk
- Mrs Bennett (Assistant Head, SENDCo and Safeguarding lead) jbennett@bewdleyprimary.worcs.sch.uk
- Mrs Mills (Family Support Worker and Deputy Designated Safeguarding Lead) dmills@bewdleyprimary.worcs.sch.uk
- Mrs Leeming (Early Years Lead – Nursery and Reception) dleeming@bewdleyprimary.worcs.sch.uk
- Mr Morris (Key Stage One Lead - Years 1 and 2) jmorris@bewdleyprimary.worcs.sch.uk
- Mr Fallows (Lower Key Stage Two Lead – Years 3 and 4) wfallows@bewdleyprimary.worcs.sch.uk
- Mrs Woodward (Upper Key Stage Two Lead – Years 5 and 6) swoodward@bewdleyprimary.worcs.sch.uk