



## Vision for life and learning at Oratory Primary

**Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.**

Our motto is not an idle one, it is the essence of our school:

**We work together, we play together, we laugh together, we pray together:**

**In Faith:** We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

**In Community:** We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

**In Learning:** We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

**In Life:** We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

**In Love:** We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

## Anti-bullying policy Summer 2025-Summer 2026

### What is Bullying?

At Oratory Primary, we use the following definitions:

- Conflict is: A disagreement between two people- verbal or physical.
- Rudeness is: saying or doing something that hurts someone else without meaning to be unkind.
- Unkindness is: purposefully saying or doing something to hurt someone once (or maybe twice).
- Bullying is: Intentionally harmful behaviour by an individual or group often with, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can include physical assault, teasing, making threats, name calling and cyberbullying. There is an imbalance of power between the parties.

### How do we aim to prevent bullying?

- By talking about it openly and regularly in class and in assembly
- By encouraging children to feel comfortable talking about bullying
- Through role play, drama and regular class sharing time
- By making it clear that bullying is not acceptable and will not be tolerated in school or in society
- By involving children and parents in tackling bullying
- By promoting resilience and courage
- By promoting and rewarding positive behaviour
- By reporting bullying to adults or using the worry box (The worry box and slips can be on each corridor. Children should post concerns about bullying in this box. This will be checked regularly, incidents monitored and staff informed as appropriate by the Headteacher.)

## **What happens when bullying is reported?**

1. Immediate Steps
  - Talk to the both parties concerned individually and then together if appropriate.
  - Set additional time to deal with the incident if needed.
  - Establish whether bullying is occurring using the definitions above and communicate this to the children
2. Recording/Reporting Incidents
  - Where staff have established bullying, they should note down accounts of incidents from all parties and provide a copy to the Headteacher for the school behaviour file. Children should write their own accounts where they are able to.
  - Ensure relevant staff know the situation, including playground staff to aid part 3 below.
  - Parents of both parties should be notified by the class teacher.
3. Preventing further bullying and supporting the victim
  - Opportunities for helping those children perpetrating the bullying will be discussed as necessary since supporting the bully and getting to the root of the problems might help prevent incidents from reoccurring.
  - By using restorative justice to hold conferences between the perpetrator and the victim with a mediator to discuss the issues, accept responsibility for mistakes made and apologise.
  - A behaviour report form will be given in line with the Behaviour Policy.
  - Other sanctions may be imposed as appropriate, according to the severity of the incident.
  - If problems continue, the Headteacher, Deputy or outside agencies may become involved.
  - Where appropriate, children may also meet up with each other after an incident has occurred (with adult supervision). The school hopes that by helping the children understand each other's emotions better, it will reduce the number of incidents in school even further and eventually help the children to calmly articulate where they feel there is injustice.

## **Bullying off of school premises**

Whilst the school does not have responsibility for children once they have left the premises, we expect children to behave sensibly. Where incidents are reported to the school, the Headteacher will either write to/speak to parents, or in the more serious or persistent cases contact Children's Services.

## **Monitoring and review**

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.
- The Headteacher will report the number and nature of incidents of bullying in the termly report to governors.
- Governors will analyse the information for patterns of people, places or groups. They will look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every three years, or earlier if necessary.