



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 2026-Summer 2027

What is Bullying?

At Oratory Primary School, we believe it is important that children understand the difference between conflict, rudeness, unkindness and bullying. We use the following definitions:

- **Conflict** is a disagreement or argument between two or more people. It may be verbal or physical and is usually resolved through discussion, support and restorative approaches.
- **Rudeness** is saying or doing something that upsets or hurts another person without intending to be unkind.
- Unkindness is deliberately saying or doing something to hurt another person on one or two occasions.
- **Bullying** is intentionally harmful behaviour by an individual or group that is repeated over time and deliberately hurts another individual or group physically or emotionally. Bullying involves an imbalance of power between those involved and may include physical assault, teasing, threatening behaviour, name-calling, online (cyber) bullying or deliberately excluding others.

How We Aim to Prevent Bullying

At Oratory Primary School, we are committed to creating a culture where everyone feels safe, valued and respected. We aim to prevent bullying by:

- promoting a positive school culture based on our Catholic values and The Oratory Way;
- discussing bullying regularly through assemblies, PSHE lessons, class discussions and the wider curriculum;
- encouraging children to speak to a trusted adult if they have any concerns about bullying, whether they are experiencing it themselves or are worried about someone else;
- using role play, drama and class discussions to help children develop empathy, resilience and the confidence to speak out;
- making it clear that bullying is unacceptable and will not be tolerated;
- involving children and parents/carers in preventing and addressing bullying;
- promoting and celebrating kindness, respect, inclusion and positive behaviour;

- encouraging children to report concerns to a trusted adult or by using the Worry Box. Worry Boxes are located on each corridor and are checked regularly by the Headteacher. Concerns are monitored and shared with relevant staff as appropriate.

What happens when bullying is reported?

1. Immediate Steps

When concerns about bullying are reported, staff will respond promptly by:

- speaking to the children involved individually and, where appropriate, together;
- allowing sufficient time to investigate the incident thoroughly;
- establishing whether the behaviour meets the school's definition of bullying and explaining this clearly to the children involved;
- taking appropriate steps to ensure that all children involved feel safe and supported while the matter is investigated.

2. Recording/Reporting Incidents

Where staff have established that bullying has occurred:

- a factual written record of the incident will be completed and shared with the Headteacher for inclusion in the school's Behaviour Log. Where appropriate, children will be encouraged to write their own account of the incident;
- relevant staff, including lunchtime supervisors and teaching assistants where appropriate, will be informed so they can monitor the situation;
- parents/carers of the children involved will be informed by the class teacher or Headteacher;
- all incidents of bullying will be monitored by the Headteacher to identify any patterns or trends and to ensure appropriate support and action are in place.

3. Preventing further bullying and supporting the children involved

Following an incident of bullying:

- appropriate support will be provided for the child displaying bullying behaviour, as understanding and addressing the underlying causes can help prevent future incidents;
- support will also be provided for the child experiencing bullying to help them feel safe, listened to and confident in reporting any further concerns;
- where appropriate, restorative conversations or meetings may take place between the children involved, facilitated by a member of staff. These provide an opportunity to discuss the incident, understand its impact, take responsibility for actions and repair relationships;
- a Behaviour Report Form will be completed in line with the school's Behaviour Policy where appropriate;
- additional sanctions may be applied in accordance with the Behaviour Policy, depending on the nature and severity of the incident;
- where bullying persists or is particularly serious, the Headteacher, Deputy Headteacher and, where appropriate, external agencies may become involved;
- where appropriate, the children involved may take part in further restorative meetings, supported by a member of staff. The aim is to develop empathy, rebuild relationships, encourage accountability and help children resolve future disagreements respectfully.

Bullying Outside of School

Although incidents of bullying may occur outside the school premises, Oratory Primary School will take seriously any reports of bullying that affect the wellbeing, safety or education of our pupils, or the wider school community.

Where incidents are reported to the school, the Headteacher or a senior member of staff will investigate the concerns as appropriate. This may include speaking with the children involved, informing parents/carers and working together to resolve the situation.

Where appropriate, the school will use restorative approaches alongside appropriate sanctions, in line with the Behaviour Policy, to help repair relationships and prevent further incidents.

In cases where bullying is serious, persistent or may place a child at risk of harm, the school will work with external agencies, including Children's Services, the police or other relevant professionals, where appropriate.

Monitoring and review

The effectiveness of this policy is monitored on an ongoing basis by the Headteacher to ensure that it is implemented consistently and remains effective in preventing and addressing bullying.

- The Headteacher will report the number and nature of bullying incidents to the Governing Body as part of the termly Headteacher's Report.
- The Governing Body will monitor and review this information to identify any patterns or trends relating to individuals, groups, locations or types of bullying. Particular attention will be given to incidents involving protected characteristics, including race, disability, religion or belief, sex, sexual orientation and gender reassignment, in line with the Equality Act 2010.
- Any patterns or emerging concerns will be used to inform future preventative work, staff training and policy development.
- This policy will be reviewed every three years, or sooner if changes in legislation, statutory guidance or school practice require it.