

Relational Policy

Ephesians 4:32: "Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you"



***Unlocking Potential Together
in Faith and Love.***

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"Go, therefore, make disciples of all nations. And look, I am with you always; yes, to the end of time." (Matthew 28:19-20)

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child's potential to become the person they are created to be. Inspired by St Peter's example, we are working together to build a community built on love, faith, forgiveness and service

1. Aims and principles

- Students will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- ♣ To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- ♣ To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- ♣ To maintain a calm and purposeful working atmosphere.
- ♣ To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- ♣ To provide a clear, fair and consistent approach to behaviour.
- ♣ To foster, nurture and value strong and healthy relationships.
- ♣ To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At The Cathedral Catholic Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to manage their behaviour positively.

We have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

- An understanding that children can only learn to manage emotions that they are allowed to have.

2. Roles and Responsibilities

Behaviour is a shared responsibility and is part of a learning process for all within our school family. Our expectation is for all staff and parents to display exemplary behaviour in all areas and as role-models for our children.

All staff must:

- Meet and greet children in the morning.
- Be consistently calm and regulated.
- Pay first attention to best conduct.
- Refer to our three rules as expectations.
- Model positive relationships and build relationships.
- Use positive rewards
- Use and discuss 'emotion scale' to embed the vocabulary of emotions.
- Follow up every time, retain ownership and engage in reflective dialogue with Learners.
- Never ignore or walk past children who are failing to meet expectations.

Headteacher and SLT must:

- Meet and greet pupils at school gates.
- Be a visible presence around school.
- Support teachers in managing students with more complex or challenging behaviours.

Pupils will:

- Be respectful
- Be responsible
- Be truthful

Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

The Governing Body will:

- Reviewing this policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

3. Recognition and rewards for effort

We have in place a variety of praise systems to promote good behaviour:

- Clear and concise expectations of behaviour will be described, modelled and encouraged through class assemblies, PSHE lessons, RE, prayer time and in class time to ensure that all children understand what is appropriate.
- Unconditional positive regard reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour. Specific links can be made in line with our mission statement and three rules.
- Children who have done some great learning will be asked to share their learning with other teachers and classes and can go in the sparkly book.
- Teachers will share information about a child's behaviour – either by the phone, face-to-face, email, or using postcards to parents – to celebrate appropriate behaviour. The method varies depending on the child's class.
- Every Friday, a Celebration Assembly will be held. This links to our mission of the week and star of the week is rewarded for a child demonstrating our mission. Children who have received awards for activities out of school will also receive those in assembly.
- Keys will be given under the headings see appendix.
- Stars will be given for classes who have been behaving around school well and these will be celebrated in Friday assembly.
- Achievement points will be awarded to individual children.

4. Consequences

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner you should always be thinking 'all behaviour is communication' and what is the child trying to communicate.

We realise that sometimes this can be different for every child who has their own needs so may look different in each individual case.

- As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstances (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing. Other children who need more specialised support will be identified and where needed assessed using a Boxall profile in order to support gaps in their development. They will have a short-term set timetable of time to spend in nurture provision before being integrated back into their class.
- Children can be identified by class teachers as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a children receiving extra support from: play sessions, play therapy, art therapy, lego therapy and counselling and sensory room time.
- Children who need extra support will have Relationship and Regulation plans. These plans will be written and reviewed by both the SENCO and Class teachers. They will be reviewed at the end of each term but can be adapted any time.

- Staff to log incidents online using CPOMS. The Pastoral team and SLT will hold half termly meetings to decide the best course of action based on the patterns they have noticed for individual children.
 - The context of the situation is to be always taken into account.
 - A child is not to be defined as naughty. It should be explained to the child that they have made a wrong choice. You should link your rationalisation about the situation to the behaviour actions and not the child e.g. I don't like the choices you just made, you are better than that.
 - Children should be supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.
 - Staff to use the emotion rating scale to support in the regulation of behaviours. Refer to this all the time
- staff work together as a team to support the teaching and modelling of appropriate behaviour, using a selection of techniques and strategies that we constantly adapt and develop underpinned by research and professionally led advice.
- Termly supervision will be held for all teaching staff who would like it in order to provide support for their wellbeing.

5. Restorative Approach

Our relational and relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships and establishing boundaries, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school.

This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Rules for talking to children -

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate, natural consequences and will be chosen and agreed between all participants involved. To ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as to whether to inform both sets of parents of the children involved in the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Levels of restorative approach:

- Restorative conversations with CALM cards
- Classroom restorative conferences
- Restorative Conferences
- Peer mediators (children in class who can lead a conversation)

6. Exclusions

At The Cathedral Catholic Primary School, we recognise the damaging effects of suspending and excluding children as it leaves them open to further social exclusion which increases the chance of future harm. As a result, we will endeavour, where possible, not to suspend or exclude pupils.

Under certain circumstances, suspension or exclusion may be unavoidable and ultimately, the Head teacher can take a decision to suspend or exclude a pupil from the school for a fixed period of days or permanently:

- In response to serious breaches of the behaviour policy; and
- Where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

At The Cathedral Catholic Primary School, we follow the Lancashire County Council guidance and process for suspensions and exclusions which are based on a legal framework.

Schools are under a duty of care to provide suitable full time education for an excluded pupil from the sixth day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Following a fixed period exclusion, parents are expected to attend a reintegration meeting at school. Support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child. Additional information can be found here: [Exclusions from school - Lancashire County Council](#)

7. Child on Child abuse

Responding to reports

All reports of Child on Child abuse will be taken seriously. Made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to report

The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.

- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward messages unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible in person.

8. Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual

harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adults and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded in CPOMS and kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH team for advice and guidance.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10. Positive Handling and Reasonable Force

Our school aims to provide a safe and calm environment where all children can learn and thrive. We prioritise positive relationships, prevention and de-escalation, and we work hard to minimise the need for any restrictive interventions. However, in some situations, staff may need to act to keep a child or others safe. The school follows the Department for Education's Restrictive Interventions including Use of Reasonable Force guidance (April 2026).

All members of school staff have a legal power to use reasonable force in certain circumstances

- Prevent a pupil from physically harming themselves
- Prevent harm to another pupil or adult
- Stop serious damage to property
- Prevent a pupil from leaving the school site unsafely
- Prevent serious disruption where safety is at risk

Key Terms Explained

Restrictive Intervention: Actions that limit movement when there is a risk of harm and other strategies have not been effective

Reasonable Force: A legal power that allows staff to use the least amount of force necessary for the shortest time to prevent a child from hurting themselves, hurting others, damaging property or causing serious disorder. It is always a last resort.

Restraint: A type of restrictive intervention that limits a child's movement (e.g., holding their arm to stop them injuring themselves). Restraint must never restrict breathing or be used as punishment.

Seclusion: A safety measure used only in exceptional situations where a child is highly dysregulated and at risk of harm, and not acting deliberately. It means keeping a child in a safe, supervised space away from others for a short period, until the immediate risk reduces. It is not a disciplinary action.

Significant Incident: Any incident where appropriate physical force/contact is used. These incidents trigger strict statutory recording and reporting duties.

Recording and Reporting

There is a legal duty for schools to record all incidents where reasonable force has been used.

Any significant incident involving reasonable force, restraint, or seclusion is:

- Reported to the Headteacher
- Recorded as soon as practicable, preferably the same day on CPOMS using the restrictive intervention form (see appendix) to write details about what happened, why it was necessary, strategies used beforehand and any injuries or impacts.
- Reviewed to identify learning, adjust plans and improve future practice.
- Parents are informed verbally and in writing on the same day wherever possible using the Restrictive Intervention form.
- After any incident, we provide a reflective debrief for the child, staff involved and any affected witnesses, and adjust plans as needed. This will include reviewing the pupil's voice and account of the incident and, consideration of an individualised approach to supporting a pupil's behaviour, including advice from external agencies. Restrictive interventions are rare and only ever used to keep people safe.

Complaints

Parents/carers may raise concerns through the school's complaints procedure.

All complaints relating to restrictive intervention will be:

- Investigated promptly
- Recorded
- Reported to governors where appropriate

Equality and SEND

We recognise that pupils with SEND or additional needs may require adapted behaviour approaches.

The school will:

- Make reasonable adjustments
- Use personalised strategies
- Ensure interventions are proportionate and not discriminatory

11. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher / SLT.

- Arrange an appointment to see the Deputy Headteacher or Headteacher. If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

12. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3 in guidance) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including desks and bags. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 and if they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding

lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13. Mobile phones

Mobile phones are not allowed in school. Year 6 children can bring a phone into school which is kept in a box in class during the day and returned at the end of the day. Younger children can bring in a phone in exceptional circumstances and are kept in the school office e.g. going to a family member from a split person's family.

Appendix 1

Name of Pupil and Year group -	SEN-
Date and Time of Incident am/pm:	Place:
Reporting Staff:	Any witnesses:
Reason why reasonable force was thought necessary: Was the child concerned liable to injury? Were other children liable to injury? Were staff liable to injury? Was property about to be damaged?	
Other reasons:	
1. Brief account of how the incident began (any triggers), nature of pupil behaviour, the use of preventative and de-escalation techniques other than physical control to defuse the situation, and measures taken to avoid harm to the pupil. .	
2 Description of physical intervention/control/restraint used, including the degree of force used, how that was applied, and for how long.	
3. Record of any injuries to pupils/staff (a body map should be attached [LACPC Multi-Agency Policy, Guidance and Procedures]).	
4. Record of any damage to property.	
5. Measures taken to ensure that the pupil was calmed after the incident.	

Signature: