



**Osborne**  
Co-operative Academy Trust

Self-help  
Self-responsibility  
Equity  
Equality  
Democracy  
Solidarity

## **Statement of Expectations for Positive Behaviour for Learning**

**First approved by Trust Board: May 2018**  
**Review Frequency: Annual**

**Date of last review: July 2020**  
**Date of next review: July 2021**

## Version Control

Author	Date Reviewed	Version	Notes
	May 2018	1.0	Policy created by agreed working party comprising of staff from Trust schools
L. Coates	July 2019	1.1	
J. Bray	July 2020	1.2	Reviewed following consultation with all Headteachers/Heads of School

## Osborne Co-operative Academy Trust

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the International Co-operative Movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

The aim of this statement is to promote responsible and respectful behaviour reflecting the Co-operative values. All Osborne Co-operative Academy Trust Schools have developed their own Positive Behaviour Policies that reflect their local arrangements and embed the following principles.

We will:

- Work in partnership with Parents/Carers and other stakeholders to build positive relationships providing a shared ownership that is effective and strengthens the Osborne Co-operative Academy Trust;
- Develop an inclusive culture based on trust and mutual respect where differences are acknowledged and celebrated and individuality is valued;
- Create an environment to support the development of resilient pupils, providing excellent learning opportunities to enable them to become positive, responsible and increasingly independent members of their Academy and the wider community;
- Secure an environment in which pupils develop and achieve their full potential; intellectually, emotionally, socially, physically and spiritually;
- Foster a culture of consistency where staff are skilled, confident and committed to challenge pupils to take ownership of their behaviour for learning, self-responsibility and the impact that their behaviour has on others;
- Work together to provide equity and ensure equality for all pupils irrespective of need by using the breadth of expertise across the Trust; and
- Continually develop pupils' aspirations and their participation in society to enable them to become active citizens and achieve economic well-being.

To achieve success it is recognised and accepted by all stakeholders that our pupils are led by example. All adults and pupils will model the co-operative and ethical values and understand and take responsibility for their own behaviour and the impact it has on others and in the wider community.

### The legal framework:

#### Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching/learning support assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline pupils at any time the pupils is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include pupils out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours (secondary schools)
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose sanction on that pupil
- To be lawful, the sanction (including detentions in secondary schools) must satisfy the following three conditions:
  1. The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher/Head of School;

2. The decision to sanction the student and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:
    - a. Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); or
    - b. Causing personal injury or damage to property; or
    - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.