



King's Group Academies

BEHAVIOUR PRINCIPLES

Approved by:	Trustees	Date:	June 2026
Maintained by:	<i>Headteachers and Trust Lead for Inclusion</i>	Next review due:	June 2027



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↘ KGA Principles of Behaviour



1. Rationale

At King's Group Academies, our vision is to provide 'Opportunity and Success on a Global Stage'. We aim to develop a global community of pupils and colleagues whose connection broadens horizons and fosters understanding.

Our values of 'Honesty, Faith, and Courage' drive our passion and underpin our thinking, decision-making, and behaviours. We believe that every pupil deserves a team of dedicated staff who are deeply invested in their success, supported by positive partnerships with parents and carers.

We recognise that behaviour is a curriculum in itself. It must be taught, modelled, and reinforced to ensure that every pupil, regardless of their age, ability, or background, can flourish. Whether in our Early Years settings, mainstream secondary schools, or specialist SEMH provision, our approach balances high expectations with a commitment to safeguarding and relational practice.

2. Legal Framework and Statutory Guidance

This statement and all individual academy policies are written in compliance with the following legislation and statutory guidance. Please click the links below to access the documents:

- [Behaviour in Schools: Advice for Headteachers and School Staff \(DfE, Feb 2024\)](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England \(DfE, 2024\)](#)
- [Searching, Screening and Confiscation \(DfE, 2022\)](#)
- [Use of Reasonable Force in Schools \(DfE, 2013\)](#)
- [The Equality Act 2010](#) and [SEND Code of Practice \(2015\)](#)
- [Supporting pupils with medical conditions at school](#)



- [The Education and Inspections Act 2006](#) (Specifically Section 88)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy
- [EEF - Improving Behaviour in Schools](#)

This document complies with our funding agreement and articles of association.

3. The 6 Principles of Behaviour

We have identified six core principles that drive behaviour across our Trust. These are applied consistently to ensure that everyone feels safe, happy, and able to achieve their potential.

Principle 1: Routines for Learning

- Our routines are a fundamental source of consistent high expectations. These are well established and universally known and repeatedly demonstrated across our academy communities.

Principle 2: Respect

- Driven by our value of Faith in the potential of others, we do not tolerate disrespect. We show mutual respect for all stakeholders within our communities.

Principle 3: Responsibility

- All pupils have the right to learn in a safe and calm environment. Pupils take responsibility for their own conduct. We believe that behaviour is a shared responsibility; when schools and families work together in partnership, pupils feel secure and boundaries are clear. We expect parents and carers to support the academy's decisions regarding behaviour.

Principle 4: Inclusivity

- Pupils understand that we are an inclusive community where everyone will be treated equitably. We make reasonable adjustments in line with our duties within the equalities act. While our standards remain high, our strategies for support may be adapted.

Principle 5: Reflection and Restoration

- We use restorative conversations to reflect on and help pupils to understand the impact of their behaviour on others. We believe in the power of a fresh start. We support pupils in developing the emotional regulation and resilience required to manage their behaviour

Principle 6: Community and Relationships

- Positive staff-pupil relationships are central to our behaviour management, fostering a sense of belonging where pupils feel known and valued. Pupils must understand and follow conduct expectations within and around their community to ensure everyone feels safe and happy. We expect pupils to respect the law and the public. We promote cultural awareness to prepare pupils to be responsible local and global citizens.



4. Roles and Responsibilities

4.1 The Board of Trustees and Local Governing Bodies (LGB)

The Trust Board is responsible for approving the behaviour statement of principles and monitoring its effectiveness. The Trust Board holds each academy to account for the implementation of its supporting behaviour policy that adheres to the principles set out at trust level. Both the local governing body and board of trustees will monitor data on suspensions, exclusions, and safeguarding.

4.2 The Executive Principal/Headteacher

The Executive Headteacher/Executive Principal/Headteacher/Principal is responsible for ensuring that the academy's supporting behaviour policy adheres to the principles set out in this document. Through close monitoring and effective leadership the Executive Headteacher/Executive Principal/Headteacher/Principal will ensure that the behaviour principles and policy are implemented effectively.