



Blatchington Mill School

Governing Board Statement of Behaviour Principles

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Date to be reviewed: January 2027



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Governing Board Statement of Behaviour Principles

At Blatchington Mill School, behaviour is understood as a shared responsibility that underpins learning, wellbeing and inclusion. The Governing Board believes that high standards of behaviour, consistently applied and rooted in strong relationships, enable all students to thrive academically, socially and personally.

This Statement of Behaviour Principles sits alongside the school's Behaviour Policy and reflects the school's ethos, community values and established framework of Brilliant Blatch Behaviour. Together, these set out the culture, expectations and attitudes that define daily life at Blatchington Mill School.

The Governing Board sets these principles to ensure that:

- behaviour expectations are clear, ambitious and fair
- behaviour systems promote calm, order and purpose
- students are supported to develop self-discipline, responsibility and respect
- behaviour management contributes positively to safeguarding, inclusion and learning for all.

The detailed implementation of these principles is the responsibility of the Headteacher and staff through the school's Behaviour Policy.

High Expectations and a Culture for Learning

The Governing Board believes that high standards of behaviour are essential to securing high-quality education. Students learn best in a calm, orderly and purposeful environment where expectations are clear, relationships are positive and learning is not disrupted.

We expect:

- behaviour to support learning at all times
- routines and expectations to be clear, well understood and consistently applied
- students to develop self-discipline, responsibility and respect for others.

Right to Safety, Respect and Inclusion

The Governing Board is clear that every student has the right to feel safe, valued and respected. Behaviour systems must actively promote:

- positive relationships
- mutual respect between students and staff
- freedom from bullying, harassment, discrimination or intimidation.

The school's approach to behaviour must contribute directly to students' wellbeing, attendance, engagement and readiness to learn.



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Inclusion and Fairness

Blatchington Mill School is an inclusive community with high expectations for all. The Governing Board recognises that:

- some students, including those with SEND or additional vulnerabilities, may need differentiated or additional support to meet behavioural expectations
- reasonable adjustments must be made in line with the Equality Act 2010.

Support for individual students must be timely, appropriate and effective, while ensuring that the behaviour of any one student does not negatively affect the learning, safety or wellbeing of others.

Positive Behaviour, Recognition and Motivation

The Governing Board strongly supports a behaviour culture that:

- explicitly teaches expected behaviour
- recognises and celebrates positive conduct, effort and contribution
- motivates students to engage positively with learning and school life.

Recognition and reward are essential in reinforcing positive attitudes, sustaining high standards and encouraging students to take pride in their behaviour.

Consistency, Proportionality and Restorative Practice

When behaviour falls below expectations, responses should:

- be predictable, fair and proportionate
- be applied consistently by all staff
- focus on restoring relationships, improving behaviour and preventing recurrence.

The Governing Board supports a graduated and restorative approach, alongside clear consequences where behaviour is persistent or serious, in order to maintain a calm and respectful learning environment.

Safeguarding and Serious Behaviour

The Governing Board is unequivocal that:

- safeguarding is central to behaviour management
- serious misbehaviour, including bullying, discriminatory or prejudiced behaviour, violence or threatening conduct, will not be tolerated.

Reasonable force by trained staff may only be used in accordance with statutory guidance and solely to prevent harm, maintain safety or uphold good order, as set out in the Behaviour Policy.



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Exclusion

The Governing Board believes that suspension and permanent exclusion are measures of last resort. They may be used only when:

- there have been serious or persistent breaches of the Behaviour Policy, or
- allowing the student to remain in school would seriously harm the education or welfare of the student or others.

All exclusions must follow statutory guidance and be subject to appropriate governance oversight.

Roles, Accountability and Governance

- The Headteacher is responsible for the strategic leadership and day-to-day implementation of the Behaviour Policy.
- Staff are expected to model positive behaviour and apply expectations consistently.
- Students are supported and encouraged to take responsibility for their actions.
- Parents and carers are key partners in promoting positive behaviour.
- The Governing Board monitors behaviour outcomes, culture and consistency, holding leaders to account for impact, while not becoming involved in individual behaviour cases, except where required through its statutory or delegated responsibilities, including complaints, exclusions and disciplinary panels in line with the school's policies and statutory guidance.

Review

This Statement of Behaviour Principles is reviewed and approved by the Governing Board annually, or sooner if required by changes to legislation or inspection guidance.