



# **DDAT Trust Statement of Behaviour Principles**

**September 2025**

**Approved by the Trust Board on: 24<sup>th</sup> October 2025**

**To be reviewed: October 2026**

## **DDAT Trust Statement of Behaviour Principles**

As a Trust, we have strong beliefs about how children and young people should be treated. While each school will have its own Behaviour Policy, these principles provide a blueprint for a safe, inclusive, and relational culture where children and young people can learn, achieve, and thrive. Safety, wellbeing, and strong relationships are our first priorities, ensuring that every child, young person, and adult feels secure, valued, and supported.

As a Church of England Trust, we believe that every child and young person is made in the unique image of God, with their own talents and strengths. In our schools, we aim to recognise these so that all can flourish as God intended, 'living life in all its fulness' (John 10:10). Our approach is evidence-based and grounded in attachment and trauma principles, recognising that behaviour communicates experiences, needs, and emotions.

Our Trust values of inclusivity, integrity, community, excellence and courage are central to these principles. We focus on fostering qualities that enable people to flourish together. We behave ethically to support decision making and to ensure a sustainable future for all, remaining grounded in the Christian understanding of truth and righteousness. Our teamwork emphasises the qualities of character necessary for living well together. At all times we reach for the highest standards in all of our endeavours. We learn to cope wisely when things go wrong.

The purpose of our schools is to provide a first-class education for all because we believe that every child and young person has the power to achieve, regardless of their background or starting points. We understand that safe and welcoming environments help children and young people regulate their emotions, build positive relationships, and access learning so they can thrive academically, socially, and emotionally. Adults guide, protect, support, and nurture children and young people, helping them navigate challenges and repair relationships when difficulties arise.

In our schools, we want children and young people to be guided by intrinsic motivation – doing the right thing because it is right – within clear boundaries and predictable routines. Adults model and teach strategies that support self-regulation in an age- and stage-appropriate way, helping children and young people develop confidence, self-worth, and resilience for life's ups and downs. When consequences are needed, they are proportionate, reasonable, restorative, and never shaming, enabling children and young people to put things right, learn from the experience, repair harm, and strengthen relationships. Some will need additional support, and adults provide consistent guidance, co-regulation, and role-modelling to help them grow in self-awareness and emotional resilience.

We know that some children and young people may find it harder to manage their behaviour. In our schools, we seek to understand the needs and experiences behind these difficulties, recognising behaviour as a form of communication. We demonstrate unconditional positive regard for all, responding with empathy, patience, and respect. Equity and inclusion underpin our approach. Every child and young person is given what they need to thrive, which may look different for different individuals. This includes tailored support and adaptations for those with additional needs or barriers to learning, ensuring that all can participate fully in school life and flourish.