



ASPIRIO

Registered office : The Braes,
Granville Road, Bath. BA1 9BE

ASPIRIO LTD BEHAVIOUR POLICY

This policy applies to all members of Aspirio Ltd (including mentors, mentees, parents and carers, and community users) who have access to and use digital systems related to Aspirio Ltd.

Created March 2025

The following review date is March 2026

Scope of the Behaviour Policy

Aspirio Ltd operates a flexible, individualised behaviour policy that sets out our expectations of our students and appropriate restorative approaches should these expectations not be met. We align with existing school policies where the young person is attached to a mainstream school. However, we believe that a structured individual behaviour support approach is the best approach for our students, and it aligns with the bespoke nature of the provision we offer.

Aspirio Ltd Expectations

We expect all mentees to try and respect their efforts in return. We are mindful that many young people we work with have different circumstances and needs. As such, we adopt a flexible approach to applying this within our setting, allowing time for reflection and restorative work.

In our community, we achieve success by:

- ❖ Valuing Others
- ❖ Encouraging high aspiration and a love of learning
- ❖ Creating a safe learning environment
- ❖ Showing tolerance, respect and fairness
- ❖ Providing rewarding learning experiences
- ❖ Listening to and respecting others' views
- ❖ Offering diverse opportunities
- ❖ Appreciating and embracing diversity
- ❖ Recognising and celebrating all achievement
- ❖ Preparing for independence and future challenges



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Good behaviour forms the basis of high-quality sessions. Therefore, we ensure that the children and young people we work with feel secure and know where they can seek support should they need it. As staff, we help provide this security and knowledge; as parents and guardians, we ask you to do the same. We have a collective responsibility to ensure that we maintain the well-being of the students we work with. All we ask in return is that you, as a student, treat the people you interact with respectfully. During our sessions, we encourage the safe use of all forms of technology. It is the responsibility of all employees to reinforce this message. This ensures that you are not at risk from external influences whilst undertaking education with us.

Communication with parents will be made in case of severe or persistent breaches of our expectations. We must ensure that our mentors have a happy and safe working environment. We endeavour to offer a holistic service that considers all the individual's needs, including their behaviour, which is why all behaviour support is compiled individually. These stages should be applied to each student's individual behaviour support plan and risk assessment. Therefore, the guidance contained in this document should always be done in conjunction with additional advice. We encourage positive outcomes and restorative approaches where we can use restorative justice rather than punitive sanctions for our students. A restorative approach focuses on mediation and agreement rather than punishment. Severe/dangerous acts are, however, things that we must take a firmer approach to, for example, violent or threatening behaviour or being under the influence of controlled substances. We will endeavour to support every student, but we are here to provide an opportunity to support education and have a duty to ensure that our employees feel safe. If we believe that the risk is too significant, we will ask that you no longer use our services.

As we focus on an individualised approach, all sanctions should be taken with that in mind. Involving external services is a last resort, and only if we have exhausted all other avenues or the behaviour warrants such involvement can we be involved.

- ❖ Violent or aggressive behaviour = Restorative initial approach/mentoring. Communication with parents/guardians. If persistent, terminate the session and refer it to the management team.
- ❖ Swearing/Inappropriate language directed towards mentor = Restorative initial approach/mentoring. Communication with parents/guardians.
- ❖ Refusal to participate in planned session = Restorative initial approach/mentoring