

Path Hill Outdoors

Prosocial Behaviour Policy

Status:	Updated Policy Date:	Scheduled Review:
Voluntary National Standard	September 2025	September 2026

Aims

Path Hill Outdoors focuses on using nature and therapeutic approaches to promote positive experiences and wellbeing for all students, leading to better emotional and educational outcomes. We strive to foster a culture that encourages engagement, emotional and social intelligence, self-discipline and respect for others and the environment.

Many of our students have complex Social, Emotional, Mental Health (SEMH) needs and have disrupted and inconsistent experiences of school and learning. Many also face significant challenges in their lives or have experienced Adverse Childhood Experiences (ACEs).

We understand that behaviour is a form of communication. It is imperative that our Prosocial Behaviour Policy reflects these challenges, is consistent, and remains responsive to the specific needs of our individual students.

This policy aims to enable us to:

- Create a positive culture that promotes and teaches prosocial behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- Provide a consistent approach to behaviour management that is applied equally and with equity to all students.
- Give students opportunity to reset, learn new skills and feel success through positive feelings and promotion of prosocial behaviours.
- Empower student with prosocial skills to reengage with education and move onto the next steps in their educational journey.

Legislation, Statutory Requirements, and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Keeping Children Safe in Education 2025](#)
- [Working together to safeguard children 2023](#)
- [Alternative Provision: Effective Practice and Post 16 Transition 2017](#)
- [Searching, Screening and Confiscation: Advice for schools 2022](#)
- [The Equality 2010 advice and schools 2014](#)
- [Exclusion from maintained schools, academies, and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies, and student referral units in England, including student movement 2022](#)
- [Use of reasonable force in schools 2015](#)

- [Supporting students with medical conditions at school 2015](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [The Children and Families Act 2014](#)
- [The Children Act 1989](#)
- [The Children Act 2004](#)
- [The Children and Social Work Act 2017](#)

Guiding Principles

Planning for and managing students' behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of students;

- We all have the right to feel safe
- We all have the right to work and learn
- We all have the right to be respected
- We all are responsible members of the Path Hill community

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of our Prosocial Behaviour Policy.
- Creating a calm and safe environment.
- Creating an atmosphere whereby students and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Consistently promoting prosocial behaviour i.e. 'treat others as we would like to be treated'.
- Facilitating learning about relationships and behaviour.
- Endeavour to use different approaches to therapeutic behaviour principles to meet the needs of individual students.

The SMT are responsible for:

- A positive ethos by establishing a happy, safe, secure and well-maintained environment.
- Ensuring that no student will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.

- Effective monitoring and review of behaviour through information from daily debriefs and reviews, monitoring CPOMS and termly reports.
- Recording and monitoring notable incidents on CPOMS, taking steps to ensure that they do not reoccur.
- Regular training on a whole staff basis and for individuals both as part of PHO's induction process and as part of an individual's training needs.
- Liaising with parents/ carers and referrers to gain updated contextual information that could inform student programmes, and advise them with how to promote prosocial behaviours at home/school/community.

The staff are responsible for:

- Having an understanding of the student's needs and interests in order to plan for and deliver a programme that will help them develop prosocial skills.
- Pro-actively seeking ways to avoid antisocial and dangerous behaviours arising through priming students about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual students according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that students behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur.
- Enabling students to take an increasing responsibility for their own learning and conduct.
- Ensuring there is effective supervision of all students at all times.
- Ensuring that new students understand the procedures and guidelines that are in place.
- Attending daily briefings and debriefings where the experience and skills of our staff is pooled and behaviour strategies for specific students and specific incidents developed.
- Attend regular staff training on the topics (not limited to) neurodivergence, trauma, SEND, therapeutic approaches and health & safety.

Parents/Carers are responsible for:

- Accepting, contributing to and supporting PHO's therapeutic approach for staff and students
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping PHO well informed about situations at home that could affect their child's behaviour

- Attending meetings when requested.

Referrers, including schools and SEND Case Officers, are responsible for:

- Accepting, contributing to and supporting PHO's therapeutic approach for staff and students
- Completing the referral pack to the best of their knowledge, including sharing any behavioural risks or triggers, individual student risk assessments or handling plans and any available information on recent or historic episodes of Antisocial behaviour.
- Invite PHO to meetings such as TAFs, Annual Reviews and CiN meetings, as appropriate.

Students are responsible for:

- Becoming increasingly responsible their own behaviour and learning, and the PHO environment.
- Taking responsibility for their own actions and understanding the consequences they will have.
- Showing respect for themselves, each other, resources and the environment.
- Valuing each other's opinions.

A Therapeutic Approach

We respond to the individual needs of our students and ensure that every student enjoys the benefits of a calm and positive learning environment where emotional wellbeing is a high priority. Our students may have risk factors in their lives which mean they are more likely to have negative feelings which lead them to display negative behaviours. Positive experiences lead to positive feelings and prosocial behaviours. We want all of our students to have as many positive experiences as possible to support our teaching of prosocial behaviours.

When we use a therapeutic approach, we:

- Analyse behaviour rather than moralise it
- Look for the root causes from feelings and experiences
- Model therapeutic practices with all students, adults, parents/carers or visitors
- Use carefully chosen language that is outcome and resolution focused rather than emotive
- Recognise and prioritise the employment of techniques that will de-escalate, defuse and discourage antisocial behaviour.

Positive relationships between students, their peers and adults are integral to the effective implementation of this policy.

Types of Behaviour

Prosocial- Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour (sometimes referred to as 'difficult')- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others. These behaviours may include, but are not limited to: Walking away from an instructor or peer when they are talking to them, refusing to wash up their bowl after lunch, not listening to instructions.

All of these behaviours could be a sign of needing help, attention or that they are bored or impatient. *No unsocial behaviour should need SMT support unless it is persistent and disruptive and therefore becomes Antisocial.*

Antisocial Behaviour (sometimes referred to as 'dangerous')- Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person. Antisocial behaviours may include, but are not limited to: aggressively shouting at an instructor or peer, damaging property, stealing. Dangerous Antisocial behaviours may include, but are not limited to: Absconding, spitting, punching, throwing furniture/property, physical or verbal bullying.

If Antisocial behaviour is persistent and disruptive, SMT must be contacted for support/intervention. Dangerous Antisocial behaviour is likely to need SMT support/intervention. Any SMT support/ intervention will be communicated to parents/carers and referrers.

Strategies

Everyone at Path Hill Outdoors recognises and prioritises the employment of techniques that will de-escalate, defuse and discourage Unsocial/Antisocial/Dangerous behaviour. We understand the importance in responding to Unsocial behaviour in a de-escalating manner, so that it does not drive the behaviour to become Antisocial or Dangerous.

All staff follow the PACE model, which is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security through the themes of Playfulness, Acceptance, Curiosity and Empathy. This approach will promote positive feelings and consequently Prosocial behaviours.

We employ the four 'R's of responding' (Dr Bruce Perry) to support students to learn, think and reflect.

<p>REGULATE <i>(Teaches student how to shift states)</i></p>	<ul style="list-style-type: none"> • Consider that the child may be in a negative stress system such as; Fight or Flight system or Freeze system. • Regulation activities include; <ul style="list-style-type: none"> • sensory activities in the environment, such as kicking leaves, balancing on logs or hitting a tree trunk with a stick, • mindfulness such as box breathing or listening activities, • distraction • change of instructor • job or errand • crunchy snack.
<p>RELATE <i>(Teaches student relationship building)</i></p>	<ul style="list-style-type: none"> • Use a warm, friendly, expressive face. Use positive body language. Be attentive and in tune. • Acknowledge feelings and meet body language. Let them know you are on their team. • Overcompensate for their past experiences.
<p>REASON <i>(Teaches student)</i></p>	<ul style="list-style-type: none"> • Reduce your words, chunk information. • Use multi-sensory techniques to describe or relay facts such as visual resources or comic book conversations. • Drop the subject into a play situation or relate to own feelings/experience.
<p>REPAIR <i>(Teaches student how to shift states)</i></p>	<ul style="list-style-type: none"> • Fix it together – clear it up, mend it, give time back. • Random acts of kindness – think of something that may make that person feel better. • Avoid asking to say ‘sorry’, could ask them to check someone is okay. • Do something together to reduce the shame.

SMT Assistance Procedure for Anti-social behaviour:

- Telephone call to SMT – Signifies dangerous anti-social behaviour - support from SMT needed.
- SMT will support staff member. They may need to take over working with the student, if a change of face is needed will de-escalate.
- If a child leaves the site, employ the Going Missing Procedure.
- Parents/ carers and referrers contacted.

- SMT to record on CPOMS, with input from instructor.

Liaison with Parents/Carers and Referrers

Path Hill Outdoors liaises regularly with primary care-givers, parents and referrers and produces reports each term. A report will also be prepared for Annual Reviews, EHCP Reviews and other meetings involving any services supporting the student.

If there is a significant behavioural incident at Path Hill involving a student, a full incident report/ timeline of events will be written up by the adults involved and parents/carers/ referrers informed.

If we feel it would be of benefit to the student or that we need to employ further strategies in managing behaviour, we will ask for a meeting with parents/carers and other relevant parties to discuss the way ahead in more detail.

On occasions it may be necessary to give the student 'time out' from Path Hill. A meeting with parents is required before the student is re-introduced to Path Hill.

Our woodland environment and therapeutic approaches enable students to feel regulated and successful. Should a student need further support in managing their behaviour, their programme will be reviewed by SMT and extra support given where possible, including a review of their placement.

Bullying

Please refer to the Anti-Bullying policy.

Use of Reasonable Force

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. Everyone at Path Hill Outdoors recognises that the use of physical management may only be employed when there is a real and immediate danger to the health, safety and wellbeing of staff, students or members of the public or property. Further details of our approach to physical management can be found in our *Use of Physical Intervention* policy.

Monitoring, Assessment and Evaluation

- Dynamic therapeutic risk assessments will be continually evaluated by instructors and SMT during daily briefings and debriefings.
- Rickter Scale Wellbeing Surveys is used as a form of measuring progress for student's SEMH.
- Daily reviews inform a termly report on the progress of prosocial behaviours and other 'soft skills', which is shared with parents/carers and referrers.

- Progress across the cohort is monitored by the 1 to 1 manager and the impact of our approach is evaluated annually.

Reviewed by

A handwritten signature in black ink, appearing to read "Julia Warwick", written in a cursive style.

Julia Warwick- Director September 2025