



## IAT Behaviour Policy - PRS Annex 1

# PRINCES RISBOROUGH SCHOOL Behaviour Management Practice

<b>Audience</b>	Students, Parents/Carers, Staff & Visitors
<b>Date Issued</b>	October 2025
<b>Agreed by the Local Governing Body</b>	January 2026
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### 1. Principles of Princes Risborough School Behaviour Management Practice

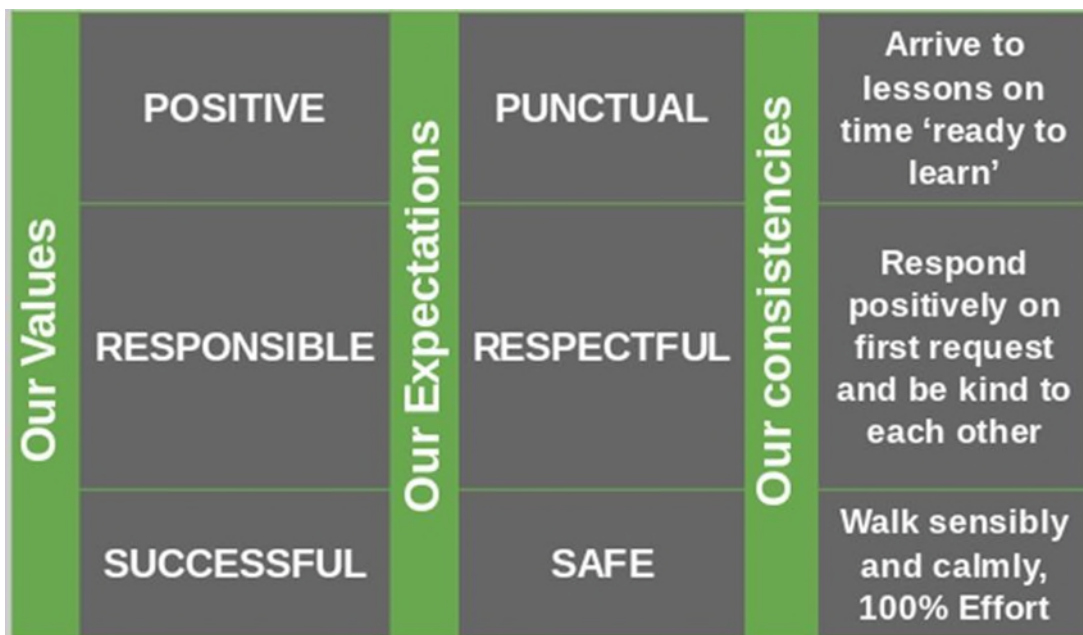
The school will apply the IAT Behaviour Policy consistently, fairly and equitably to create a well-ordered, calm, safe, nurturing and inclusive environment to support effective and engaging learning reflecting the school values:

**Positive ~ Responsible ~ Successful**

The expectations and the respective roles and responsibilities of students, parents and staff, in implementing the principles of the IAT Behaviour Policy at this school are outlined in the [Home School Agreement](#). Reminders of the school rules and expected standards of behaviour will be displayed around the school site.

We will support students to have a positive attitude and maintain high expectations for themselves and those around them. All members of the school community have a right to be treated with kindness, understanding and respect, behave in a way which allows

others to achieve and succeed, to take ownership of their own actions, and to learn from them.



At PRS we believe in having a *positive and respectful culture established through high expectations that are understood and applied by all stakeholders.*

## 2. Responding to Good Behaviour - Recognition and Rewards

At Princes Risborough School we believe that students should be rewarded for being 'PRS' (Positive, Responsible and Successful).

Through our online rewards platforms all staff on site have the responsibility and opportunity to award Achievement Points to any students when they have demonstrated good behaviour, achievement or contribution to school life inside or outside of the classroom. At PRS, we believe that there should be high levels of reward, knowing that 'success breeds success' and that a reinforcement of good attitude and behaviour is affirming in shaping good outcomes.

Rewards are communicated to students and parents and carers via Arbor. The student council and staff had ownership in the development of the Rewards system.

The Achievement Points system encourages personal achievement as well as corporate responsibility. It works in conjunction with the Behaviour Points system (which tracks negative or undesired attitude or behaviour) with a net outcome of 'Conduct Points' which leads to rewards.

Further to these rewards and as part of the process students can also achieve recognition through:

<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Written praise in books</li> <li>• Praise on a postcard</li> <li>• End of term celebration events</li> </ul>	<ul style="list-style-type: none"> <li>• Contact home via email/phone</li> <li>• Attendance certificates</li> <li>• Head of Year commendations</li> <li>• Annual achievement ceremony</li> </ul>
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Staff are encouraged to recognise the positives, so there is a deliberate strategy to seek a number of additional praise worthy moments.

### 3. Responding to Poor Behaviour (Support and Sanctions)

See Appendix 2 (Examples of Unacceptable Behaviour), Appendix 3 (Managing and Responding to Unacceptable Behaviour) and Section 6 of the IAT Behaviour Policy. The school makes full use of the support strategies available through the Trust as detailed in Appendix 3 to the Trust Policy.

#### 3.1 Staged Response to Sanctions

The school operates a staged approach of sanctions for inappropriate behaviour. Such an approach takes account of the nature of an incident, a student's previous behaviour and the impact of the incident on the learning and wellbeing of other students. Students will be encouraged to take responsibility for their own learning and behaviour and the development of a positive behaviour culture within the school. They will also be helped to recognise the consequences of inappropriate behaviour. **See IAT Behaviour Policy Appendix 3 for the range of sanctions and support available.**

This section details the school's procedures for implementing the behaviour management strategies where there is scope for personalisation to reflect the context of the school.

#### 3.2 Detentions

Princes Risborough School uses detentions as a sanction for students to reflect on a specific aspect of being 'PRS' (Positive, Responsible, Successful') that they have not achieved.

Reasons for detention may include, but is not limited to: persistent lateness, persistent disruption, persistent poor uniform and lack of equipment, high number of behaviour concerns, failure to attend sanctions and general poor behaviour within the school environment. **Persistent disruption is monitored and may result in Reset (an internal exclusion system) and/or suspension.**

**Parental consent is not required for detentions.**

**Parents do not have the right to refuse their child's attendance at a detention.**

If students cannot attend an after-school detention on a particular day, and there is a valid reason for this, the student and/or home and communicate with the relevant RAO who will re-arrange this detention as appropriate.

#### After School Detentions:

	Duration	Time	Notice*
Centralised - Mon to Fri	1 Hour	3.15-4.15pm	24 hours
Head of School - Mon - Fri	1 Hour 30 mins	3.15-4.45pm	24 Hours
Homework- Fri	2 hours	3.15-5.15pm	24 Hours

Students that are sitting a detention are expected to arrive on time and work in silence. Students may use detention time to complete classwork/homework, revision or reading.

Students that fail to adhere to these expectations will be asked to leave – further sanctions will be arranged by the Head of Year.

Failure to attend the detention may result in an escalated sanction.

The school will inform parents/carers of any after school detentions issued, so that transport arrangements can be made.

Detentions can be undertaken during staff training days identified in the school calendar. Notification of any detention will be given by an email, SMS text or phone call.

### **Break or Lunchtime Detentions:**

Students who are repeatedly late to school or lessons will receive lunchtime detentions. Students may also be asked to attend detentions with their classroom teacher, Form Tutor or Head of Year as a sanction as per the 'Staged Response'.

\*Notifications of any detentions will be given by an email, phone call or SMS. If the student is off-site on the day of the detention, their detention will be rescheduled for when the student returns to school.

There will be times where it is necessary for the school to enforce more serious consequences than a detention due to the nature of the behaviour. For any report of a serious incident, the school will investigate thoroughly, using evidence such as pupil, staff and witness statements, CCTV and physical evidence, to enable the school to determine, on balance of probability, what most likely occurred. (Refer to IAT Behaviour Policy and IAT Suspensions and Exclusions Policy).

### **3.3 Classroom Management**

At PRS we operate a system in lessons which serves to allow the student opportunities to address their negative behaviours whilst remaining in the lesson. This is a staged response escalating from 1 to 3.

1. **WARN\*** = Verbal correction about disruptive behaviour – reinforce the expectation by clearly describing the desired behaviour in the praise and 'nudge' the norms of the class by using inclusive language (we/us)
2. **MOVE\*** = Student is moved to another seat in the classroom where possible (Behaviour point added). At this stage departments can issue break time detentions and afterschool detentions, Monday to Friday and up to 20 minutes in duration. This could be for lack of homework or repeated disruption.
3. **REMOVE** = Student is removed from the classroom to an exit room (Behaviour point added). The student stays in the exit room for at least that lesson. They may remain out of circulation in some cases depending on behaviour. Failure to go to the exit room will escalate the consequence.

Any removal from the classroom will result in a phone call/email home and a centralised detention after school 3.00-4.00 pm, within 48 hours. This applies to all students choosing to attend Princes Risborough School.

\* In certain circumstances where the behaviour poses a health and safety risk, or is deemed to be more serious, a member of staff may need to instantly go to 'Stage 3 REMOVE'.

Further sanctions may also apply, such as the Reset room which is open until 4.00 pm. Heads of Year may also issue after school sanctions based on the number of Behaviour Concerns accumulated within a fixed period.

### **3.4 Reflection**

#### **Exit room**

Each department has an 'Exit Room' rota whereby a student who has failed the 'Warn' and 'Move' elements of the behaviour system will be 'Removed' to the Exit Room. Usually these are rooms within the same department where a student has access to the lesson they were previously in but also an opportunity to reflect on the reason for being removed.

#### **Reset room or alternative Reset opportunity.**

The Reset Room (a separate room within the school that is staffed) is used by students who:

- have undertaken a sufficiently serious breach of the school expectations that they require immediate isolation for that lesson or the remainder of the day
- repeatedly behaved in a manner which damages the learning environment of the other students / or has demonstrated disrespect towards staff or students
- behaved in a way that is not consistent with the school ethos and has been deemed by the Head of Year or a member of the Leadership Team to require such a consequence
- have received 3 or more removes in a week or 2 in a day
- have behaved poorly during social time
- have built up a number of behaviour points deemed unacceptable by HOY or SLT.
- have been involved in an incident that requires them to be out of circulation whilst further investigation takes place

#### **Reset Procedures:**

- Students who have returned from a fixed term suspension will usually spend at least one day in the Reset room on return as part of their sanction.
- Students may be placed in the Reset room for up to 10 days, but maybe longer in certain situations if necessary. During this time students will receive online resources and various pastoral interventions and, when possible, some curriculum teaching. Students can also be directed by the Head of School to complete Reset at another school in the Trust.
- Sometimes, despite our best efforts, young people can become very dysregulated and as a result they will experience a crisis. At this stage, their fight or flight response will be engaged and therefore their 'thinking' brain/higher' brain will be offline. Reset is also used to help regulate students and give them time and space to reflect.



# READY TO LEARN



**POSITIVE, RESPONSIBLE, SUCCESSFUL**

**PRS EXPECTATIONS  
PUNCTUAL, RESPECTFUL, SAFE**

## BEHAVIOUR REWARDS

 <p><b>WARN</b></p> <p>EXPECTATIONS MADE CLEAR (P-)</p>	 <p><b>POSITIVE</b></p> <p>CLASSWORK HOMEWORK ATTITUDE</p>
<b>- P +</b>	
 <p><b>MOVE</b></p> <p>BEHAVIOUR CONCERN ON SIMS DEPT SANCTION (R-)</p> 	 <p><b>RESPONSIBLE</b></p> <p>SUBJECT SPECIFIC PROGRESS EFFORT</p> 
<b>- R +</b>	
<p><b>REMOVE</b></p> <p>TO THE EXIT ROOM 5- BEHAVIOUR CONCERN CENTRALISED DETENTION SET SHOD PHONE CALL HOME</p>	 <p><b>SUCCESSFUL</b></p> <p>HOD/HOY/SLT RECOGNITION CONTRIBUTION TO SCHOOL LIFE EXEMPLARY WORK</p>
<b>- S +</b>	
<ul style="list-style-type: none"> <li>• 2 EXITS IN A DAY = 1 DAY EXTERNAL EXCLUSION AND 1 DAY IN RESET</li> <li>• 3 EXITS IN A WEEK = 1 DAY INTERNAL EXCLUSION</li> <li>• FAILURE TO GO TO THE EXIT ROOM = RESET ROOM</li> <li>• WALK OUT OF LESSON WITHOUT PERMISSION = 1 HR DETENTION</li> <li>• REFUSAL TO GO TO RESET = EXTERNAL EXCLUSION</li> <li>• 5 R-'S IN WEEK = 1 DAY RESET</li> </ul>	<p><b>DOWNLOAD EPRAISE APP PRAISE ON POSTCARD HOUSE PRIZES AWARDS ASSEMBLIES LETTER HOME REWARDS DAY EPRAISE SHOP</b></p> <p>250 = HUB VOUCHER 500 = £5 AMAZON VOUCHER 750 = £7.50 AMAZON VOUCHER 1000 = £10 VOUCHER</p>