



Kingstone
ACADEMY TRUST

Expectations Guide

Achieving Success Together



Preface

This booklet explains the expectations, routines and values that help us create a calm, safe and successful learning environment at Kingstone High School.

It outlines how we support positive behaviour, recognise success and respond when behaviour falls below expectations. Clear expectations, strong relationships and effective communication between school and families help ensure that every student can succeed.

The information within this booklet has been drawn from the following key policies:

- Attendance Policy
- Behaviour Policy
- Behaviour for Learning Procedures
- The Home - School Agreement
- Safeguarding Policy
- SEND Policy
- Suspensions and Permanent Exclusions Policy
- Uniform Policy

By presenting this information in one place, the school hopes to provide clear guidance about our expectations, whilst also clarifying the systems we use to maintain our standards.

Throughout this booklet we explain both what we expect students to do, and why these expectations are important. Our goal is not only to maintain high standards of behaviour, but also to help students develop the habits, attitudes and character that will support them throughout their education and beyond.





Contents

Message from the Head	03
Behaviour and Culture	04
The Behaviour Curriculum	05
Our Behavioural Expectations	06
Uniform Expectations	07
Attendance Expectations	10
Recognising Positive Behaviour	11
When Behavioural Issues Arise	13
Consequence Escalation Process	19
Reasonable Adjustment	22
Working in Partnership	23

Message from the Head



At Kingstone High School, we are committed to creating a calm, safe and purposeful environment where every student can succeed.

Our vision of 'Achieving Success Together' reflects our belief that high expectations, strong relationships and consistent routines are key to this, underpinned by our core values of kindness, perseverance and respect.

This booklet outlines the expectations and systems that support positive behaviour across the school.

By being Ready, Respectful and Safe, students help create an environment where everyone can learn and feel valued, while demonstrating kindness towards others, perseverance in their learning, and respect for the school community.

We recognise that students are developing and will sometimes make mistakes. Our role is to respond consistently and fairly, supporting students to reflect, improve and make positive choices. Through this, we encourage students to show perseverance, take responsibility, and act with kindness and respect. At the same time, we celebrate the many examples of positive behaviour within our school community.

Working in partnership with families is essential. Together, we can ensure that all students are supported to achieve their best and make the most of their time at Kingstone High School.



Behaviour and Culture

Put simply, behaviour describes what we expect our students to do, while culture explains why our expectations matter.

Behaviour

Behaviour is the way we act and conduct ourselves in school. It includes how students behave in lessons, how they move around the building, how they treat others, and how they approach their learning.

As part of our responsibility to prepare students for adulthood, we explicitly teach positive behaviour. Students are shown what good behaviour looks like, taught why it is important, and supported in developing the skills needed to meet our expectations.

To achieve this, we recognise and reward positive behaviour while providing clear and consistent responses when expectations are not met.

Positive behaviour is not only important for success at school; it is the foundation on which future success is built.

Culture

While behaviour describes what we do, culture explains why we do it.

Our culture is rooted in our vision of 'Achieving Success Together'. Success is not defined solely by examination results, but also by the kind of people our students become.

We aim to develop young people with strong character, a clear sense of right and wrong, and the confidence to make a positive contribution to the world around them.

A positive culture makes students feel secure and supported, staff can focus on delivering high-quality teaching and learning, and families can be confident that their children are part of a safe and purposeful school community.



The Behaviour Curriculum

At Kingstone High School, behaviour is not simply something we expect from students; it is something we actively teach and develop.

Just like academic subjects, positive behaviour is taught through clear explanations, modelling, practice and reinforcement. Students are shown what positive behaviour looks like in different situations, and staff consistently reinforce these expectations.

This includes learning how to:

- Participate positively in lessons.
- Move calmly and responsibly around the school.
- Arrive at lesson prepared and ready to learn.
 - Communicate respectfully with others.
- Follow instructions promptly without disruption.
- Respond appropriately to feedback and guidance.
- Take responsibility for their learning and behaviour.

By teaching these skills explicitly, we help students develop the habits and character needed for success both in school and in the future.



The Learning Environment

Every student has the right to learn in a calm, safe and supportive environment.

Our behaviour systems are designed to protect this learning environment for all members of the school community.

When expectations are met, classrooms remain focused and productive, allowing teachers to concentrate on teaching and students to concentrate on learning.

All students are expected to take responsibility for their behaviour and to follow the school's expectations at all times. Clear routines and consistent responses help students understand what is expected of them and provide the structure needed for positive behaviour to develop.

By maintaining high expectations and clear systems, we ensure that Kingstone High School remains a place where students feel safe, supported and able to achieve their best.

Our Behavioural Expectations

What We Expect

Our behaviour expectations are built around three key principles: Ready, Respectful and Safe. These expectations guide how students behave in lessons, around the school site and when representing the school in the wider community.

Ready

Arriving on time, bringing the correct equipment, wearing the correct uniform, and engaging positively with learning.

Respectful

Treating staff and fellow students with kindness and consideration, listening to instructions, and valuing the contributions of others.

Safe

Moving calmly around the school, upholding expectations on the way to/from school, and maintaining a safe/orderly environment.

Why This Matters

Clear expectations help create a school where everyone can learn, feel safe and succeed.

When students show respect for others and take pride in their school, it helps create a positive community where people feel valued and supported. Strong relationships between students and staff are an important part of this.

Listening to instructions and responding positively helps the school day run smoothly. When lessons start promptly and students remain focused on their work, more time can be spent focusing on teaching and learning.

Moving calmly around the school and behaving responsibly helps to maintain an orderly environment where everyone can feel comfortable and safe. This is of particular importance when considering our students with additional needs.

By completing the work set by staff and approaching their learning with effort and determination, students develop the confidence, resilience and work ethic that will support them in school and beyond.

Together, our Ready, Respectful, and Safe behaviours help create the calm and purposeful environment that allows everyone in our community to learn and succeed.

Uniform Expectations

What We Expect

Students are expected to wear the correct school uniform every day, take pride in their appearance, and have the right equipment needed for their lessons.

Compulsory school items can be purchased using the following link: [Monkhouse Schoolwear](#), or at Clubsport in Hereford.

Boys Uniform

Compulsory items with School Logo:

Navy Blazer, Navy Tie (Yr 10/11), Navy Tie with Diagonal Gold Stripes (Yr 7/8/9 only), Polo Shirt, 1/4 Zip Training Top.

Essential Items:

Light Blue Full Collared Shirt, Navy Trousers, Plain Navy/Black/Dark Grey Socks, Black Shoes, a Plain Dark Coat.

P.E. - Navy Blue Shorts, Navy Blue Tracksuit Trousers, White Trainer Socks, Trainers, Football Boots.

Girls Uniform

Compulsory items with School Logo:

Navy Blazer, Navy Tie (Yr 10/11), Navy Tie with Diagonal Gold Stripes (Yr 7/8/9 only), Polo Shirt, 1/4 Zip Training Top.

Essential Items:

Light Blue Full Collared Shirt, Knee Length Navy Skirt or Trousers, Plain Navy/Black Socks or Tights, Black Shoes, a Plain Dark Coat.

P.E. - Navy Blue Shorts/Skort, Navy Blue Tracksuit Trousers, White Trainer Socks, Trainers, Football Boots.

Note: Students who do not adhere to school uniform expectations will be issued a 'uniform slip' in the first instance, this will specify a set date by which the uniform infraction needs to be addressed. Failure or refusal to meet this deadline will result in the student being placed in our internal work room until the uniform issue is resolved.

School Equipment

Students are expected to come fully equipped with the appropriate equipment for each day's lessons. Access to an English dictionary at home is essential, and Collins Easy Learner French Dictionary is strongly recommended to support homework and class activities.

All students must also be equipped with a pencil case containing the following equipment: 2x writing pens (black ink), 1x purple pen, 1x HB pencil, 1x highlighter pen, 1x ruler, 1x rubber, 1x calculator, 1x multimedia headset (earphones), 1x reading book.

It is recommended that students also bring in a water bottle that they can refill during the day.

Jewellery, Piercings, and Hairstyles

As clarified within the Kingstone School Uniform Policy:

- Students should not wear nail varnish, false nails, make-up or jewellery.
- The only piercings allowed are one small stud in each ear lobe and students may be asked to remove them for safety reasons in some lessons.
 - No other piercings are permitted and must be removed.
- Hair must be of natural colour and one colour only. Extreme styles such as shaved heads, mohawks, shaved patterns, etc. are not permitted.

Note: students who refuse to remove piercings, jewellery, make-up, fake nails, etc. will be placed in our internal work room (IWR) until the issue is resolved.



Mobile Phones

Please note that mobile phones are not considered to be necessary school equipment, as such, the school rule is that mobile phones must be 'not seen and not heard'.

If a mobile phone is brought to school it must be switched off and placed in the student's bag at all times. This rule applies at all times once students enter the school site, including break and lunchtime.

Within inspection frameworks, schools are required to establish clear and consistent behaviour systems that minimise disruption and enable students to focus on their learning. Limiting mobile phone use also helps us to reduce potential safeguarding risks, specifically around online bullying, inappropriate communication, or the unauthorised recording of others.

Note: If a student's mobile phone is either 'seen' or 'heard', the device will be confiscated and held for collection from the school office. Refusal to hand over a mobile phone will result in an automatic after-school detention being issued.



Why This Matters

Wearing school uniform and having the correct equipment helps students develop habits of professionalism that will support them in future education and employment.

School uniform helps create a strong sense of identity and belonging within our school community. When students wear their uniform, they represent the school and show they are part of something bigger than themselves.

By wearing their uniform correctly, students can take pride in their appearance and show that they have respect for themselves. This also increases the likelihood that they will be treated with respect by others.

Wearing uniform promotes equality, it helps ensure that students are recognised for their effort, character, and achievements, rather than the clothes they wear. This helps to reduce distractions and help students focus on what matters most, their learning.

Wearing school uniform and having the correct equipment helps students develop habits that prepare them for adult life, where many jobs have expectations around dress codes, uniforms, or the use of personal protective equipment.

Expectations around mobile phone use help students develop responsible habits when using technology. By keeping mobile phones away during the school day, students are able to focus on their learning and build the self-discipline needed for future education and workplaces where attention, professionalism and respect for others are expected.

Attendance Expectations

What We Expect

Our aim is for every student to achieve 100% attendance and be on time for every lesson, as this gives them the best possible chance of fulfilling their potential.

Our students are expected to:

- Attend school every day unless they are genuinely unwell, or there are exceptional circumstances.
- Behave responsibly if using school or public transport to travel to and from school.
- Arrive at school on time, and attend all of their scheduled lessons punctually.
 - Move swiftly between lessons to avoid disruption and minimise lost learning time.



Why This Matters

Every lesson matters. Attending school regularly is one of the most important factors when determining the likelihood of a young person's future success.

Consistent engagement with school enables students to build strong relationships with their teachers and peers, this further deepens the sense of school community, whilst also enabling access to the wider opportunities school provides.

Each day of learning builds on the one before it, and missing lessons can make it much harder for students to keep up with their learning and feel confident in class.

School is more than a place where students gain knowledge. It is where they develop the skills, habits and resilience that will support them throughout their lives. A key part of this is the development of routines and self-discipline, which help students take responsibility for their learning and approach challenges with confidence and perseverance.

Even small amounts of absence can quickly add up. For example, 90% attendance means missing one day of school every two weeks, this equates to 19 days of learning lost over a school year.

Recognising Positive Behaviour

We believe that positive behaviour should be recognised, celebrated, and encouraged. Students who demonstrate our expectations of being Ready, Respectful and Safe are regularly acknowledged for their efforts and contributions to our school community.



Staff recognise positive behaviour in a variety of ways, this includes:

- Verbal praise in lessons.
- Positive points recorded on the school system.
- Positive communication home to parents and carers.
 - Celebration in assemblies or tutor time.
- Displaying excellent work in classrooms or around the school.
- Recognition in school newsletters or on the school website.
- Opportunities to take on leadership roles within the school.
- Reward events/trips for students who consistently demonstrate positive behaviour.

Why This Matters

Recognising positive behaviour helps reinforce the values and expectations that shape our school culture.

When students are acknowledged for doing the right thing, it encourages them to continue demonstrating those behaviours and helps others see what positive behaviour looks like.

Celebrating effort, improvement and kindness also helps students develop confidence and motivation. It shows them that their actions matter and that their contributions to the school community are valued.

Rewards also strengthen relationships between staff and students. Positive recognition helps build a culture where students feel supported, respected and encouraged to do their best.

By celebrating positive behaviour, we help create a school environment where effort, kindness and responsibility are recognised and valued by everyone.

Consistent recognition also reinforces clear expectations, helping to create a calm and purposeful environment where positive behaviour becomes the norm.



When Behavioural Issues Arise

We recognise that students may occasionally make mistakes as they learn to manage their behaviour and meet the expectations of the school community. When this occurs, staff will address the behaviour calmly and professionally, making expectations clear and providing students with the opportunity to correct their behaviour and re-engage with their learning as quickly as possible.

To ensure fairness and consistency across the school, clear systems and procedures are in place to guide staff responses to behaviour. These systems are designed to minimise disruption to learning, maintain high expectations, and provide appropriate support and consequences when required.

As such, we currently use the following systems/processes:

- Go4Schools
- Remind - Warn - Intervene - Remove
 - Reset
- Internal Work Room (IWR)
- After-School Detention
- Internal Suspension
- External Suspension

Go4Schools

Go4Schools is our online reporting system which is constantly updated.

By logging in to Go4Schools, parents/carers are able to view their child's progress online, and access the following information:

- Real-time updates regarding school behaviour.
 - Daily and weekly timetables.
- Homework, including subject and deadlines.
 - Attendance levels for the academic year.
 - Progress reports, and attainment marks
 - Positive and negative behavioural points.



Remind - Warn - Intervene - Remove

To support positive behaviour in the classroom, whilst also giving students sufficient opportunities to make positive choices, our teachers utilise the following 4 step process:

1. Remind: The teacher will remind the student of the school's expectations.



2. Warn: The teacher will clarify the consequences if the negative behaviour continues.



3. Intervene: The teacher will apply the discussed consequence (e.g. seat swap, private conversation, reflective time, change of task, etc.).



4. Remove: The student will be removed from the classroom, going to Reset or IWR.

Being removed from a lesson due to the persistent disruption to the learning of others is a serious breach of school expectations, as such, class removals will be logged on Go4Schools, result in the deduction of three house points, and the automatic issuing of an after-school detention.

Following removal, a restorative conversation will be arranged with the associated teacher, generally completed during the after-school detention, with the aim of ensuring a fresh start to the next lesson, whilst also reducing the likelihood of ongoing issues.

Note: If a student's behaviour falls considerably below school expectations, or during lessons of particular importance (e.g. key assessments), teachers may escalate directly to the 'remove' stage to protect the safety/learning of others.

Reset

'Reset' is a standalone building located at the rear of the school site. It is open from 08:50 - 16:20 and acts as a short-term supervised space for students who have been removed from lesson.

The 'Reset' room is supervised by dedicated staff who are trained to:

- De-escalate students' behaviour.
- Support students to reflect on the actions which led to their removal from class.
- Help facilitate a restorative conversation with the teacher who initially removed them.

Students will remain in Reset until staff are confident they are ready to return to their lesson, or until the start of their next lesson.

Note: Students who are sent to Reset will automatically receive a 30 minute after-school detention.



Internal Work Room (IWR)

Our Internal Work Room (IWR) is located on the ground floor of the main building, it is open from 08:50 - 16:20, and supervised by a member of the school management team.

The internal work room is used for students who:

- Are unable to regulate their behaviour in Reset.
- Have already been removed from a lesson that day.
 - Refuse to attend their scheduled lessons.
- Have, or are being investigated for, serious breaches of school rules.

Students will remain in IWR for the remainder of their current lesson, based on the time that the student is admitted to IWR, they may also spend the duration of their following lesson in IWR too.

Students will be provided with work to complete whilst in IWR, either from their scheduled lesson, or content linked to behaviour management, self-regulation, and reflecting on how they can make more positive choices in the future.

Note: Students sent to IWR will automatically receive a 60 minute after-school detention.

After-School Detention

After-school detentions take place daily, and wherever possible, will be completed on the same day they are issued. After-school detentions are either 30 or 60 minutes in duration (commencing at 1520), with students either completing reflective work, or catching up on content they missed within the school day.

After-school detentions can be issued by any staff member, with common reasons including:

- Students' behaving in a way that reflects negatively on the school (e.g. littering, foul language, use of mobile phone on site, etc.).
 - Disrespectful behaviour towards staff, visitors or fellow students.
 - Refusal to follow instructions from a member of staff.
 - Intentionally moving around the school site in a disruptive or unsafe manner.
 - Not wearing the correct school uniform after being issued a 'uniform slip'.
 - Having been sent to Reset, IWR, or in combination with an internal suspension.

Staff members will always give students multiple opportunities to 'make the right choice' before issuing a detention. Where possible, the staff member who issued the detention will also attend the detention to complete a restorative conversation with the student.

Depending on circumstance, the school may organise for the student to complete 'school community service' during their detention. For example, if the detention was issued for littering the student may be assigned to litter picking. In such circumstances, parents will be contacted prior to this taking place.

Teaching staff may choose to issue a lunch-time detention if a student is late, fails to complete their homework, or completes insufficient work in their lesson. These are usually between 10-20 minutes in length, and will be completed with the specific staff member in their room.

Note: After-school detention take priority over extra-curricular school activities. Students who do not attend their detention, or who fail to uphold school expectations during detention, will face an escalated consequence (see page 19).



Internal Suspensions

Internal suspensions are used when a students' behaviour falls significantly below expectations and a more robust response is required.

An internal suspension may be issued:

- Through persistent failure to uphold school expectations.
- When a student is found to have committed 'serious misconduct' (see page 19).
 - When a student is being investigated for committing 'serious misconduct'
- Through escalated consequences (e.g. failure to attend an after-school detention).

Where possible, internal suspensions will be arranged for the day following the incident in question. The duration of such suspension will typically be either a half-day, full day, or multiple full-days. Whilst completing internal suspensions, students will be provided with the work from their scheduled lessons to minimise the impact on their learning.

Parents/carers will be contacted when an internal suspension has been issued and informed of the reasons behind the decision.



External Suspensions

External suspensions of between one and five days may be issued when a student's behaviour has a significant impact on the school environment, or when a temporary removal is necessary to protect the safety and/or learning of others.

External suspensions will be considered:

- When a student persistently impacts the smooth running of the school.
- When a student is causing consistent and impactful disruption to their peers' progress.
- When a student's presence poses a risk to staff, visitors, or other students.
 - When a student's actions are putting themselves or others in danger.
 - If behavioural issues persist whilst completing an internal suspension.
 - Through escalated consequences.



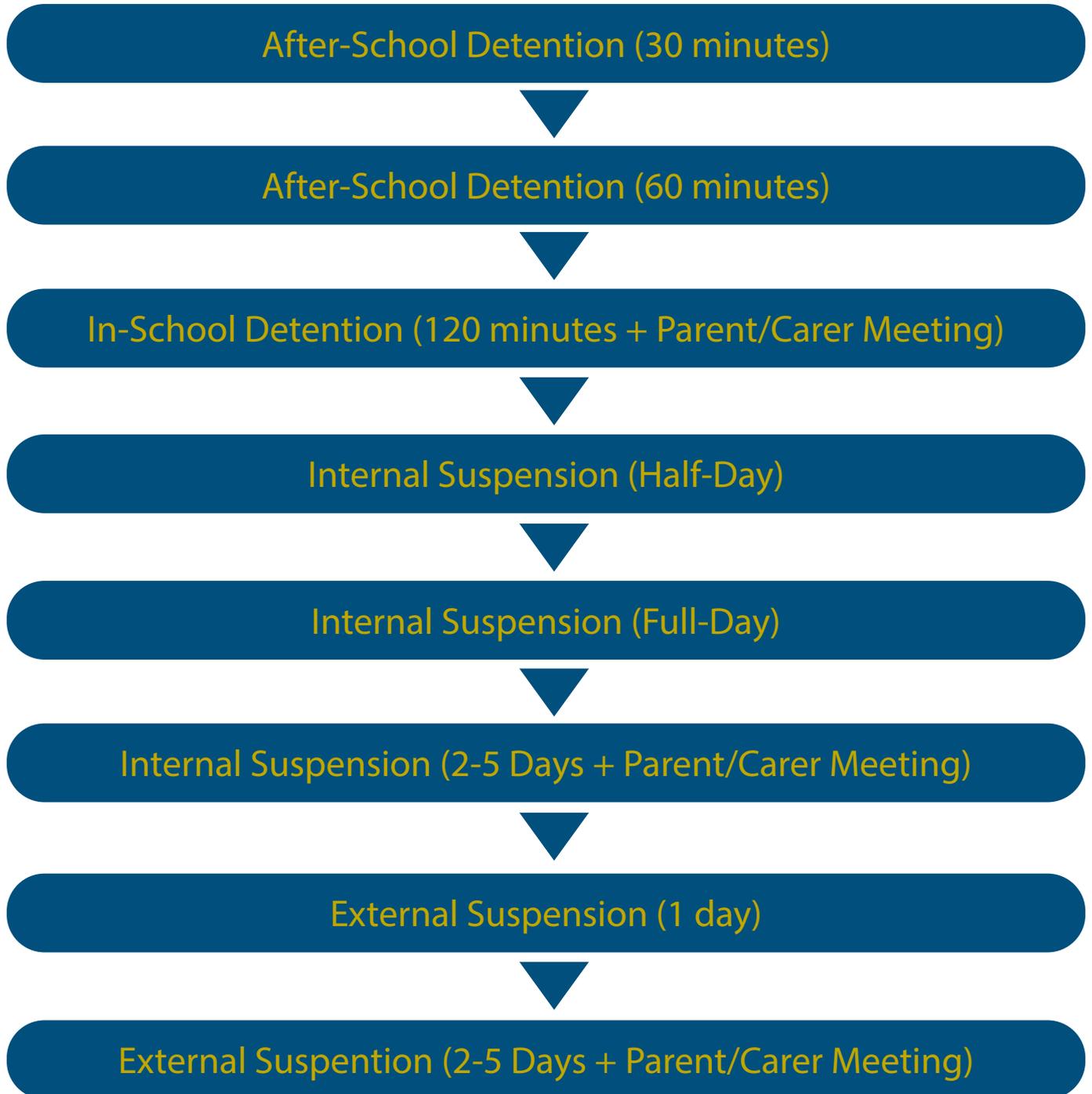
Parents/carers will be contacted when an external suspension has been issued and informed of the reasons behind the decision.

School work will be provided throughout an external suspension, and a readmission meeting will be arranged following an external suspension to further support the student to successfully reintegrate back into school.

Note: Permanent exclusion may be used where there has been a serious breach of the school's behaviour policy, and allowing the student to remain in school would seriously harm the education or welfare of others.

Escalation Process

To ensure consistency and predictability, the school utilises the following escalation processes if a student fails or refuses to complete their initial sanction:



To clarify, if a student failed to attend their initial 30 minute after-school detention, they would automatically be issued a 60 minute after-school detention. As such, students will always be encouraged to resolve issues at the earliest stage in order to avoid unnecessary escalation.

Note: The initial consequence applied by the school will depend on the specific circumstances of the incident, serious breaches of school expectations will result in a more significant response.

Behavioural Definitions

To provide further clarity, the following behavioural categories have been developed following consultation with the wider school community:

Misconduct

- Disrupting the learning of others.
- Failure to move around the school in a calm and orderly manner.
 - Non-completion of homework or classwork.
 - Poor attitude to learning, including refusal to engage.
 - Use of inappropriate or disrespectful language.
 - Incorrect uniform/not wearing the uniform correctly.
 - Mobile phone use on school premises.
 - Failure to follow staff instructions promptly.

Serious Misconduct

- Persistent or repeated disruption to the learning of others.
 - Deliberate defiance or disrespect towards staff.
- Truancy, or leaving lessons/the school site without permission.
 - Verbal abuse towards students or staff.
 - Physical aggression or fighting.
 - Racist, sexist, homophobic, or discriminatory behaviour.
 - Theft of school property, or the property of others.
 - Bullying/harassment, including repeated or targeted behaviour.
 - Deliberate damage to school property, or the property of others.
 - Smoking, vaping, or possession of associated paraphernalia.
 - Possession of prohibited items (weapons, pornography, etc.)
 - Refusal to attend Reset, IWR, or a school detention.
 - Behaviour that risks the safety of self or others.

Note: Due to the associated safeguarding implications, truancy is taken very seriously at Kingstone High School. As such, any instance of truancy will be followed up promptly, including parental contact, appropriate sanctions, and potential escalation in line with safeguarding procedures





Why This Matters

Clear and consistent responses help students understand that their actions have consequences and that behaviour choices matter.

Consistency ensures fairness. When expectations and consequences are applied in the same way for all students, it helps build trust and confidence in the school's behaviour system.

Learning that actions have consequences is also an important part of preparing young people for life beyond school. In wider society and future workplaces, individuals are expected to take responsibility for their behaviour and the impact it has on others.

Addressing behaviour appropriately also helps maintain positive relationships within the school community. Clear boundaries allow students and staff to work together respectfully and help prevent small issues from developing into larger problems.

By addressing behaviour quickly and consistently, we protect the learning of all students while supporting individuals to reflect, improve and move forward positively.

Reasonable Adjustment

What We Do

We recognise that some students may need additional support in order to meet our behaviour expectations. Students with special educational needs and disabilities (SEND), or those experiencing particular challenges, may require reasonable adjustments to help them access learning and succeed within the school environment.

Staff work closely with the SEND team, pastoral leaders and families to ensure that the right support is in place for students who need it. As such, reasonable adjustments are made on an individual basis.

To request a meeting to discuss reasonable adjustment, please contact:
PBythell@kingstoneacademy.co.uk

Why This Matters

Reasonable adjustments help remove barriers that may make it more difficult for some students to access learning or meet behaviour expectations in the same way as their peers.

Providing reasonable adjustments helps ensure that expectations remain fair and inclusive, recognising that students may need different types of support in order to succeed.

In some cases, behaviour may be linked to underlying needs such as communication difficulties, emotional regulation or sensory sensitivities. Understanding these needs allows staff to respond appropriately and support students more effectively.

The aim of reasonable adjustments is not only to provide support, but also to help students develop the skills and confidence needed to manage their behaviour and learning independently over time.

Working closely with parents and carers ensures that the support provided in school reflects the needs of the individual student and helps maintain consistency between home and school.

It should be noted that whilst reasonable adjustments may be made where appropriate, our expectations of Ready, Respectful, and Safe remain the same for all members of the school community.

Working in Partnership

We aim to build positive and open relationships with parents and carers so that we can support every student to succeed. Communication between school and home is an important part of this partnership.

The first point of contact for most day-to-day matters relating to behaviour, organisation and progress will be the student's form tutor, these details can be found within Go4Schools.

Why This Matters

Students benefit greatly when the adults in their lives share clear and consistent expectations.

When parents and school staff work together, students receive the same messages about behaviour, effort and responsibility both at home and at school. This consistency helps young people develop the habits and attitudes that support success.

Strong partnerships also allow us to identify concerns early and provide support before small difficulties become larger challenges.

By maintaining open communication and working collaboratively with families, we can ensure that every student is supported to learn, grow and make the most of their time at Kingstone High School.

Final Thoughts

At Kingstone High School, we believe that strong behaviour, high expectations and positive relationships create the conditions in which every student can succeed.

By working together as students, staff and families, we can ensure that our school remains a place where everyone feels safe, supported and able to achieve success together.



