



**KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS**

Educational excellence for our City

Pupil Behaviour Policy

Policy Type	School Policy
Policy Owner	Assistant Headteacher Pastoral
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Chair of Governing body: Nicola Smith	Date signed: January 2026

Aims and Expectations:

At King Edward Northfield School for Girls we have extremely high expectations for our pupils. Every pupil is expected to behave in a considerate way to their peers and to staff. Good manners in the classroom include listening respectfully to teachers and peers. Good manners in corridors include moving sensibly between lessons. Good manners in the community means travelling to and from school calmly and considerately, particularly with regard to the example they set to the many primary pupils in the immediate vicinity of the school. Alongside high expectations, this is supported by high quality teaching, positive relationships and a set of values which are clearly understood and shared by all stakeholders.

The values we want for all pupils are to be:

- **Happy** – resilient, able to enjoy learning and embrace opportunities
- **Safe** – safeguarded effectively, educated to keep yourself and others safe
- **Aspirational and Successful** – Striving toward a successful career, good academic outcomes with secure pathways for post-16
- **Engaged** – part of school-life. Participates in extra-curricular.
- **Citizens** – aware of their rights and responsibilities in society and able to contribute to the wider community.

As a result our school expectations for pupils are:

- To arrive to school on time ready to learn, dressed in school uniform and fully equipped
- To treat themselves, each other and the school environment with respect
- To try their best and act on feedback to improve
- To follow our school ethos of “Work hard, Be kind”.

We adopt an approach whereby we support all pupils in managing their own behaviour and offer additional support either internally or via external referrals when needed. Where a pupil’s behaviour is related to an underlying need, we follow specific strategies outlined in their plans. Teachers have statutory authority to discipline pupils for misbehaviour and the power to discipline also applies to all paid staff with responsibility for students. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

King Edward VI Northfield School for Girls recognises that the following are key aspects of effective behaviour management:

- A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management with clear classroom expectations and processes for rewarding pupils and managing behaviour;
- Behaviour strategies and the teaching of good behaviour;

- Staff development and support;
- Student support systems;
- Liaison with parents/carers and other agencies as appropriate;
- The management of student transition;

King Edward VI Northfield School for Girls is committed to the emotional, mental health and wellbeing of its pupils and aims to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Rewards and recognition:

Whilst the most important recognition pupils receive will be through the excellent education they receive at King Edward VI Northfield School for Girls and the positive relations they enjoy with staff and peers, we also seek to recognise hard work and commitment through more tangible rewards. This is done through the rewarding of points through Classcharts (a full list of positive points can be found on this dashboard).

Pupils will be rewarded for:

- * Arriving on time in the correct uniform with the correct equipment
- * Good attendance or rapidly improving attendance
- * Representing the school through, for example, sporting endeavour, exemplary conduct on educational visits etc.
- * Impressive classwork or homework
- * Displaying the school ethos and caring for others
- * Making good academic progress
- * Contributing to the school community through, for example, contributing to charity fundraising

Types of rewards include:

- * Praise points on Classcharts
- * Recognition in weekly assemblies
- * Verbal praise in the classroom or around school
- * Positive phone calls home
- * Letters and 'praise postcards' home
- * Certificates
- * Classcharts badges
- * Vouchers, gift cards and prize draws
- * Treats from the canteen such as a hot chocolate or a cake
- * Money off events such as Prom or disco
- * Tickets to events such as film and popcorn afternoons

* Reward trips

Behaviour:

Our response to negative behaviour is outlined below. In classrooms staff are expected to follow these steps

Step 1 - Warning – please change your behaviour as it is affecting the learning of others
1st time = warning – Teacher uses language such as “you are talking when I am talking, this is your first warning” – No behaviour point logged at this point.

Step 2 – Formal warning – it is disappointing that you have not chosen to improve your behaviour.

2nd time = Formal warning – Teacher uses language such as “you are shouting out, this is now your formal warning” – A behaviour point also needs to be logged on Classcharts – This may also be used alongside other interventions such as speaking to pupil outside the room, moving to a new seat etc

Step 3 –Further disruption– You will now be removed from the lesson for your repeated failure to follow instructions.

3rd time = Removal from lesson – Teacher uses the language “this is the third time you have disrupted the lesson, please wait outside for on call staff to walk you to Time Out.

Removal from lesson will trigger an automatic 15-minute same day detention.

The purpose of this system is to ensure that pupils are clearly informed when their behaviour is disrupting learning and have the opportunity to modify their behaviour. A secondary purpose is to encourage consistent use of sanctions, so pupils are aware of the consequences of their actions.

Staff don't issue/log detentions – they log behaviour points on Classcharts and detentions are automatically issued using the parameters below.

1 Behaviour point (BP) = warning for the day

2 BP = Final warning for the day

3 BP = 15-minute same day detention

4 BP = 30-minute same day detention

5 or more BP = 45-minute same day detention

Further information regarding same day detentions is found in our detention policy.

Report System:

Where there is continued poor behaviour in school, early intervention is considered vital to support the pupil in improving their behaviour. One of these strategies is our report system to monitor and support pupils.

Form Tutor Report- Pupils failing to meet the required standards will be placed on form tutor report for 2 weeks to monitor and support with improvements. Form tutors will inform parents/carers of the process via Classcharts and phone calls where appropriate. If this is not successful and improvement is not made then pupils will move onto the next report.

Head of Year Report- Pupils that have not made an improvement on Form Tutor report will be on report to their Head of Year. Pupils who have been involved in a serious incident or have been suspended may also move straight to this report at the pastoral team's discretion. They will be on this report for a further 2 weeks. If no improvement is made then they will move to the SLT report and a behaviour support plan will be written alongside the Pastoral Toolkit (see appendix 1 below).

SLT Report- Each member of SLT are linked to a year group. Pupils will be on report to them for 4 weeks if pupils have not made improvements on their previous reports. Regular contact will be made with parents /carers and the Pastoral Toolkit will be used to offer support via external agencies if needed.

Subject Report- In the event that a Pupil's poor behaviour is an issue in one subject, they will report to the Curriculum Leader of that subject for 4 weeks. This will include regular contact home.

Internal Exclusion / Timeout room

Alongside the use of Timeout when pupils have been removed from lessons for continued disruption (where they are escorted to Timeout for a period of reflection and resetting with the opportunity for supportive restorative conversations), the school operates a policy of internal exclusion for serious incidents. SLT members make the final decision on whether a pupil should be placed in Timeout, although the investigation may be delegated to another member of Pastoral staff. Pupils may also be placed in Timeout while investigating an incident and gathering statements. Timeout is staffed throughout the day including breaktimes and lunchtimes, pupils have work to complete independently during this time.

Exclusions

In the event of a serious incident the Headteacher may take the decision to issue a fixed term exclusion or permanent exclusion to a pupil having regard to the Department for Education guidelines found here [School suspensions and permanent exclusions - GOV.UK](#)

Please also refer to the Academy Trust Suspension and Permanent exclusion Policy.

Exclusions and Pupils with SEND

King Edward VI Northfield School for Girls recognises that there are certain groups of pupils with additional needs who are particularly vulnerable to suspension/ permanent exclusion. This includes students with Statements of Special Educational Needs (SEN) or an Education, Health & Care Plan (EHCP) and 'looked after' children. Under the Equality Act 2010 schools must not discriminate against, harass or victimise students because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- pregnancy and maternity

For pupils with SEND, this includes a duty to make 'reasonable adjustments' to policies and practices. We will make reasonable adjustments to accommodate pupils with SEND in regards to exclusions. However, there may be circumstances in which a legitimate reason (such as health and safety) necessitates the use of exclusion.

Our Policy on specific behaviour issues

Violence will not be tolerated in school or on the way to or from school. Where violence is perpetrated on one party by another, the school will consider all sanctions, including permanent exclusion. Violence which takes place in the evening or weekend which also impacts on the safety and wellbeing of pupils in school or the reputation of the school will also be dealt with in the same way as if the incident has taken place on the school site.

Where a fight (where both parties exchange blows and where we judge both parties responsible) takes place, both parties are likely to face fixed term exclusion in the first instance. Repeat incidents may lead to permanent exclusion. If any weapons are involved or brought into school the most likely outcome is permanent exclusion, the below statement re: Headteacher's judgement also applies.

The sanctions for all violent incidents will be based on the Headteacher's judgement of the severity of the incident, influenced by judgements around premeditation, age and level of violence.

Vandalism - our school does not suffer from routine acts of vandalism unlike so many other schools. Pupils who deliberately damage school property will face either internal isolation or suspension depending on the circumstances. The school will also seek parents'/Carers' support in recovering the costs of repair from the pupil's savings or

pocket money or via volunteering to help with display work at the start and / or end of the day.

Illegal Drugs, Alcohol and Legal Highs any pupil suspected of being in possession of dangerous and / or illegal substances will have their bag searched and we reserve the right to call the police into school. Bringing these substances into school will generally result in a permanent exclusion or removal from mainstream school to alternative provision. The same sanctions apply for use of alcohol or drugs on the way to or from school.

Bullying – our policy on bullying is outlined in greater detail in our ***Anti-Bullying Policy***. We recognise that fall outs between friends do sometimes happen, and we will deal with these issues sensitively without recourse to sanctions. However where there is clear evidence of sustained unpleasantness, including name-calling or any form of deliberate intimidation, we will call parents/carers into school, sanction and closely monitor. If bullying continues, we will seek to remove the bully from our school.

Persistent Disruption - where a pupil is responsible for persistently disrupting learning, we will seek to involve parents/carers through an in-school meeting. This also applies to persistent defiance, for example not following teacher instructions or uniform rules consistently. At this meeting we will discuss whether it is appropriate for a pupil to be placed on an Individual Behaviour Plan. This plan will involve regular monitoring, specific targets and review meetings. This plan may also include support strategies, such as regular mentoring or referral to a specific support programme for example anger management. Ultimately, if this IBP is unsuccessful the school may refer a pupil to The Oaks Sharing Panel.

Mobile Phones - If pupils choose to bring mobile phones to school, they should be switched off and kept away in bags or blazers. Mobile phones should not be seen in school and they will be confiscated if seen with no exceptions. If a phone is confiscated it will be taken to the school office and on the first confiscation pupils can collect it at the end of the day. On the second and subsequent confiscation parents/carers will be called to collect the phone and will need to come into school for a meeting. Pupils can also expect to be disciplined for not using mobile phones or software in school as intended or with any malicious intent (see e-safety policy).

Searching, Screening and Confiscation

Please see the DofE Searching, Screening and Confiscation advice document by following this link:

[Searching, Screening and Confiscation](#)

Schools' common law allows staff to search pupils and their lockers with their consent for any item. Schools are not required to have formal written consent from the pupil for

this sort of search – it is enough for the member of staff to ask the pupil to turn out their pockets or bag and for the pupil to agree. The reason for doing so must be made clear for example if a member of staff suspects a pupil has a banned item in their possession. Please see list of possible items:

Power to search without consent for “prohibited items” including:-

- knives and weapons
- alcohol
- illegal drugs and drugs paraphernalia
- stolen items
- tobacco and cigarette papers/e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If the pupil refuses, the member of staff can apply an appropriate punishment as set out in this policy. Again, the reason for doing so must be made clear. It is advisable that, where possible, the member of staff carrying out the search is the same sex as the pupils being searched. It is advisable that there be a witness (also a staff member) unless they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. If a pupil refuses to be searched, parents/carers will be contacted and asked to be present during the search. The pupil will be supervised until a parent/carer arrives on the school site.

School staff can view CCTV footage in order to decide whether to conduct a search for an item. During a search, if a member of staff finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff cannot, however, search for/view material that is deemed to be sexually explicit/inappropriate. If there is concern about material on a phone during a search, the local police will be notified and the electronic device will be searched by them.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. The member of staff must have regard to the following guidance issued by the Secretary of State: in determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the

school rules. If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Parents/carers do not need to be informed before a search takes place but would normally be contacted afterwards, regardless of the outcome of the search. The Headteacher expects staff conducting searches to act with discretion and within the bounds of the law. The Headteacher/member(s) of the Leadership Team would be kept informed.

Restrictive Interventions

[Use of reasonable force and other restrictive interventions guidance](#)

The legal provisions on school discipline also provide members of staff with the power to use reasonable and proportionate force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

Members of the SLT and pastoral team are trained in Team Teach (Positive Handling).

Please see the Restrictive interventions policy for more information

[AT+FDN - Restrictive interventions Policy \(Addendum to Behaviour policy\) - FINAL April 2026 \(1\).pdf](#)

Safeguarding

We continue to place a strong emphasis on safeguarding and have comprehensive policies in place to guide and support work in this area. At times, allegations may be made involving pupils within the school, which are of a safeguarding nature. Where an allegation suggests that a potential criminal offence may have occurred, the matter will be referred to the police as soon as possible, and the parents/carers of both the pupil concerned, and the alleged victim will be informed.

Allegations and Malicious allegations against Staff and students

King Edward VI Northfield School for Girls treats safeguarding as a top priority, and all concerns or allegations are taken seriously. Any allegation/complaint made against a member of staff will be reported to the Headteacher and investigated promptly to ensure swift and appropriate action. Allegations involving pupils will be managed in accordance with the school's Safeguarding Policy and established procedures. If a pupil is found to have made a deliberately false or malicious allegation, this will be considered a serious breach of the behaviour policy, and the Headteacher may consider suspension, permanent exclusion, and/or referral to the Police.

Frequently Asked Questions

What is the Oaks Sharing Panel? – The Oaks Sharing Panel is a body which brings together our school, STACS, Colmers, KEVI Balaam Wood Academy, Bartley Green, Hillcrest and other schools. At our regular meetings individual pupils are discussed and alternatives to continuing at the home school are agreed. This may involve a short term move to a new school (a 'passport placement') or it may involve a move to a new school with the intention of being taken on roll at the new school after an initial period. In some cases it can result in the pupil being removed from mainstream schooling and educated at Alternative Provision, such as The Edge Academy or South & City College (Bournville Campus).

What is a Suspension?

A suspension is the name for a serious sanction that is a period of 1 to 5 days (dependent on the seriousness of the incident that has led to it and can be for a one-off incident) where the pupil is provided with work to be completed at home as they are not permitted on school site. A pupil should remain at home during this time, and parents/carers are legally responsible for this. The legal aspects are explained on the letter that accompanies notification of a suspension.

What is a Permanent Exclusion?

A permanent exclusion is the most serious sanction available to a school. If a pupil is permanently excluded, the City of Birmingham School becomes responsible for arranging education, which may be at a specific Pupil Referral Unit, Alternative Provision or, in the longer term, return to a new school.

Are Restorative Justice Approaches used at King Edward VI Northfield School for Girls?

We believe that helping an individual understand the impact of their actions can make an important contribution to encouraging thoughtful conduct. We do not routinely insist on written apologies or seek to force pupils who have misbehaved into making perfunctory apologies, lacking in genuine sentiment. Our professional staff will make a

case by case judgement in whether resolution meetings and formal apologies are appropriate in a specific circumstance, based on knowledge of the young people involved.

Are parents entitled to receive information about sanctions put in place for pupils other than their child?

When we put sanctions in place we do not communicate the nature of the sanction to other interested parties, we will limit our information sharing to the extent that there has been an appropriate sanction put in place and that the appropriate parents have been contacted. Beyond that, we respect the rights to privacy of the offending pupil and their family.

Can parents appeal against the sanctions put in place by the school?

Parents/Carers can appeal against Suspensions or Permanent Exclusion. The process to do so is explained on the letter informing parents/carers of the exclusion.

Complaints against any other aspect of school behaviour management can be made by following the guidance in the Complaints Policy.

What if I have a question not answered here?

In the first instance contact the Headteacher via the school office with further queries.

How can I change this policy?

Write to the Governing Body (via the clerk to the governors – the school office) with the recommended changes and the rationale for the proposed changes and the appropriate subcommittee of the Governing Body will consider your proposals and inform you of their decision in writing

Appendix 1

KEVI NSG in school Early Help Pastoral Toolkit

	Universal offer/ and universal + reasonable adjustments	Additional support (targeted)	Complex /significant (specialist help)
Behaviours & attitudes	<ul style="list-style-type: none"> •Clear behaviour policy with expectations and sanctions, regularly reinforced and promoted •Assemblies and form time activities to identify expectations •Whole school behaviour and praise incentives •Supportive seating plans in lessons •Quality First Teaching, use of STEPS and STAR expectations across school •Assessments and regular feedback •Parental contact via Arbor/phone/ email/letter/ meetings •Use of Arbor and Classcharts behaviour data to inform rewards and sanctions •Behaviour/ Punctuality Report/ Positive report to Form Tutor/Subject teacher/ Lead Professional/ Head of Year •Daily meetings with pupil and link staff •Supportive conversations, use of 3 houses •Reflective discussions following incidents of poor behaviour •Extensive extracurricular opportunities and clubs •Exit pass to step outside of the classroom •SLT on call support 	<ul style="list-style-type: none"> •Timetable tracker to identify areas of strength and concern •Change of teaching groups/ form groups •Individual risk assessments (as required) •Pupil passport with behaviour focus •Conflict resolution with staff/ peers and restorative conversations •Referral to Learning mentor or to an appropriate mentoring programme e.g. anger management, self esteem etc •Behaviour/ Punctuality Report to Head of Year or SLT •Teacher mentor identified •Think for the Future mentoring •Where required, a short period of phased timetabling to allow support for poor choices •IBP •Target setting and reviewing •Early Help Assessment / referral •Police contact with Police Link Liaison Officer from police panel •NVR parental support course (via Pathfinder) and/or NVR training for pupils 	<ul style="list-style-type: none"> •Referral to Alternative Provision (or Edge connect short placement) •Managed move/ passport placement

	<ul style="list-style-type: none"> •Teacher mentors •Key information regarding pupils shared via whole school pastoral briefings • 		
Attendance	<ul style="list-style-type: none"> •Clear attendance policy and expectations •Regular reference to this is assemblies, form time and PSHE activities •Attendance incentives and rewards •Regular correspondence with families through letters/ website / newsletter •Attendance monitoring •Early intervention attendance/ punctuality conversations with students, family and key staff •Supportive conversations/ 3 houses discussions •Home visits •Key information regarding pupils shared via whole school pastoral briefings •pupils are offered a “meet and greet” at the school gate or in the pastoral area to support transition back into school after period of absence. 	<ul style="list-style-type: none"> •Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time •EWO referrals 	<ul style="list-style-type: none"> •Fast track procedures/spotlight •SARMs •Fines/prosecution proceedings •Advice sought from LA attendance
Wellbeing and or mental health	<ul style="list-style-type: none"> •Specialist well being and mental health trained staff in school •Website with useful links for all stakeholders •Open door policy all pupils/families encouraged to contact us with concerns •Assemblies/ review tutor activities and PSHE 	<ul style="list-style-type: none"> •Withdrawal from some lessons on a short-term basis and do work on emotional regulation, to build resilience and alleviate anxiety about attending school. •Complete ‘Our Family Plan’- this can be used internally or can be sent off to EHT 	<ul style="list-style-type: none"> •STICK team referral/ support •Online referral to Forward Thinking Birmingham •MHST referrals •Personalised risk assessments with input

	<p>sessions</p> <ul style="list-style-type: none"> •Kooth signposting •Signposting to other handouts/literature •Signpost to 'Waiting Room' website •3 Houses completed by relevant staff •Early Lunch pass •Supportive conversations/ 3 houses discussions •Extracurricular activities / clubs •Chrysalis club for transition / vulnerable students •Teacher mentors •Identifying key adults in school •Exit pass to step outside lessons •Early leave pass to avoid busy corridors at lesson change overs •Quiet room pass •Library access at breaktimes and lunchtimes •Seating at breaks/ lunches (or quieter spaces) can be provided to support anxiety •Key information regarding pupils shared via whole school pastoral briefings •Pupils are offered a "meet and greet" at the school gate or in the pastoral area to support transition back into school after period of absence. •Pupils are aware that they can speak with anyone they've confidence in, and staff know where they need help, they should contact a 	<ul style="list-style-type: none"> •Mental Health First Aiders signposting •Referral to Raegan Anchor wellbeing in school wellbeing practitioner •Lisa Baker Wright Wellbeing support •Think for the Future mentors •Lisa Robinson referral -potential Realized •Signposting to external services or referrals (see additional handout) •Referral to Learning mentor or to an appropriate mentoring programme e.g. resilience, anxiety •Personalised risk assessments •Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time 	<p>from outside agencies following referrals for those with highest level of concern</p>
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	<p>member of the pastoral/DSL team.</p> <ul style="list-style-type: none"> •Pupils can be paired up with buddies/mentors 		
Safeguarding or Other concerns	<ul style="list-style-type: none"> •Smoothwall monitoring software •Access to specialist trained staff for safeguarding (DSL team) •Supportive conversations/ 3 houses discussions •Identifying key adults in school •Chrysalis club for transition / vulnerable students •Key information regarding pupils shared via whole school pastoral briefings •pupils are offered a “meet and greet” at the school gate or in the pastoral area to support transition back into school after period of absence. •Pupils are made aware that they can speak with anyone they have confidence in, and staff know that, where they need help, they should contact a member of the pastoral or DSL team. •Meetings / regular correspondence with parents •Home visits 	<ul style="list-style-type: none"> •Vulnerable pupils identified on list for DLSS, flags on Arbor •Weekly safeguarding briefing for DSLs team 	<ul style="list-style-type: none"> •CASS referrals <p>Urgent call to CASS (Advice Line): Contact Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888</p> <p>Emergency out-of-hours Telephone: 0121 675 4806</p> <p>Must be reported to DSL</p> <p>Or call 999 as an emergency safeguarding response if needed</p> <ul style="list-style-type: none"> •Referrals to other outside agencies •Risk assessments for students who are at significant risk
Special Educational Needs	<ul style="list-style-type: none"> •Transition meetings with primary schools to gather information •Quality First Teaching, use of STEPS and STAR expectations across school •Differentiation by task or outcome •Supportive seating plans •Early leave pass to avoid busy corridors 	<ul style="list-style-type: none"> •Pupil passports for pupils with SEND •Refer to SENCO for screening/ diagnosis •Learning support lesson pass •Support in lessons from a Teaching Assistant •Where required, a short period of phased timetabling to allow a transition back into school and to attend full-time 	

	<ul style="list-style-type: none">•Quiet room pass•Library access at breaktimes and lunchtimes•Seating at breaks and lunches (or quieter spaces) can be provided to support with anxiety•Pupils can be paired up with buddies/mentors•Meetings / regular correspondence with parents	<ul style="list-style-type: none">•SEN EWO referral as part of DLP•Children with sensory difficulties are considered as part of the school uniform policy, such as allowing them to wear shorts instead of trousers, which helps to alleviate anxiety about attending.•Ear defenders are provided to pupils or encouraged to be worn by pupils who are particularly sensitive to noise. They wear these in and out of lessons as needed.•Access arrangements - Some pupils will sit exams in smaller examination venues e.g. smaller rooms of 10 or 12 pupils.	
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