



Greenfields School Exclusion Policy 2025-2026

Implemented June 2025	By Whom R.Hill	Last Review March 2026	By Whom R. Redman and C.Singh	Next Review March 2027
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Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
01/02/23	1	Jennifer Perry	Review and update
12/08/24	2	Rebecca Hill	Review and update
08/09/25	3	Rhys Redman	Review and update
03/10/25	4	Creslyn Singh	Review and update
12/03/26	5	Creslyn Singh	Reviewed

This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024

Our School

Greenfields School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both learners aged 9-16 years old. The school is registered for up to 30 learners and consists of 2 small primary style transition classes to provide a nurturing environment to develop and progress throughout the learning journey and the learners transition to Secondary education; as well as providing English, Maths, Science, Expressive Arts, Humanities, PSHE and PE lessons for our older learners. We are a school that is able to support learners with experiences of trauma or mental health needs and whose troubled behaviour acts as a barrier to learning. Located in Newport we therefore benefit from some amazing community spaces where we enhance our curriculum with equestrian skills, free running, farm skills, pottery painting, outdoor learning, swimming lessons, boxing and fitness classes. All the staff at Greenfields School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

Guiding Principles

Government guidance on Exclusions – both to aid the decision making process and to support the administration of procedures – does not automatically apply to Independent Schools.

However, in order to promote good practice, we at Greenfields School have regard for the principles of this guidance and this informs our working practice. This policy has been guided by the Welsh Assembly Government's circular; April 2015 "Exclusion from Schools and Learner Referral Units". It has also been guided by the 2004 policy document "Children and Young People: Rights to Action Wales".

The special educational needs of our learners always includes social, emotional and behavioural difficulties, and may often include other diagnoses such as ADHD, ASD/Aspergers, MLD and communication difficulties. We aim to work closely with all the learners in the school to support them and to help them overcome or minimise the impact of their special educational needs. We want them to become full and active citizens who are able to live cooperatively within their own community.

Our support for Greenfields School learners continues during difficult times. We do not see Exclusion as a system for managing difficulties within the school. It is a choice of last resort and will only happen when all other options have been tried. As an SEMH school, exclusions are exceptionally rare, and proactive relational, trauma-informed and restorative approaches are prioritised. The SLT will review all action taken to date, the nature of the difficulty and will make a decision on whether an Exclusion is the option available to the Headteacher.

Reasons for Exclusion:

The decision to exclude a learner should be taken only:

- In response to breaches of the school's behaviour policy
- Damage to property or offensive/verbally & abusive behaviour
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Procedures for excluding a learner: role of Headteacher

Informing the relevant person

Whenever a Head teacher or teacher in charge of the school excludes a learner the 'relevant person' (see definition below) should be notified immediately, ideally by telephone or any other reasonable method, followed by a letter within one school day.

The 'relevant person', as defined in the regulations*, means:

- the parent if the learner was aged ten or below on the day before the beginning of the school year in which he or she was excluded
- both the parent and learner if the learner is of compulsory school age and was aged 11 or above on the day before the beginning of the school year in which he or she was excluded
- the learner if aged over compulsory school age (normally 16)

*The Education (Learner Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003. Although the 2003 regulations apply to maintained schools, Greenfields School follows these principles as best practice.

Under the regulations, notification of an exclusion should be sent to guardians of learners where the learner is below the age of 11, i.e. normally in primary school; both the guardians and the learner where the learner is of compulsory school age but aged 11 and over and to the learner alone where he or she is above compulsory school age.

Letters of notification of exclusion must state:

- the precise dates and period of the exclusion
- the reasons for the exclusion
- the parent/carers and learner's right to discuss the exclusion
- the person whom the parent and / or learner should contact if they wish to make such representations.

Procedure

The Head teacher will follow carefully the procedures set out as a matter of good practice. These procedures are designed to ensure fairness and openness in the handling of exclusions. Following these procedures will also reduce legal challenges to the exclusion at a later stage.

Whenever the Head teacher excludes a learner, the guardian must be notified immediately, ideally by telephone followed up by a letter within one school day. Letters of notification of exclusion must state:

- a) For a fixed period exclusion, the precise period of the exclusion
- b) For a permanent exclusion, the fact that it is a permanent exclusion
- c) The reason for the exclusion including codes for justification page 6 & 7 of this policy
- d) The parent's right to make representation about the exclusion to the Headteacher Creslyn Singh and Regional Lead / Proprietor Rob McConomy.
- e) The person whom the parent should contact if they wish to make such representations. This would be Rob McConomy, Regional Lead/Proprietor, who can be contacted via email Rob.McConomy@cambiangroup.com

Letters should also mention:

- a) The latest date by which the learners representative must meet to consider the circumstances in which the learner was excluded (except where the exclusion is for a total of not more than five school days in any one term, and would not result in the learner missing a public examination).
- b) In the case of a fixed period exclusion, the date and time when the learner should return to school and how this would be managed.
- c) If the exclusion is permanent, the date it takes effect and any relevant previous history.
- d) For fixed term exclusion the arrangements made for enabling the learner to continue working, including the setting and marking of work. It is the parents' responsibility to ensure that work sent home is completed and returned to school.

ALL EXCLUSION CASES SHOULD BE TREATED IN THE STRICTEST CONFIDENCE.

Informing the LA

The following exclusions must be reported to the LA within one school day:

- all permanent exclusions
- exclusions which will result in a learner missing a public examination

Fixed period exclusions of 5 days or less than 5 school days, in any one term should be reported to the LEA as soon as possible

The exclusion report - Exclusion reports must include:

- the learner's name, age, gender and ethnicity
- whether the learner has a statement of ALN, is being assessed for such a statement, or is on School Action or School Action Plus
- whether the learner is in Local Authority care
- the length of the exclusion

- the reason for the exclusion including codes for justification page 6 & 7 of this policy.

In our cases where the learners are looked after children from another local authority area, the "home" social services department are to be informed.

Greenfields School does not operate informal or unlawful exclusions. A learner may not be sent home unless formal exclusion procedures have been followed.

Factors to consider prior to an exclusion

The head teacher should not act in the heat of the moment but should:-

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, Equality Act 2010.
- allow the learner to give his or her version of events;
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- if necessary consult others, but not anyone who may later have a role in reviewing the head teacher's decision,

If satisfied that, on the balance of probabilities, i.e. it is more likely than not that the learner did what he or she is alleged to have done, the head teacher may exclude the learner.

When an exclusion is not appropriate

Exclusion should not be used for:

- minor incidents such as failure to do homework
- poor academic performance
- lateness or truancy
- pregnancy
- punishing learners for the behaviour of their guardians, for example where parents refuse or are unable to attend a meeting

Responsibility for exclusions

The Headteacher will take the final responsibility for the decision to Exclude and will then initiate the appropriate procedures.

Once the decision to Exclude a learner has been made by the Headteacher will inform the registered manager of the learner, the Social Worker responsible for the learner, the Virtual School, Welfare and the Regional Lead Rob Mcconomy. Any exclusion incident must be immediately reviewed by the Designated Safeguarding Person, as exclusion may be linked to safeguarding concerns, contextual safeguarding factors, or vulnerability.

School Senior Leadership Team (SLT) will ensure that all are informed of the terms of the exclusion, whether it is a fixed-term or a permanent exclusion, when the period of exclusion will

end and how to appeal or receive further information relating of the Exclusion Procedure. Letters will be sent to all and copied to the LEA. The learner's LEA may have specific exclusion forms, the LA involved will be asked to provide one of their forms for completion to be sent to parents and the LA alongside the exclusion letter. Guardians will have the right to discuss the procedure with SLT and the Regional Head, Rob Mcconomy. Parent/ carers and students are reminded of their UNCR rights specifically:

- Article 12: Right to be heard
- Article 28: Right to education
- Article 2: Non-discrimination

Under the ALN Code (Wales) 2021, the school must ensure that the exclusion is not a consequence of unmet ALN, and all reasonable adjustments and support strategies must be evidenced prior to exclusion

Types of exclusion

Definition of exclusion

Exclusion is the means by which a Headteacher and the Proprietor can withdraw the right of a learner to attend the school, whether for a fixed period, or, permanently on disciplinary grounds.

Permanent exclusion

Permanent exclusion means the expulsion of a learner from a maintained school on disciplinary grounds. It should be the final step in the process of dealing with disciplinary issues, and, only after careful reflection. Permanent exclusions should be used only for very serious breaches of a school's behaviour policy and not for minor incidents.

In permanently excluding a learner, the head teacher must be able to demonstrate that the behaviour leading to the exclusion has been sufficiently serious to warrant the permanent exclusion, or, if allowing the learner to remain in school would seriously harm his/her education, or the education and welfare of others in the school.

Fixed term exclusion

The regulations allow head teachers to exclude a learner for one or more fixed-periods not exceeding 45 school days in any one school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the learner to reintegrate into the school. Greenfields believes that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion, for which no legal arrangements exist. The school ensures that reintegration meetings occur within 48 hours of a pupils return. Behaviour support plans are updated. If needed a multi-agency review is held for ALN/SEMH learners to discuss their views and those of those supporting them in making the process are equitable as possible.

Drug-related exclusions

In making a decision on whether or not to exclude for a drug-related offence the head teacher should have regard to the school's published policy on substance misuse and should consult the appropriately trained services. The decision, however, will also depend on the precise circumstances of the case and the evidence available. In some cases fixed-period exclusion may be more appropriate than permanent exclusion.

In more serious cases, an assessment of the incident should be made against criteria set out in the school's policy. This should be a key factor in determining whether permanent exclusion is an appropriate course of action

Any exclusion involving racist, homophobic, biphobic, transphobic or disability-based abuse will automatically trigger a safeguarding review, anti-racism procedures, and reporting to relevant agencies where appropriate.

Alternatives to exclusion

Generally, before making a decision to exclude, a range of alternative strategies should have been tried. These may include:

- The use of Pastoral Support Programme
- Using a restorative justice process
- Outreach provision

Making the decision to exclude

Only the head teacher or teacher in charge can exclude a learner in consultation with the Regional Lead/Proprietor – Rob Mcconomy. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the head's absence. The head teacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher.

Education during exclusion

We want our learners to continue to make progress with learning while excluded, therefore where possible Greenfields school will provide physical and/or digital work for the excluded learner. This work may include sharing resources that have been prepared by the teacher to support learning. Requests will usually be made for learners to complete activities and tasks using these resources and there is an expectation that work will be shared and/or returned to the school for assessment. Where this is not possible parents/carers are directed Microsoft Teams / OneDrive Website resources and/or the Greenfields school website where a range of appropriate learning resources and tasks have been created and shared to support learning. Tasks can be completed and submitted digitally or downloaded, printed and completed physically. This work should also be shared and/or returned to the school for assessment.

Additional Reasons for Exclusion.

There has been the introduction of 5 additional exclusion reasons:

New Exclusion Codes	New Learner Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Learner Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or learner) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other learners or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against learner	Fighting Violent behaviour Wounding

		Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against learner	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (learner or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

These codes align with Welsh Government exclusion categories as a matter of best practice for internal monitoring.

Monitoring and Evaluation

The school can demonstrate:

- tracking of exclusion reasons
- equality impact analysis
- safeguarding cross-referencing
- termly review of patterns

This policy is informed by the following:

Exclusion from Schools and PRUs (Wales) Guidance 2015 – already mentioned but must be listed as a statutory reference

- Keeping Learners Safe (2022)
- Wales Safeguarding Procedures (2019)
- Education Act 1996 (Sections on behaviour & discipline)
- Well-being of Future Generations (Wales) Act 2015
- ALN Code (Wales) 2021
- Equality Act
- UNCRC
- ISSR (Wales) 2024

Headteacher:	Creslyn Singh	Date:	22 nd October 2025
Proprietor:	Rob McConomy	Date:	22 nd October 2025