



Ros Glas Community Special School Code of Behaviour Policy

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1. Introduction

Ros Glas Community Special School is a special school under the patronage of Kildare Wicklow Education and Training Board (KWETB) that provides an appropriate education for students, aged 4 to 18 years old, who have a diagnosis of Autism and Complex Learning Needs, or Complex Learning Needs, with a professional recommendation for a Special School and who require the support of a Special School setting. This Code of Behaviour promotes a safe, inclusive, supportive and respectful environment where all students experience belonging, engagement, participation and success. The school adopts a regulation-first, relationship-centered approach inspired by NCSE Relate and complies with "Developing a Code of Behaviour: Guidelines for Schools" (NEWB 2008).

Ros Glas CSS delivers the curriculum as prescribed by the Department of Education and Youth and adapted to meet the educational needs of each student. A variety of methodologies and strategies are adopted to maximise the students' learning potential. Supported by the child's multidisciplinary team, the teachers and staff provide a caring and challenging learning environment which fosters personal, social and academic development. All students have a Student Support Plan designed specifically for them.

This Code recognises that behaviour does not occur in isolation. Students' behaviour is influenced by their communication profile, sensory needs, emotional wellbeing, relationships, physical health, environment and previous experiences. The school therefore adopts a regulation-first and relationship-centred approach to understanding and supporting behaviour.

1.1 Vision, Values and Guiding Principles

At Ros Glas Community Special School we believe that:

- Every student has inherent worth, dignity and rights.
- Every student deserves to experience belonging within their school community.
- Behaviour is communication.
- Positive relationships are the foundation of learning.
- Connection is prioritised over compliance.
- Regulation supports participation.
- Diversity and neurodiversity are strengths.
- Students do well when they can.
- The environment plays a crucial role in student success.
- Families are essential partners in supporting students.

Our practice is guided by:

- *Regulation First:* Students are more likely to engage in learning and relationships when they feel safe, supported and regulated.
- *Relational Practice:* Positive relationships are at the heart of all educational interactions.
- *Student Voice:* Students are active participants in decisions affecting them.
- *Inclusive Education:* All students belong and participate as valued members of the school community.
- *Strengths-Based Practice:* We recognise and build upon each student's strengths, interests and capabilities.

- *Unconditional Positive Regard*: Students continue to be valued, respected and supported regardless of the challenges they may experience

2. Ethos and Characteristic Spirit

Ros Glas CSS is a state, multid denominational, co-educational school underpinned by the core values of:

- Excellence in Education.
- Care.
- Equality.
- Respect.
- Community.

Our school strives to create a culture where every student experience safety, respect, dignity, autonomy and belonging.

3. Aims of the Policy

The aims of this policy are:

- To support student wellbeing, engagement and participation.
- To create a safe and inclusive learning environment.
- To promote positive relationships across the school community.
- To support students in developing self-awareness and self-regulation skills.
- To ensure a consistent school-wide approach.
- To reduce barriers to learning and participation.
- To support staff in responding effectively to dysregulated behaviour.
- To uphold the dignity and rights of every student.
- To comply with relevant legislation and national guidance.

4. Rationale

This Code of Behaviour has been developed to support the creation of a safe, inclusive, respectful and nurturing learning environment in which every student can experience belonging, engagement, participation and success. It reflects the school's commitment to providing an educational environment that recognises the diverse strengths, needs and experiences of students with Autism, Complex Learning Needs and Moderate Intellectual Disabilities.

Ros Glas Community Special School recognises that behaviour is a form of communication and that students' behaviour is influenced by a range of factors including communication differences, sensory processing needs, emotional wellbeing, relationships, health, environmental factors and life experiences. The school is committed to understanding the reasons underlying behaviour and responding in a supportive, respectful and proactive manner.

This Code is informed by the principles of the NCSE Relate framework, which promotes a regulation-first, relationship-centred and strengths-based approach to supporting student engagement and participation. The school seeks to create conditions in which students feel

safe, understood, connected and valued, recognising that regulation is fundamental to learning, wellbeing and positive social interaction.

The Code also ensures compliance with the requirements of the Education (Welfare) Act 2000 and the guidelines set out in *Developing a Code of Behaviour: Guidelines for Schools* (Tusla/NEWB). It provides a clear framework for promoting positive behaviour, responding to dysregulated behaviour, supporting student wellbeing and ensuring fair and consistent practices throughout the school community.

The policy has been developed to:

- Promote a positive school culture based on dignity, respect, inclusion and belonging.
- Support the wellbeing, regulation, engagement and participation of all students.
- Recognise behaviour as communication and respond through understanding, support and collaborative problem-solving.
- Ensure a consistent and whole-school approach to behaviour support.
- Strengthen positive partnerships between students, parents/guardians, staff and external professionals.
- Promote environments, teaching approaches and support systems that reduce barriers to learning and participation.
- Safeguard the rights, dignity and safety of all members of the school community.
- Ensure that suspension, expulsion and any restrictive practices are used only in accordance with national legislation, best practice guidance and principles of proportionality and least restriction.

Through this Code of Behaviour, Ros Glas Community Special School aims to foster an environment where students are supported to develop confidence, independence, self-awareness, communication skills, positive relationships and a lifelong sense of belonging within their school community

5. Understanding Behaviour

5.1 Behaviour as Communication

All behaviour communicates a need, feeling or experience. Staff seek to understand the reasons behind behaviour and address barriers to participation.

Behaviour may communicate:

- Distress
- Anxiety
- Frustration
- Overwhelm
- Sensory discomfort
- Physical discomfort
- Unmet needs
- Communication difficulties
- Desire for connection
- Need for predictability
- Need for autonomy

The school seeks to understand the reasons behind behaviour before determining appropriate supports

5.2 Dysregulated Behaviour

According to the NCSE-Relate, Dysregulation occurs when a student's stress level becomes too much to manage. Dysregulation limits a student's ability to maintain 'readiness' for participation in any aspect of the education setting, as well as reducing their ability to connect with others. Sometimes, this behaviour can present a risk to safety, wellbeing, learning or participation and indicate a need for additional support.

6. Roles and Responsibilities

Board of Management, Principal, Staff, Students and Parents/Guardians share responsibility for creating a positive, safe and inclusive school community. All school staff have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other.

6.1 Board of Management

Is responsible for

- Ensuring that the Code of Behaviour is prepared, ratified, implemented and reviewed in accordance with legislative requirements.
- Promoting a school culture based on dignity, inclusion, wellbeing and respect.
- Supporting the Principal and staff in implementing the Code.
- Ensuring that appropriate resources, policies and training are in place to support student wellbeing and behaviour.
- Reviewing the effectiveness of the Code on a regular basis.

6.2 Principal

The Principal:

- Has overall responsibility for the implementation of the Code of Behaviour.
- Promotes a regulation-first, relationship-centred culture throughout the school.
- Supports staff in implementing positive and inclusive behaviour support practices.
- Ensures that staff receive appropriate professional learning and training.
- Oversees the development and review of Individual Behaviour Support Plans, Risk Assessments and Safety Plans where required.
- Maintains communication with parents/guardians and external professionals when necessary.
- Ensures that fair procedures are followed in relation to suspension and expulsion.
- Leads the monitoring and review of the policy

6.3 Teachers and SNAs

Teachers and SNAs:

- Build positive, trusting and respectful relationships with students.
- Support students to feel safe, connected and ready to engage in learning.
- Implement proactive and preventative strategies to support regulation, engagement and participation.

- Create supportive learning environments that acknowledge the communication, sensory and learning needs of students.
- Use Low Arousal Approaches and co-regulation strategies when responding to dysregulation.
- Implement Individual Plans as appropriate.
- Monitor, review and document significant behavioural incidents where required.
- Engage in reflective practice and collaborative problem-solving.
- Maintain respectful and effective communication with parents/guardians and colleagues.
- Work collaboratively with multidisciplinary professionals to support student wellbeing and learning

6.4 Students

Students are supported to:

- Feel safe and valued within the school community.
- Participate in learning and school activities to the best of their ability.
- Develop communication, social and self-regulation skills.
- Respect themselves, other people and the environment.
- Seek support from trusted adults when needed.
- Contribute positively to the school community in ways that are meaningful and appropriate to their individual abilities and needs

6.5 Parents/Guardians

Parents/Guardians will:

- Partner with the school to support their child in the understanding and the implementation of the Behaviour Policy,
- Share relevant information in relation to any issues which may affect their child's behaviour or general well-being. Home school communication is essential in supporting this code of behaviour policy,
- Treat all members of the school community with respect,
- Support staff on the implementation of any behaviour support plans designed for their child.
- Participate in review meetings.

6.6 Bus Escorts

Bus escorts:

- Support students in a respectful, calm and caring manner.
- Promote a positive and safe environment during transport.
- Support students using agreed communication systems, visual supports and regulation strategies where appropriate.
- Use calm, low-arousal approaches when responding to signs of distress or dysregulation.
- Communicate relevant information regarding student wellbeing, behaviour or incidents to school staff in accordance with school procedures.
- Respect the dignity, privacy and rights of all students at all times.
- Participate in relevant training and guidance provided by the school or transport provider.

7. Communication with Parents and Guardians

Communication with Parents/Guardians is central to maintaining a positive approach to issues concerning their child's wellbeing and education.

A high level of cooperation and open communication is seen as an important factor encouraging positive behaviour in the school.

Parents/Guardians are encouraged to talk in confidence to the Principal and /or teachers about any significant developments in their child's life which may affect the child's behaviour.

The methods of parent/guardian-teacher communication used in Ros Glas CSS include:

- Text messages from the school to the parent(s)/guardian(s),
- Phone calls from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Notes from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Letters and emails from school to parent(s)/guardian(s) and from parent(s)/guardian(s) to school.
- Meetings arranged by appointment with staff through the School Office.
- Communications via approved school software platforms that may be used by the school.

8. School Expectations

Rather than focusing solely on rules, Ros Glas promotes a shared understanding of expectations.

We aim to:

- Be Safe: We keep ourselves and others safe.
- Be Respectful: We respect ourselves, others and our environment.
- Be Kind: We show care and understanding.
- Be Ready to Learn: We participate to the best of our ability.
- Belong Together: We support each other as members of the school community.

Class teams may adapt expectations using visuals, social stories, AAC systems and personalised supports.

9. Promoting Positive Behaviour, Engagement and Participation

The most effective behaviour support is proactive rather than reactive. Universal supports include:

- Predictable routines
- Visual schedules
- Communication supports
- AAC supports
- Sensory supports

- Movement opportunities
- Relationship-based teaching
- Universal Design for Learning
- Positive acknowledgement
- Choice and autonomy
- Student interests and strengths
- Environmental adaptations

The school recognises that belonging, success and meaningful engagement are powerful motivators for learning and participation

10. Regulation First Approach

10.1 Our Regulation First Philosophy

Ros Glas Community Special School adopts a Regulation First Approach to supporting students' wellbeing, engagement, participation and behaviour. This approach recognises that students are most able to learn, communicate, problem-solve and participate when they feel physically and emotionally safe, connected to those around them and appropriately regulated. Behaviour is understood as communication and is viewed within the context of the student's developmental profile, communication abilities, sensory processing, health, emotional wellbeing, relationships and environment.

The school recognises that many autistic students and students with complex learning needs may experience challenges with emotional regulation, sensory processing, communication, cognitive flexibility, executive functioning and anxiety. These factors can significantly influence how students respond to everyday demands and experiences. Rather than asking "What is wrong?" we seek to understand "What is happening?" and "What support is needed?"

The primary responsibility of staff is not to secure compliance but to create conditions that support regulation, connection, participation and learning. We recognise that students cannot be expected to engage successfully in learning when they are experiencing overwhelm, distress, fear, anxiety or dysregulation.

10.2 What We Mean by Regulation

Regulation refers to the ability to manage physical, emotional, sensory and cognitive experiences in a way that allows an individual to engage meaningfully in everyday activities.

The school acknowledges that many students may require:

- Co-regulation from trusted adults.
- Environmental adaptations.
- Sensory supports.
- Communication supports.
- Predictable routines.
- Additional processing time.
- Assistance identifying emotions and needs.
- Explicit teaching of self-regulation skills.

The development of self-regulation is recognised as a gradual process that occurs through positive relationships and repeated supported experiences over time.

10.3 Regulation Before Correction

When a student experiences distress or dysregulation, staff will prioritise supporting regulation before attempting to teach, correct, problem-solve or discuss behaviour.

Staff will seek to:

- Ensure safety for all involved.
- Remain calm and regulated themselves.
- Reduce environmental demands where appropriate.
- Use supportive and reassuring communication.
- Reduce sensory stressors.
- Support the student through co-regulation.
- Provide access to agreed regulation supports.
- Allow time and space for recovery.

Staff recognise that reasoning, reflection and learning are unlikely to be effective while a student remains dysregulated. Conversations about incidents, expectations or alternative responses will therefore occur only when the student is ready and able to engage.

10.4 Understanding the Influence of the Environment

Ros Glas CSS acknowledges that behaviour does not occur in isolation. A student's ability to engage, participate and regulate is influenced by multiple interacting factors including:

- Sensory demands.
- Communication demands.
- Academic demands.
- Social expectations.
- Physical health.
- Emotional wellbeing.
- Sleep and fatigue.
- Changes in routine.
- Environmental noise and activity.
- Relationships and social interactions.

Where concerns arise, staff will consider whether environmental factors may be contributing to the student's experience and will seek to reduce barriers wherever possible. This may involve adjusting teaching approaches, routines, sensory supports, communication systems or the physical environment.

10.5 Co-Regulation

The school recognises that co-regulation is a key component of supporting student wellbeing.

Co-regulation occurs when a calm, supportive adult helps a student to manage emotions, responses and experiences through connection and relationship. Staff support co-regulation by:

- Building trusting relationships.
- Using calm body language and tone of voice.
- Offering emotional reassurance.
- Listening and validating feelings.
- Using visual supports and communication aids.
- Reducing unnecessary verbal demands.
- Remaining available and supportive during periods of distress.

Co-regulation is viewed as a strength-based support and an essential part of helping students develop regulation skills over time.

10.6 Universal Regulation Supports

Ros Glas CSS seeks to proactively support regulation through universal supports available to all students.

These may include:

- Structured and predictable routines.
- Visual schedules and timetables.
- AAC and alternative communication systems.
- Sensory regulation opportunities.
- Movement breaks.
- Flexible seating options.
- Quiet spaces and low-stimulation environments.
- Access to regulation resources.
- Reduced sensory overload where possible.
- Relationship-based approaches to teaching and learning.
- Opportunities for student choice and autonomy.
- Individualised supports where required.

The school believes that when regulation supports are embedded throughout the school day, students are more likely to experience success, engagement and belonging.

10.7 Responding to Signs of Dysregulation

Staff are encouraged to notice and respond to early indicators of stress or dysregulation before difficulties escalate.

Possible signs may include:

- Changes in mood or behaviour.
- Withdrawal or avoidance.
- Increased anxiety.
- Repetitive behaviours.
- Reduced communication.
- Increased sensory seeking or avoidance.
- Difficulty engaging in tasks.
- Signs of overwhelm or distress.

Where such indicators are observed, staff will seek to understand what might be contributing to the experience and will implement supportive strategies before behaviour becomes more difficult for the student to manage.

10.8 Reflective and Collaborative Practice

Following significant incidents or periods of dysregulation, staff will engage in reflective practice to better understand what may have contributed to the situation and how future support can be improved. Reflective practice is an ongoing process in Ros Glas Community Special School and is not limited to responding to significant incidents. Staff are encouraged to notice and respond to early indicators of distress, anxiety, dysregulation or reduced engagement. Where concerns arise, the class team may meet to reflect on what the student may be communicating and to consider any factors contributing to the student's experience, including communication, sensory, environmental, social or emotional factors.

Reflection may include consideration of:

- What the student may have been communicating.
- Environmental stressors.
- Triggers and antecedents.
- Successful supports used.
- Opportunities to reduce barriers.
- Additional supports that may be required.

Parents/guardians, relevant professionals and the student, where appropriate, may contribute to this reflective process. The focus remains on learning, understanding and improving support rather than assigning blame.

10.9 Commitment to a Regulation First Culture

Ros Glas Community Special School is committed to fostering a school culture where students experience safety, dignity, belonging and acceptance. Through a Regulation First Approach, the school seeks to ensure that all students are supported to develop the skills, confidence and resilience necessary to engage meaningfully in learning and school life.

The school recognises that regulation, connection and participation are deeply interconnected and that positive behaviour is most effectively supported through understanding, relationships, inclusive practices and responsive environments.

11. Behaviour Support Framework

Ros Glas Community Special School adopts a proactive, preventative and student-centred approach to behaviour support. Consistent with the principles of NCSE Relate, behaviour is understood as communication and support is focused on promoting regulation, engagement, participation and wellbeing. The Behaviour Support Framework provides a continuum of support that recognises the diverse and changing needs of students and seeks to ensure that the right level of support is available at the right time.

11.1 Universal Supports

Universal supports are provided for all students and form the foundation of positive behaviour support within the school. These supports aim to create an environment where students feel safe, understood and ready to learn.

Examples of universal supports include:

- Predictable routines and structures
- Visual supports and schedules
- Communication supports, including AAC where appropriate
- Sensory regulation opportunities
- Clear and consistent expectations
- Positive relationships with staff
- Universal Design for Learning principles
- Opportunities for choice, autonomy and participation

These supports help reduce barriers to learning and promote a sense of belonging for all students.

11.2 Targeted Supports

Some students may require additional support at certain times to help them successfully engage in school activities and manage challenges that arise.

Targeted supports may include:

- Individual regulation strategies
- Social learning supports
- Check-in and check-out systems
- Environmental adaptations
- Increased collaboration with parents/guardians
- Targeted interventions identified through the Continuum of Support process

These supports are developed in response to identified needs and are reviewed regularly to ensure they remain effective.

11.3 Intensive Individualised Supports

A small number of students may require highly individualised supports due to the complexity or frequency of dysregulated behaviours. In such cases, the school may develop Individual Behaviour Support Plans, Risk Assessments or Safety Plans in collaboration with parents/guardians and relevant professionals.

The focus of these plans is to identify strengths, understand the factors influencing behaviour, reduce barriers to participation and promote positive outcomes for the student. Regular review and shared problem-solving are central to ensuring that supports remain responsive, effective and respectful of the student's dignity and rights.

12. Low Arousal Approaches

The school adopts Low Arousal Approaches when supporting students experiencing dysregulation.

Staff may:

- Remain calm.
- Reduce verbal language.
- Allow processing time.
- Respect personal space.
- Reduce demands.
- Reduce sensory input.
- Listen actively.
- Support communication.
- Remove unnecessary audiences.
- Offer regulation supports.
- Engage in reflective debriefing after incidents.

Low Arousal Approaches support dignity, safety and co-regulation.

13. Responding to Dysregulated Behaviour

Responses may include:

- Redirection
- Regulation supports
- Sensory supports
- Movement breaks
- Visual supports
- Co-regulation
- Reduced demands
- Restorative conversations
- Environmental adjustments
- Review of support plans
- Family engagement

Responses are selected according to the student's needs and circumstances.

14. Individual Behaviour Support Plans

A Behaviour Support Plan may be required when a student experiences ongoing difficulties.

Plans will:

- Focus on understanding the behaviour.
- Identify strengths.
- Identify stressors and triggers.

- Specify proactive supports.
- Outline agreed responses.
- Be developed collaboratively.
- Be reviewed regularly.

15. Risk Assessment and Safety Planning

Where behaviours present a significant risk:

- Risk assessments will be completed.
- Safety plans will be developed.
- Staff training will be provided.
- Plans will be reviewed regularly.

The focus remains on supporting safety and reducing risk rather than controlling behaviour.

16. Physical Intervention and Restrictive Practices

Ros Glas Community Special School is committed to creating a safe, supportive and inclusive environment where students are treated with dignity, respect and understanding.

The school recognises that behaviours of concern are often an expression of distress, dysregulation, communication difficulties or unmet needs. Consequently, the school prioritises proactive, preventative and relationship-based approaches to support students and reduce the likelihood of situations escalating to crisis point.

16.1 Commitment to Least Restrictive Practice

The school is committed to minimising and, where possible, eliminating the use of restrictive practices. Every effort will be made to support students through environmental adaptations, regulation supports, communication supports, positive behaviour support plans and Low Arousal Approaches before considering any restrictive intervention.

Restrictive practices will never be used as a form of punishment, discipline, coercion or to secure compliance. Any intervention must be proportionate, reasonable, necessary and in the best interests of maintaining safety.

16.2 Physical Intervention

Physical intervention may only be used as a last resort when there is an immediate risk of serious harm to:

- The student themselves;
- Other students;
- Staff members;
- Visitors to the school; or
- Property where there is a significant safety risk.

Any physical intervention used must be the minimum required to maintain safety and must be applied for the shortest duration necessary. Only staff who have received appropriate training

approved by the school may use physical intervention techniques. The Principal or Deputy Principal will be informed immediately.

16.3 Planning and Prevention

Where a student presents with behaviours that may pose a significant risk, the school will work collaboratively with parents/guardians and relevant professionals to develop appropriate support plans. These may include:

- Individual Behaviour Support Plans;
- Risk Assessments;
- Safety Plans;
- Regulation Plans; and
- Agreed strategies for responding to crisis situations.

The primary aim of these plans is always prevention, early intervention and the reduction of risk.

16.4 Recording, Reporting and Review

All incidents involving physical intervention or restrictive practices will be recorded in accordance with school procedures. Incidents will be reviewed by the Principal and relevant staff to identify learning, review supports and reduce the likelihood of recurrence.

Parents/guardians will be informed of significant incidents involving physical intervention as soon as practicable. The school is committed to reflective practice and continuous review to ensure that supports remain effective, appropriate and respectful of the student's rights, dignity and wellbeing.

16.5 Post-Incident Support

Following a significant incident, appropriate support will be provided to students and staff involved. This may include debriefing, reflection, review of support plans and collaborative problem-solving. The focus of post-incident review is to understand what contributed to the situation, identify any unmet needs or barriers, and strengthen preventative supports for the future.

17. Incident Recording and Review

The school recognises the importance of accurate and objective record keeping in supporting student wellbeing and ensuring a consistent approach to behaviour support. Significant incidents will be recorded in a timely manner, outlining the circumstances of the incident, supports provided, outcomes and any follow-up actions required. Records will focus on understanding the factors that may have contributed to the incident, including environmental, sensory, communication or emotional influences, rather than simply documenting the behaviour itself.

Incident records may be used to identify patterns, inform Behaviour Support Plans, support risk assessment processes and guide future interventions. Following significant incidents, staff will engage in reflective practice and, where appropriate, consult with parents/guardians and relevant professionals. The purpose of review is to improve understanding, strengthen

preventative supports and promote positive outcomes for the student

18. Suspension

Ros Glas Community Special School recognises that suspension is a serious intervention and is not, in itself, a behaviour support strategy. The school is committed to a preventative, regulation-first and relationship-centred approach to supporting students and will make every reasonable effort to address concerns through proactive supports, collaborative problem-solving and environmental adjustments before suspension is considered.

Suspension may be considered where a student's behaviour presents a serious risk to the safety or wellbeing of the student or others, or where all appropriate supports and interventions have been exhausted and significant concerns remain. Decisions regarding suspension will take account of the student's individual needs, communication profile, level of understanding, disability-related needs and the supports that have already been implemented.

Prior to suspension, the school may consider a range of supportive measures including increased regulation supports, review of Behaviour Support Plans, consultation with parents/guardians, environmental modifications, additional risk management strategies and engagement with relevant professionals or support services.

Where suspension is deemed necessary, fair procedures will be followed in accordance with the Education (Welfare) Act 2000 and *Developing a Code of Behaviour: Guidelines for Schools*. Parents/guardians will be informed of the reasons for the suspension and given an opportunity to engage with the school regarding the decision.

- The Parent(s)/Guardian(s) will be informed by phone and/or in writing about the issue or incident and that it could result in suspension.
- A meeting with the Parent(s)/Guardian(s) will be arranged to provide an opportunity to the parent(s)/guardian(s) to discuss all appropriate supports and interventions have been exhausted and to respond.
- In the case of an immediate suspension, Parent(s)/Guardian(s) will be notified of the details of the incident and arrangements will be made for the student to be immediately collected from school.
- An immediate suspension will be invoked where there is an immediate risk to the health and/or safety of the pupil or other pupils or staff.

Following any suspension, the school will work collaboratively with the student, family and relevant professionals to support a successful return to school and to review any additional supports that may be required to promote the student's wellbeing, engagement and participation

18.1 Period of Suspension

A student will not be suspended for more than three days, except in exceptional circumstances where the Principal considers that a period of suspension longer than 3 days is required to achieve a particular objective such as putting an Individual Pupil Behaviour Plan in place, revising an existing one, or accessing the necessary resources to cater for the

student's needs. The Education Welfare Officer will be informed if the period of the suspension exceeds 6 days.

The principal may suspend a student for a period up to and including 3 days. Approval of the Board of Management is required for any suspension more than 3 days.

18.2 Appeal of Suspension

Where the total number of days for which a student has been suspended in the current school year reaches 20 days, the parent(s)/guardian(s) of the student, or the student aged 18 years or over, may appeal the suspension under Section 29 of the Education Act 1998. At the time when parent(s)/guardian(s) are being notified of a suspension that will take the total for the academic year above 20 days, they will also be informed of their right to appeal to the Secretary General of the Department of Education.

19. Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. The Board of Management has the authority to expel a student. A proposal to expel a student requires serious grounds and will only be considered under exceptional circumstances after every effort has been made to support and assist students and to address the challenges. The NEWB (2008) guidelines and procedures on expulsion will be followed.

20. Notification of Absence

An appropriate Behaviour Policy must describe the procedures to be followed by parents when they are notifying the school about a child's absence. The procedures to be followed by parents in relation to a child's absence are:

- Pupils are expected to attend school on all official school days.
- Parent(s)/guardian(s) must inform the school of their child's absence for any reason.
- Parent(s)/guardian(s) must inform the school on the first day of absence by phoning the school and on the child's return to school by means of a note explaining the absence. This can be done via the school communication platform Aladdin.
- Parent(s)/guardian(s) can inform the school if they know in advance of the absence.
- Parent(s)/guardian(s) need to inform the school about the reasons for absence following a period of absence.
- Failure to notify the school about a student's absence will be followed up by phone call/text message/email from the teacher.
- Parents will be notified when their child's attendance is a cause of concern (15 days).
- TUSLA may be notified when a child has been absent for 20 days.

21. Review and Ratification

This policy was adopted by the Board of Management on 11th August 2026.

This policy has been made available to school personnel. A copy of this policy will be made available to the Department and parents if requested. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel.