

PROMOTING POSITIVE LEARNING BEHAVIOUR

OUR LEARNING CODE

The Learning Code in Athboy Community School aims to ensure that all students can learn and all teachers can teach without disruption. This code clearly lays out what behaviour is expected of all students in Athboy Community School. All students and their parents/ guardians must accept the Learning Code in order to enrol in the school.

Positive Behaviour Approach

All students are encouraged to demonstrate positive behaviour and staff are committed to recognising and commending the following types of behaviour:

- A. Oral contributions in class
- B. Active Listening
- C. Improvement in classwork or homework
- D. Commendable Acts of Kindness
- E. Ongoing hard work
- F. Positive school spirit
- G. Good manners
- H. Creativity in Music or Art
- I. Sustainability
- J. Taking initiative
- K. Digital Skills
- L. Sporting talent
- M. Being good with your hands
- N. Participation in extracurricular activities
- O. Other talents, skills, achievements

Positive Behaviour Awards

Awards

Every student has an Assets Portfolio which records the Assets, Citations and Superlative Notes they accumulate during the school year. Students can earn assets in many ways. The types of awards are as follows:

1. Asset - an award given in the journal recognising an achievement in class, in extracurricular activities, school events or outside of school.
2. Citation- a major achievement given as a Citation Note in the journal for an achievement which required preparation or training and significant effort by the student (Equal to 5 Assets).
3. Superlative- an outstanding award for an achievement which required a lot of preparation or training over a significant time as well as supreme effort by a student (Equal to 10 Assets).

Certificates/Postcards

Student of the Week and the Student of the Month Certificates are awarded based on the number of Assets in the students' portfolios at assemblies. There is a Most Improved Student of the Month Certificate for the students who have increased their assets most significantly. The class who has the best Assets Portfolios win a prize each month also.

Teachers/SNAs may also wish to send home postcards for students who have won Assets, Citations or Superlative Notes.

Honour Roll

Students who maintain an Assets Portfolio which ranks in the top 10% of their year group secure a place on the Honour Roll which is published each semester on the Honour Roll Notice Board outside the Principal's office and on the Students Year Group Teams News Channel, in Staff and Parents weekly updates, on the school website and in the Principal's Report to the Parents Association and to the Board of Management.

Role of the Positive Behaviour Coordinator

There is a Positive Behaviour Coordinator who oversees the administration of Awards, Certificates and the Honour Roll. The Coordinator liaises with the year heads and ensures that accurate records are recorded and maintained and with the prefects who keep records of Assets, Citations and Superlatives through each student's Asset Portfolio. Students have the responsibility to maintain their Asset Portfolios accurately.

Role of the Prefects

Each class has a prefect who maintains the Positive Behaviour Record for the class, under the supervision of the Positive Behaviour Coordinator. Prefects can give Assets to students for taking part in Prefect lunchtime activities.

Role of SNAs

SNA (Special Needs Assistants) can give Assets to students to incentivise progress on their targets or to reward students for genuine random acts of kindness or for going out of their way to be helpful.

Supports for Learners

Athboy Community School believes strongly in providing every possible support to allow students to succeed and excel. Here are some of the supports available to our students;

- Class Tutor
- Year Head
- Care Team – Chaplain, Guidance Counsellor, AEN Coordinator
- Additional Educational Needs Department
- One Good Adult Programme
- Friendship Room/library
- Support Books/Organisation Plans
- Asset Portfolio Competitions/Student of the Month
- Homework Club/Supervised Study

Disruption of Learning

Supports for Students

Our Learning Code recognises that sometimes disruptions to learning happen in school and also that there are different types of disruption to learning. It recognises that students make mistakes, forget things and have days that are more difficult than others.

Note of Concern

If a student disrupts learning for the first time in a particular class, they are given a verbal warning and a written **Note of Concern** in the journal to encourage them to avoid this type of behaviour. One **Note of Concern** can be given per teacher per student. This note does not count towards levels on the Learning Code. If the behaviour is repeated, an Amber or Red note may be written in the journal.

Amber Notes

Organisational issues sometimes cause disruptions which take up class time and stop learning. These include:

- i. Coming late to class without a note
- ii. Coming to class without books, copies, equipment
- iii. Not doing homework including learning homework
- iv. Not charging the laptop
- v. Not wearing the full uniform/tracksuit on the correct days.

These issues, when repeated, will result in an Amber Note being written in the journal. Students will have to do extra work or a brief teacher's detention during the day to make up for the disruption and will get the note signed by a parent/guardian and Year Head. Students who don't do the extra work will be given double the work, unless a note is provided or extenuating circumstances.

Red Notes

Deliberate/serious behaviours which disrupt learning in class and outside of class include:

- Talking, shouting, laughing, making noises, comments or gestures which insult any other person.
- Ignoring instructions, asking unnecessary questions, deliberately delaying doing something
- Using inappropriate language
- Taking/damaging property without permission
- Refusal to hand the journal to a member of staff
- Refusing to go to another teacher's room when instructed
- Tampering with the school journal or not having a journal in class
- Leaving class without permission or not attending class
- Vaping/Smoking
- Inappropriate use of technology
- Using a phone in school without permission

These behaviours, when repeated, will result in a Red Note being written in the journal. Students will be given extra work or a brief teacher's detention during the day to make up for the disruption and will get the note signed by a parent/guardian and Year Head. Students who don't do the extra work will be given double the work, unless a note is provided or extenuating circumstances occur.

Students on Level 2 upwards will need Year Head approval to go on a school trip, particularly if there are concerns around health and safety.

All of these notes MUST be signed the evening they are given by a parent/guardian and MUST be shown to the Class Tutor by the next morning

Levels of the Learning Code

There are four levels in the Learning Code and students progress through levels if they continuously disrupt learning despite the many supports that are put in place. Parents/Guardians are involved at every stage of the process and are invited in for meetings to discuss how best to support their child. At each level, there are clear steps that will be followed for the student.

The timeframe for notes is one semester. At the end of each semester, students get to start afresh. If students have reached five (ten at Level 1) Amber or five Red Notes and have gone onto a level, they only restart at the level they are on. They do not go back a level unless they do the Buy Back option.

a. Care Team

Students will meet with a member of the Care Team for additional support at each level.

b. The Buy Back

If a student goes five weeks without an Amber or Red Note, they can buy back one level and start afresh.

c. Year Head Note

When a student is on a Support Book, they are not given Amber or Red Notes, however, if they receive a comment from a teacher indicating that they are deserving of either, the Year Head will hold the students to re-emphasise the importance of positive behaviour.

d. Detention Note

If the Year Head detains a student after school, a detention Note will be issued at least 24 hours in advance so that a parent can make arrangements to collect the student if necessary after the detention.

Serious Incidents

In some cases, a serious incident may result in a student going straight to **Level 4** of the Learning Code. That decision is made by the principal. Such incidents include but are not restricted to the following types of behaviour:

- i. Consistent refusal to co-operate with a staff member
- ii. Aggressive behaviour towards any member of the school community
- iii. A serious threat of violence towards any member of the school community
- iv. Fighting
- v. Theft
- vi. Vandalism
- vii. Bringing, having or distributing illegal substances in school or on a school trip
- viii. Bringing a weapon or anything that may be used as a weapon to school or having a weapon or anything that may be used as a weapon in school or on a school trip or while in school uniform+
- ix. Bullying/Cyberbullying or inappropriate use of technology of any kind which impacts negatively on any person in the school community
- x. Inappropriate/Unsafe/Intimidating Behaviour
- xi. Behaviour which threatens the safety, security and learning environment of the school.

The outcome of these incidents may result in a suspension and/or in a report being brought to the Board of Management in a recommendation to expel.

If a report is not brought to the Board of Management, other sanctions such as suspension, the use of a support book, loss of privileges etc... may apply.

A Report of the incident will remain on the students' file indefinitely.

The Board of Management will decide on suspensions of over three days and on expulsions.

Review of the Learning Code

The Learning Code will be reviewed each year by the Staff, Student and Parent Positive Behaviour Teams and updated as needed.