

# Athboy Community School



## Learning Code Policy

Updated June 2024

## 1. Mission Statement

ACS prides itself on creating a safe, caring, creative and culturally diverse environment and on offering an innovative curriculum which challenges students to achieve their full potential.

We promote an open culture in which relationships between staff and students are prioritised.

We commend and reward positive behaviour and encourage student participation in all aspects of school life so they can flourish academically, physically, emotionally, spiritually and psychologically.

“Mol an Óige agus tiocfaidh sí”.

Our Core Values are; Care, Inclusion, Safety, Creativity and Respect.

## 2. Aims of the Learning Code

The Learning Code in Athboy Community School aims to ensure that positive behaviour is recognised and encouraged and to allow all students to learn and all teachers to teach without disruption.

## 3. Expectations of Students

Our Learning Code is based on the following expectations for all students:

1. All students should communicate positively and effectively by their words, actions and gestures with each other and with staff at all times.
2. Students must attend all classes on time, bring a charged device, all necessary materials and homework to class.
3. Students are expected to participate in class to the best of their ability.
4. Students should be sustainable, dispose of rubbish appropriately and take care of school furniture and equipment.
5. Students should follow guidelines relating to using toilets, going to lockers and the correct use of Yondr pouches for phones.

## 4. 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

## **5. Positive Behaviour Awards**

### **5.1 Awards**

Every student has an Assets Portfolio which records the Assets, Citations and Superlative Notes they accumulate during the school year. (*See Appendix 1*). 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 extra curricular activities, school events or outside of school (*See Appendix 2.*)
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) (*See Appendix 3*).
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) (*See Appendix 4*).

### **5.2 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.

### **5.3 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 half 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.

### **5.4 Role of the Positive Behaviour Coordinator**

There is a APL postholder in the role of 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 the maintained and with the prefects who keep records of Assets, Citations and Superlatives through each students Asset Portfolio. Students have the responsibility to maintain their Asset Portfolios accurately.

### 5.5 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 are permitted to give Assets to students for taking part in Prefect lunchtime activities.

### 5.6 Role of SNAs

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

### 5.7 Quantity of Assets

Staff are encouraged to give Assets consistently across all year groups. Based on staff surveys following the Learning Code pilot, the recommended administration of Assets would be to between 5-10% of the students in each class/group of students.

## 6. Disruption of Learning

### 6.1 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.

### 6.2 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 (*See Appendix 5*).

### 6.3 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 occur (*See Appendix 6*).

#### **6.4 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 (*See Appendix 7*).

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 of a student going on a trip due to behaviour.

#### **6.5 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.

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 reach five 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 the do the Buy Back option (*See 5.6 b. below and see Appendix 12 for Levels of the Learning Code Poster*).

## Levels of the Learning Code

The four levels of the Learning Code are as follows;

Level 1	
If you get...	What happens?
<ul style="list-style-type: none"> <li>• 10 Amber notes + extra work and/or</li> <li>• 5 Red notes + extra work</li> </ul>	<ul style="list-style-type: none"> <li>• After 10 Reminder Notes only, student goes on Organisational Report</li> <li>• Learning Review Form to fill out at home</li> <li>• Meeting with parent/guardian</li> <li>• Level 1 Support Book for 5 days, signed daily by tutor and parent/guardian.</li> </ul>

Level 2	
If you get...	What happens?
<ul style="list-style-type: none"> <li>• 5 Amber notes + extra work and/or</li> <li>• 5 Red notes + extra work</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parent/guardian</li> <li>• Meeting with Learning Code team to discuss progress</li> <li>• Level 2 Support Book for 10 days, signed daily by Tutor and parent/guardian</li> </ul>

Level 3	
If you get...	What happens?
<ul style="list-style-type: none"> <li>• 5 Amber notes + extra work and/or</li> <li>• 5 Red notes + extra work</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings with parent/guardian to review Support Book</li> <li>• Level 3 Support Book for 10 days</li> <li>• Your file may be referred to the Board of Management</li> <li>• Letter of commitment to Learning Code to be signed by student/parent or guardian</li> </ul>

Level 4	
If you get...	What happens?
<ul style="list-style-type: none"> <li>• 5 Amber notes + extra work and/or</li> <li>• 5 Red notes + extra work</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings with parent/guardian to review support book.</li> <li>• Individual Behaviour Contract to be signed</li> <li>• Level 4 support book for 10 days</li> <li>• Your file will be brought to the Board of Management.</li> <li>• You may be asked to leave the school (expulsion)</li> </ul>

### Year Head Note:

- If you get a Year Head note while on Support Book- you will get a Year Head detention.
- If you get a Year Head note while on Support Book at Stage 4, you may be suspended

### Buy Back

- If you go 5 weeks without an Amber or a Red Note, you can go back a level in the Learning Code.

#### 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 a comment from a teacher indicating that they are deserving of either, the Year Head will hold detain the students to re-emphasise the importance of positive behaviour (*See Appendix 8*).

#### d. Detention Note

If the Year Head detains a student after school, a detention Note will be issue at least 24 hours in advance so that a parent can make arrangements to collect the student if necessary after the detention (*See Appendix 9*).

## 7. 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 incident may result in a suspension and/or in a report being brought to the Board of Management in a recommendation to expel. (See the Suspension & Expulsion Policies).

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.

## 8. Phone Policy

The school have introduced Yondr pouches for safe storage of phones in the school building and as necessary on school trips. (*See Separate phone policy*).

## **9. Implementation of the Learning Code**

The Positive Behaviour Team gathered data following the Learning Code pilot and small changes were made to the Code. It will be made available in student journals, in Teacher/SNA handbooks, on the new website and on the app.

Parents/Guardians must accept the school's Learning Code as per the Admissions Act 2028 and will be asked to accept and support the implementation of the Learning Code via the school app.

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

## **10. Policy Review**

The Learning Code will be reviewed each year and amended as needed.

A copy of this policy will be made available on our app and website when ratified. This policy was adapted by the Board of Management on 11 June 2024

Signed: \_\_\_\_\_ (Chair) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_

Date for next Review: \_\_\_\_\_





## Appendix 1 - Assets Portfolio

Fill in the total number of Assets, Citation Notes and Superlative Notes awarded each week at tutorial in your Assets Portfolio below.

Week Number	Total Assets (1)	Total Citation Notes (5)	Total Superlative Notes (10)	Weekly Total
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				

## Appendix 2 – Recording Assets

### Assets

Staff members fill in the category of Asset and their initials and the date of the award in the table below. At the end of the week, students total their Assets on the table.

Week Number	Asset Category	Staff Initials/date	Asset Category	Staff Initials/date	Asset Category	Staff Initials/date
Week _____						
Date:						
Total Assets =						

### Appendix 3

#### Citation Notes

Name of Student	Date
Name of Teacher	Subject
Achievement:	Well done!
Signed (parent/guardian)	Signed Year Head

### Appendix 4

#### Superlative Notes

Name of Student	Date
Name of Teacher	Subject/Activity
Achievement:	Amazing!!
Signed (parent/guardian)	Signed Year Head

### Appendix 5

#### Notes of Concern

Name of Student	Date
Name of Teacher	Subject
Reason for Concern	
Signed (parent/guardian)	Signed Tutor

## Appendix 6

### Amber Notes

Name of Student		Date	
Name of Teacher		Subject	
Reason for Note (please circle)	Late to Class Missing uniform	Missing Materials/device not charged	Homework incomplete/not attempted
Extra Work or detention given		Extra work or detention done	
Signed (parent/guardian)		Signed Year Head	

## Appendix 7

### Red Notes

Name of Student		Date	
Name of Teacher		Subject	
Reason for Note (please circle)			
Extra Work or detention given		Extra work or detention done	
Signed (parent/guardian)		Signed Year Head	

## Appendix 8

### Year Head Notes

Name of Student		Date	
Name of Teacher		Subject	
Reason for Note (please circle)			
Extra Work or detention given		Extra work or detention done	
Signed (parent/guardian)		Signed Year Head	

## Appendix 9

### Detention Notes

Name of Student		Date	
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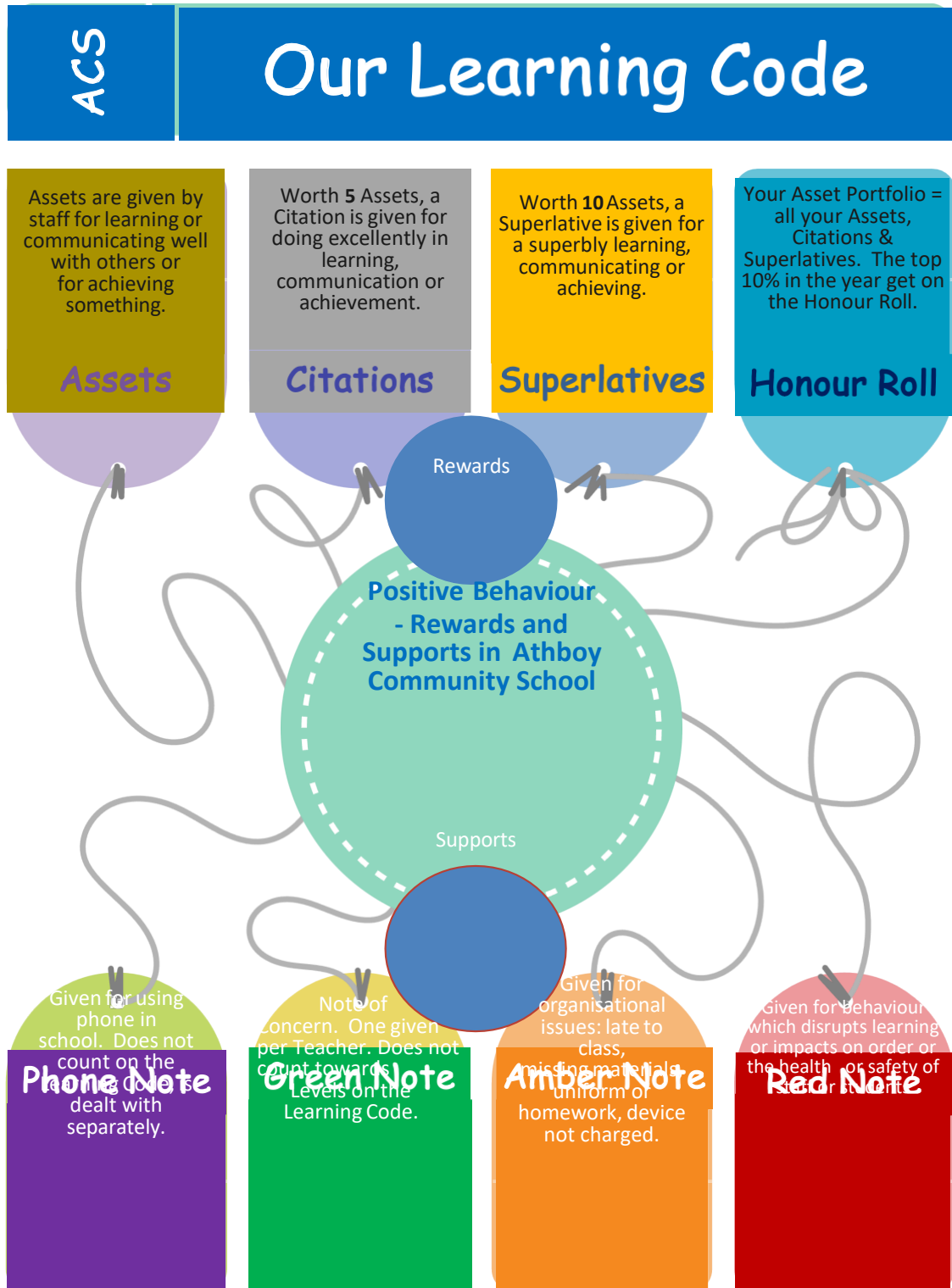
Name of Teacher	Subject	
Reason for Detention		
Time: From _____	To _____	Location
Signed (parent/guardian)	Signed Year Head	

## Appendix 10

### Phone Notes

Name of Student	Date
Name of Teacher	Subject/Location
Time	Frequency (YH)
Outcome	
Signed (parent/guardian)	Signed Year Head

## Appendix 11 – Summary of Our Learning Code



## Appendix 12 – Summary of Levels on the Learning Code

