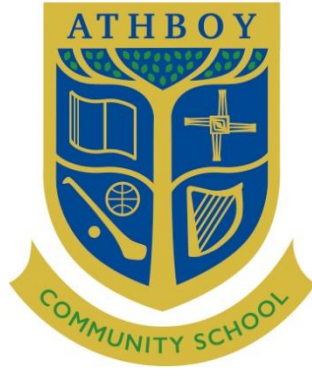


Athboy Community School



Learning Code Policy

Ratified 15 June 2026

1. Mission Statement

Athboy Community School 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

2.1 Aims

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.

2.2 Training on the Learning Code

Students and staff have a workshop on the Learning Code at the start of each academic year. Students who miss the session or join the year group late do the session with their year head at a later date to ensure they understand how it works. The principal/deputy principal work with new staff who miss induction or join late.

3. Expectations of Students

Our Learning Code is based on expectations aimed at encouraging students to be responsible for their own organisation and behaviour. The expectations are as follows:

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, their journal, 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 uniforms, to using toilets, lockers, the Yondr pouch, the 1:1 Device (AUP) Policy and to banned items, eg vaping, smoking, snus, energy drinks, Tippex(correction fluid).
6. Students must not engage, support or encourage in bullying behaviour, ie, behaviour that is targeted, repeated and involves an imbalance of power.

3.1 *In order to promote adherence to these guidelines, they have been shortened to the following version which is visible in all classrooms in poster form;

1. Be Respectful
2. Be Organised
3. Participate and work hard
4. Be sustainable
5. Follow guidelines on toilets, lockers, Yondrs and banned items
6. Be kind

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. Positive school spirit
- F. Good manners
- G. Creativity in Music or Art
- H. Sustainability
- I. Taking initiative
- J. Digital Skills
- K. Sporting talent
- L. Being good with your hands
- M. Participation in extracurricular activities
- N. *Quietly and diligently engaging in learning
- O. *Helping other students learn
- P. Other talents, skills, achievements

5. Positive Behaviour Awards

5.1 Awards

Every student has an Assets Portfolio in the school journal 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*.)
More than one Asset can be given by a staff member if the action/behaviour of the

student warrants more than one Asset.

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. This would normally require this additional work to be done in the student's own time. (The achievement must be equal to that which would earn 5 individual 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. It will require a substantial work outside of the normal school day. (Equal to 10 Assets) (*See Appendix 4*). This is an exceptional award which is nominated by teachers, assessed by the Year Head/Tutor Team and confirmed by the Senior Leadership. Then it is awarded in the journal by the teacher.

5.2 Students of the Week

Students who do very well in their Asset Portfolio win a Student of the Week Certificate which is presented at Year Head Assembly each week. When students win this award, they are not eligible to win it again for five weeks. This is to ensure that all students who do well are recognised for their efforts.

5.3 Certificates/Postcards

Student of the Week 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 significantly. The class who has the best Assets Portfolios wins a prize each semester.

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

5.4 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 on the corridor adjacent to the GPA and on the 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. When a student earns their place on the Honour Roll for two consecutive semesters in the one academic year, they are not eligible to go on the Honour Roll trip the second time. They are deemed to be **honorary members** of the Honour Roll and their name remains on the Honour Roll noticeboard.

The prizes for the Honour Roll students are set out ahead of each semester, where possible, so students know what they are aiming for in terms of rewards. Students have a say in the trip/award they win.

5.5 Quantity of Assets

Staff are encouraged to give Assets consistently across all year groups. The recommended administration of Assets is between 2-5 Assets per class group on the basis of having two classes per week with the class or between 4-10 Assets if the teacher has the group for four classes a week.

5.6 Consistency

Staff are encouraged to award Assets in line with subject departments or across tutor groups to ensure that there is consistency across all classes and all subjects.

5.7 Recognising Positive Behaviour and Attendance

Students who have no Amber or Red Notes and whose attendance is 90% or more will earn two Assets each semester. This will be organised by the Positive Behaviour Coordinator in conjunction with the Attendance Coordinator.

Students who have 100% attendance (some mitigating factors may apply) will earn a Citation every semester. This will be organised by the Attendance Coordinator.

Students who do not get any sanction notes throughout the year are recognised at the end of year Awards Ceremony.

5.8 Recording and Accessing Assets

Staff will record Assets on Tyro and not in the journal this year. Students will be encouraged during tutorials to go on to Tyro and get their tally of Assets which they will write into the journal.

The tally of Assets will then be compiled by the Positive Behaviour Coordinator for the purpose of awarding a Student of the Week Certificate at Assembly.

6. Roles and Responsibilities

6.1 Role of the Positive Behaviour Coordinator

The Behaviour Coordinator oversees the administration of Awards, Certificates and the Honour Roll. The coordinator liaises with the year heads in relation to Student of the Week based on the Asset Portfolios for presentation to students at year head assemblies each week. Year Heads, in conjunction with Class Tutors decide on the students most deserving of the Most Improved Student of the Month Certificates. Students have the responsibility to maintain their Asset Portfolios summary in the journal accurately.

6.2 Role of Parents/Guardians

Parents and Guardians agree to accept and support the Learning Code of the school as a condition of enrolment. An important aspect of this acceptance and support is to sign the journal and any notes which are written by staff relating to organisational or behavioural issues. A "Guide to the Journal for Parents" page has been inserted to give parents

information on where to find information in the student journal.

The Learning Code has four levels, and parents/guardians are required to attend the school for a meeting at each level in the Learning Code. These meetings are mandatory, and arrangements must be made to attend. Parents must also ensure the supports or sanctions which are put in place as part of the Learning Code are adhered to by students, eg, attendance at detention before or after school (24 hours' notice must be given to students and parents notified for after school detentions). Every attempt will be made to work with parents/guardians in administering both supports and sanctions of the Learning Code. Non-compliance by parents/guardians with the Learning Code will result in a request to attend a meeting in school to discuss the situation and may be raised at the next Board of Management meeting.

6.3 Role of the Prefects

Each year group has a group of prefects who support them and encourage them to earn Assets. They organise activities at lunchtime or after school for the students in the year group. Prefects are permitted to give Assets to students in conjunction with the Student Leadership Coordinator for taking part in Prefect lunchtime activities.

6.4 Role of SNAs

SNAs 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.

7. Disruption of Learning

7.1 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.

To support with organisation, we have Organisation Plans which year heads can implement for students who struggle to manage their lockers or to bring correct materials to class. We also have a Check and Connect Programme in which a small number of students have their lockers kept in the Care corridor where they get help every morning with organisation.

7.2 General Expectations for Students around the school

- i. Students must not leave the school grounds during school hours.
- ii. On arriving into school on a school bus, students must not leave the grounds.
- iii. Students must observe the one-way system on stairways to ensure safety of all.
- iv. Students must be signed out and collected by a parent/guardian/adult during the school day

- v. Students may not use the spiral staircases in the school
- vi. Students must request permission to park a fully insured vehicle for which they are fully licensed to drive. This is subject to available spaces in the school car park.
- vii. Students must go to their lockers outside of class time and not during class time.
- viii. If unwell, students must seek permission from their teacher to go to sick bay.
- ix. In the absence of staff at sick bay, students must report to their year head or to the admin office.
- x. Students must not be in classrooms during lunch unless under the supervision of staff.

Repeated breaches of these guidelines may result in sanctions such as Red Notes or detentions and depending on the seriousness of the breach, may result in suspension or expulsion.

Note of Concern

If a student disrupts learning for the first time in a particular class, the usual classroom management steps are taken, ie, eye contact, verbal warning, proximity to student, journal is place on teacher's desk etc.... If the disruption continues, a written **Note of Concern** in the journal in lieu of a Red Note to encourage students to avoid this type of behaviour.

The same applies to organisational issues, a student may be issued a Note of concern in lieu of an Amber Note for the first incident.

One **Note of Concern** can be given per teacher per student in that academic year. This note does not count towards levels on the Learning Code. If the behaviour is repeated, an Amber or Red note may be administered.

7.3 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 or email (late by 5 minutes or will result in a note)
- ii. Coming to class without books, copies, equipment
- iii. Not doing homework including learning homework
- iv. Not charging the laptop
- v. Not being on task or not following instructions in relation to the laptop
- vi. 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 based on that subject 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.

Procedures to be followed after issuing Amber Notes;

- i. Students who don't do the extra work will be given assigned written work, unless a note is provided or extenuating circumstances occur (*See Appendix 6*).
- ii. If a student does not present the work on the second occasion, the teacher should ring home and schedule a detention at break or lunchtime in which the student must do the

doubled work.

- iii. The teacher should refer to the year head if the student does not show up to this detention. The Year Head will ring home and schedule a lunchtime detention.
- iv. If the student does not show up, an after-school detention will be scheduled giving 24 hours notice to parents. The student will be given every opportunity to attend the detention.
- v. If the student does not show up, a meeting with parents will be arranged.
- vi. Red Notes are not issued for organisational issues.

7.4 Red Notes

Deliberate/negative 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, ie, having a phone which is not in a pouch, having an additional phone in school, tampering with the Yondr pouch.
- Breaches of the Acceptable Use of Technology Policy which include but are not limited to:
 - Installing or playing games on the laptop
 - Installing Virtual Private Networks (VPNs) on the laptop
 - Cyberbullying or mistreating anyone with the laptop
 - Accessing inappropriate websites etc..

These behaviours may result in a Red Note being written in the journal. Students will be given extra work based on that subject 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.

Procedures to be followed after issuing a Red Note:

- i. Students who don't do the extra work will be given assigned written work, unless a note is provided or extenuating circumstances occur.
- ii. If a student does not present the work on the second occasion, the teacher should ring home and schedule a detention at break or lunchtime in which the student must do the assigned work.
- iii. The teacher should refer to the year head if the student does not show up to this detention.

The Year Head will ring home and schedule a lunchtime detention.

- iv. If the student does not show up, an after-school detention will be scheduled and 24 hours' notice will be given. The student will be given every opportunity to attend the detention.
- v. Red Notes are not given for the same incident twice, ie, for behaviours that arise out of one incident or which occur in a single class.

Some more serious behavioural incidents may need to be referred straight to the year head/deputy principal and will be dealt with by the year head/deputy principal. The staff member who witnessed the incident must write a report and provide details to the year head/deputy principal as soon as possible after the incident. Follow up actions may include a meeting with parents and more severe sanctions such as detention or suspension. (See Section 7 for Serious Incidents). Such incidents may need to be referred to the appropriate authorities.

7.5 The Learning Code and School Trips

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

7.6 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 to be followed by 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 (See table below).

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

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

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

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

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 four weeks (20 school days are attended by the student) 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. Instead, if they get a comment from a teacher indicating that they are deserving of an Amber Note, the Year Head may put a detention at break times. If the teacher notes that they have behaved in a way that would ordinarily warrant a Red Note, the year head may put an after-school detention in place to re-emphasise the importance of positive behaviour.

d. Detention Note

If the Year Head needs to detain 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.

7.7 Recording of Amber and Red Notes

Teachers will record Amber and Red Notes on Tyro. Students must inform their tutor of any new notes at the next tutorial and to their parent/guardian that evening.

7.8 Behaviour Records on Tyro

Parents/Guardians can see all Assets or Amber or Red Notes on Tyro live and are required to check Tyro each evening to see if there are updates. Parents/Guardians are requested to ensure students do any extra work.

7.9 Parents/Guardians and Tyro

Parents/Guardians are required to sign up to Tyro (Tyro App). Instructions on how to access Tyro are on the *Guide to the Student Journal* page in the journal.

7.10 Referral to External Agencies

When a student reaches Level 3 of the Learning Code, the school may consider referral to an external agency such as CAMHS, NEPS etc... to see if additional supports are available either to the school or to student and the family of the student.

8. 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. Persistent disruption to the learning of others or to the teaching process
- iii. Aggressive behaviour towards any member of the school community
- iv. A serious threat of violence towards any member of the school community
- v. A physical altercation or physical abuse of a member of staff or a student in school, on a school trip or while students are in school uniform
- vi. Theft
- vii. Vandalism or damage to school property or equipment or to the property or equipment of staff or students
- viii. The possession, use or distribution of illegal substances on the school premises, on school trips or while in school uniform
- ix. Bringing in or possessing a weapon or anything that may be used as a weapon in 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
- x. Bullying/cyberbullying or inappropriate use of technology of any kind which impacts negatively on any person in the school community
- xi. Inappropriate/unsafe/intimidating behaviour
- xii. Behaviour which threatens the safety, security and learning environment of the school.
- xiii. Failure to recognise and comply with school management in their administration of school procedures

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. (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 student's file indefinitely.

9. Phone Policy

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

10. Banned Items

Health and Safety

In consideration for the health and safety of our students there is an overt ban on certain items. These items are either harmful to the health and safety of students or cause damage to the building.

Snus is a tobacco product which is consumed by placing a pouch of powdered tobacco leaves under the lip for nicotine to be absorbed. It is illegal in Ireland. However, non-tobacco based Snus has not been regulated in this country as yet. The school does not allow students to consume or be in possession of either type of Snus.

Energy Drinks: There is a bill in motion called Public Health (Restriction on Sale of Stimulant drinks to Children) which will ban the sale of energy drinks to those under 18. It targets drinks containing Taurine and with more than 150mg of caffeine per litre. Mindful of the damage caused by such drinks, the school has banned all energy drinks and includes in this ban, all soft drinks also due to the high sugar content. Water is the preferred drink for all students to bring to school.

Tippex is a correction fluid used to paint over mistakes. It contains an organic solvent 1.1.1-trichloroethane which is absorbed by the lungs and passes through the blood-brain barrier and may be lethal following acute exposure.

These items may be confiscated by the Class Tutor or Year Head. They can be collected by parents during school hours. Repeated breaches may result in a Red Note or more serious sanctions

Chewing gum causes a huge amount of damage to school furniture every day and necessitates a lot of time to remove it from under desks and benches.

Repeated breaches of this policy in relation to Chewing gum may result in a Red Note or more serious sanctions.

Vaping and Smoking are banned in the building and on the grounds of the school.

The sanction for using any of these items will be determined by the year head depending on the nature of the use. It may include detention in school time or after school during which time the

student will undergo training on the reason for the ban on the item. Repeated incidents may result in additional sanctions.

Illegal Substances: any illegal substances which are vaped, smoked or ingested are covered in our Suspension and Expulsion Policy and the Board of Management will determine the outcome when such substances are found to have been brought, acquired, shared or consumed in the building, on the grounds, on school trips or on the way to or from school.

The use of these banned items may result in a referral to the relevant authorities and the Suspension and/or Expulsion Policy may be used to deal with breaches of this policy in this regard

11. Implementation of the Learning Code

In reviewing the Learning Code in 2025-26, consultation was had with students, parents and staff. The Positive Behaviour Team brought together the data and updated the policy to reflect the voice of each of our stakeholders. The Learning Code will be made available in student journals, in Teacher/SNA Handbooks, on the school website and on the app.

Parents/Guardians must accept the school's Learning Code as per the Admissions Act 2018 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 Parent Positive Behaviour Teams and updated as needed.

12. 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


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.

 Athboy Community School				
ASSET PORTFOLIOS				
Semester:		Name:		
Class:		Class Tutor:		
Week	Assets	Citations (5)	Superlatives (10)	Total
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11				

Semester Total: _____

Citation Note: 5 points
Superlative Note: 10 points

Appendix 2 - Notes of Concern

Note of Concern 1	
Name of Student: _____	Subject: _____
Reason for note: _____ _____ _____	
Signed by Parent/Guardian: _____	Date: ___/___/___
Signed by Teacher: _____	Date: ___/___/___

Appendix 2 - Year Head Notes

Year Head Note 1	Level: _____
Name of Student: _____	
Reason for note: _____ _____	
Detention Given: Date: ___/___/___ Time: _____ Duration: _____	
Work to complete _____ _____	
Recorded on VS Ware <input type="checkbox"/>	
Signed by Parent/Guardian: _____	Date: ___/___/___
Signed by Teacher: _____	Date: ___/___/___

Appendix 3 - Detention Notes

DETENTION NOTE - FOR AFTER SCHOOL	
Detention Note 1	
Student's Name: _____	Class: _____
Reason for detention: _____ _____	
Date of detention: ___/___/___ Time: _____	
Signed by Parent/Guardian: _____	Date: ___/___/___
Signed by Teacher: _____	Date: ___/___/___

