



**Maharishi  
School**  
CONSCIOUSNESS-BASED EDUCATION

## Enabling Good Behaviour policy

### July 2025

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Reviewed by	Lisa Edwards Headteacher
Reviewed by	Dr. Ian Birnbaum Chair of Governors

The policy statement begins with a definition of Ideal Behaviour then moves onto a description of the Three Pillars of Ideal Behaviour for the school.

## **Ideal Behaviour Defined**

### **a) Ideal behaviour in general**

Behaviour refers to the conduct of an individual in a social setting. It consists of actions which express inner values in terms of outer values, for the achievement of human purpose. The social setting provides expectations and constraints on behaviour which have to be taken into account by the individual in structuring their own actions for success.

Ideal behaviour is behaviour which ultimately fulfils the purpose of life, for both the individual and the strata of society within which the individual behaviour is set. According to Maharishi Mahesh Yogi, the purpose of life is “the expansion of happiness” [The Science of Being and Art of Living, Section 2, Life]. Ideal behaviour is therefore behaviour which enables the expansion of happiness for both the individual and the relevant social groups.

Maharishi went on to say that “evolution is the process through which it [the expansion of happiness] is fulfilled.” [ibid.]. This is an important point since behaviour, defined above as “conduct ... in a social setting” is often governed by custom and habit. According to this additional point from Maharishi, such custom and habit, whilst being necessary for social purposes, cannot be considered as an end in itself. Ideal behaviour, whilst being of necessity governed by such custom and habit, should nevertheless be such as to facilitate (and not restrict or inhibit) the processes of personal and collective growth (i.e. “evolution”).

Ideal behaviour can be further defined in terms of an appropriate set of moral and ethical principles. Those principles would be constructed to guide both individual and collective behaviour towards the expansion of happiness on both levels. Since they would usually be stated in general terms, there is a skill involved in applying them intelligently within any specific social context.

Human behaviour, whilst being rooted in the natural actions and instincts of the human body, is largely learnt. It is cultured in a social context as a natural part of growing up. Since behaviour is learnt and since skills are involved in applying ethical and moral principles in a social context, behaviour is open to transformation towards the ideal through both education and training.

The development of consciousness through the Transcendental Meditation Programme is a vital part of culturing Ideal Behaviour, on both the individual and social levels, (see Pillar 1 d) i) below).

### **b) Ideal behaviour at the Maharishi School**

In the Maharishi School the social setting is that of a state-funded school with a particular set of educational purposes. Those educational purposes are set out in the Policy Statement for Consciousness-based Education and its associated papers ([Policy Statement for Consciousness-based Education \(CbE\) September 2021](#)) . They can be summarised as:

1. implementing the four components of CbE (see Pillar 1, part d) below) to develop Wholeness of Awareness and Complete Knowledge for all pupils, through
2. teaching and learning which fulfils the aims of a traditional broad and balanced

academic curriculum (as defined and monitored by the relevant professional and statutory bodies), whilst

3. culturing ideal behaviour on the basis that “the world is my family”.

The school will also wish to construct and adhere to a set of moral and ethical principles which reflect the aims and purposes of CbE whilst also being relevant to school life in modern 21st Century Britain.

Ideal behaviour for everyone who is a part of the “Maharishi School family” therefore consists of actions which support those aims and express those principles, such that the health, evolution and happiness of every individual in the school community and of the school as a whole is developed, nourished and sustained.

In practice, Ideal Behaviour is promoted at the Maharishi School through the Three Pillars of Ideal Behaviour:

Pillar 1. Culturing Ideal Behaviour at the Maharishi School

Pillar 2. The Sanctions and Rewards System

Pillar 3: Additional Pupil and Family Support Systems

## **Pillar 1: Culturing Ideal Behaviour at the Maharishi School**

Ideal Behaviour is cultured through the daily life of the school via a number of factors working smoothly together. Each factor needs its own careful attention. They are:

### **a) The general ethos of the school**

The ethos expresses the underlying purposes of the school and determines the way in which behaviour is managed and developed towards the ideal. It is defined and established through:

- i. the policies of the Governing Body
- ii. the leadership of the Headteacher
- iii. the collective daily practice of Transcendental Meditation and Word of Wisdom
- iv. the set of moral and ethical principles which underpin the work of the school
- v. the school rules
- vi. attention to individual needs as well as to the needs of the school as a whole
- vii. the active support of Senior Managers and other school staff.

### **b) The moral and ethical principles of the school**

These can be derived from the aims of the school. They will include support for:

- i. the Transcendental Meditation Programme
- ii. the non-sectarian development of spiritual values (such as the development of wholeness of awareness)
- iii. the civic values of the nation
- iv. the construction of a safe, nurturing and healthy working environment for all
- v. a focus on effective teaching and learning, for every class and for every pupil
- vi. the values of friendship, kindness, love and compassion
- vii. respect for persons and property
- viii. respect for the environment.

### **c) The routines that are established for the general conduct of school life**

Such as:

- i. the start and end of the school day
- ii. the beginning and end of lessons, form periods and school assemblies
- iii. movement around the school
- iv. the timing and management of breaks and lunchtime sessions
- v. reception for visitors
- vi. the general management of family contacts and relations with parents and guardians.

#### **d) Enlivenment of the Five Fundamentals of Education through CbE**

From a CbE perspective, behaviour involves all of the Five Fundamentals of Education: Receptivity, Intelligence, Knowledge, Experience and Expression.

For example, receptivity to both inner motivations and outer circumstances leads to purposeful Expression through behaviour which, to be successful, needs to be governed by Intelligence, Knowledge and relevant prior Experience. Such intelligent expression of behaviour leads of course to a fresh experience and careful reflection on that experience leads to greater knowledge and understanding.

Consciousness-based Education enlivens all five fundamentals through a full implementation of its Four Components. In relation to behaviour, they are:

**i. The Transcendental Meditation Programme**, which, practised collectively twice a day at the school, creates a powerful influence for peace, harmony and nature support. The programme dissolves social stress, creates coherence in the collective consciousness of the school, optimises alertness and brain functioning for individuals, reduces anxiety and supports refined behaviour.

**ii. CbIDS across the curriculum**, which introduces pupils to the CbIDS Integrating Themes, which describe the way in which inner and outer values of life are consciously and intelligently connected for personal and collective evolution.

**iii. The CbE Principles of Teaching**, which extend the ethos of the school into the activity of teaching and guide teachers to enliven all five fundamentals of education in the behaviour and work of all their pupils.

**iv. The Consciousness-based Health Education Programme** (under development), which supports the Transcendental Meditation Programme in creating physiological balance as a basis for ideal behaviour and which also provides knowledge of behavioural principles for good health and a happy life (e.g. the MAV behavioural rasayanas).

#### **e) Professional guidelines for Teachers**

The behaviour of teachers (and other staff) is governed by professional codes of conduct, contractual obligations and conditions of service. In particular, teachers at the Maharishi School are appraised against a set of Teachers' Standards which include reference to their own behaviour as professionals, to the management of pupil behaviour (in their classes and elsewhere) and to the CbE Principles of Teaching which they are expected to follow.

## **f) Guidelines for pupils**

Behavioural guidelines for pupils are expressed in:

- i. the set of moral and ethical principles of the school
- ii. the school rules and routines
- iii. additional rules for certain classes, e.g. in science, art and P.E.
- iv. instructions in class, especially where those instructions are based on the CbE Principles of Teaching
- v. the Integrating Themes applied in the pupils' own lives (the "inner" application)
- vi. the sanctions and rewards system (Pillar 2 below)
- vii. guidelines applied in respect of one or other of the additional support systems (Pillar 3 below)
- viii. the example behaviour set by staff
- ix. in addition, pupils can be encouraged to understand that the regular practice of TM/WoW is important for the development of their own peace of mind, inner happiness and ability to fulfil their own desires and ambitions without strain, in an enjoyable way and in a way that also supports the legitimate ambitions of those around them and the purposes of the social context in which they act.

## **Pillar 2: The Sanctions and Rewards System**

The school operates a detailed system of rewards for good behaviour and sanctions for unacceptable behaviour. We know that "what you put your attention on grows" therefore praising and rewarding children when they behave well is vital.

We also have an approach to Balanced Behaviour with class displays in the Primary phase and a changing fortnightly focus on a specific Balanced Behaviour in the Secondary phase.

Details of the respective systems are given in the Appendices (1a – 2b).

## **Pillar 3: Additional Pupil and Family Support Systems**

These four additional support systems each have a much broader reach than the focus on ideal behaviour which is the concern of this policy statement. Nevertheless, there may be circumstances in which the systems and resources of one or more of these systems can be beneficially brought to bear on an issue of sustained poor behaviour.

An assessment of the need for referral to Pillar 3 is taken on an ongoing basis through daily and weekly updates and discussion between senior managers and the school's family support worker. Also at the key stages in the Sanctions and Rewards System referred to in the descriptions given in the Appendices.

Teachers and other staff are able to suggest referrals on an on-going basis via senior management and also have the opportunity to suggest referrals at regular pupil welfare meetings.

## **a) Safeguarding support**

**(refer to the school's Safeguarding and Child Protection Policy for**

## **more details)**

Maharishi School believes that children flourish best when their personal, social and emotional needs are understood, supported and met and when there are clear, fair and developmentally appropriate expectations for their behaviour. We believe that children are happiest in an ordered environment in which everyone knows what is expected of them.

Our aim is to create an environment in which children can develop self-discipline, resilience and self-esteem to keep themselves safe in an atmosphere of respect, trust and encouragement.

- Pupils are supported, in an age-appropriate manner, to contribute to risk assessments wherever possible (i.e. prior to school trips) to encourage their confidence and their ability to spontaneously choose appropriate and safe actions.
- Mobile phones are not permitted on the school premises in order to create a daily environment free from the pressures of social media.
- Through PSHE, CbIDS, form activities and assemblies, strategies to recognise and respond appropriately to a range of situations are taught and discussed with pupils, including the signposting of how to seek help both within and outside of school. These include, but are not limited to:
  - Online safety
  - Relationships, including consent
  - Bullying, including cyber-bullying
  - Mental health and mental ill health
  - Diversity, tolerance and acceptance – The World is my Family
- All staff receive relevant training to understand issues around the safeguarding of children and young people and to be able to respond appropriately, including how to report a concern and/or signpost a child or young person towards appropriate support.

## **b) SEND support**

### **(refer to the school's Special Education Needs and Disability Policy for more details)**

Pupils can be referred at any time for consideration by the SENCO (Special Educational Needs Coordinator) of assessment of Special Educational Needs to identify any unmet SEND needs and put strategies in place which support both the pupils and the family. This includes a wide range of support in school, at home and via external agencies. More detailed information can be found within our SEND policy and Information Report on the school website:

[Policies and Procedures | Maharishi School](#)

## **c) Family Support Worker support**

Pupils can be referred for group well-being sessions and 1:1 intervention on a variety of topics including, anger management, resilience and self-esteem.

Additional support available includes:

- Individual 1:1 support/mentoring sessions
- Regular parental meetings, providing support to the family unit
- Accessing external agencies eg. Early Help referrals, referrals to school nurse, etc.

## **d) Transcendental Meditation Programme support**

As a part of the standard instruction course for both Word of Wisdom and Transcendental Meditation, regular “checking” is provided on an ongoing basis to all pupils to ensure correctness of practice. In a small number of cases however, and usually in the secondary phase rather than the primary phase, individual pupils can, for a range of reasons, find the practice difficult or otherwise unsatisfactory. This can be a contributory factor in poor behaviour that is resistant to change. Pupils can request additional checking themselves and staff can additionally refer pupils for checking, via the Head of CbE or the Deputy Heads.

## **Behaviour Curriculum**

**Modelling Our Culture** As a member of the Maharishi School community, all pupils have responsibilities; in particular, they are expected to behave responsibly, safely, politely and with respect and common sense at all times, and to take full responsibility for all their actions.

Our routines and expectations for the general conduct of school life are communicated and regularly refreshed so that we have a shared and consistent language of expectations across the school. By doing so, we support each other to create a culture where pupils feel safe and able to learn in the most optimal environment and where teachers are able to teach in the most effective way.

Central to ‘ideal’ behaviour in our school are our ‘balanced behaviours’ which are encouraged and celebrated every day: practising TM every day; having a positive outlook; being polite and well-mannered; observing orderliness; being truthful; being loving and compassionate; being gentle and calm; having perseverance; being sweetly spoken; and being kind and giving.

**Maintaining Our Culture** There are three core expectations to which all pupils are expected to adhere: We are ready; We are respectful, We are safe.

### **We are ready – we expect our pupils to:**

- Arrive to school, lessons and activities on time, every time
- Wear the correct school uniform with pride
- Have the right equipment each day
- Fully take part in lessons, showing curiosity, commitment and resilience
- Use your time to good effect and try your best at everything you attempt

### **We are respectful – we expect our pupils to:**

- Always listen when an adult or another class member is talking
- Treat others as they would like to be treated
- Contribute positively to the practice of Transcendental Meditation and Word of Wisdom
- Be polite and show good manners to everyone
- Respect difference and know that we are all equal
- Encourage and help those around us
- Respect school property and the property of others
- Have pride in our school environment, keeping classrooms, corridors and outdoor areas neat and free from litter
- Respect the laws of society and our school rules

### **We are safe – we expect our pupils to:**

- Follow instructions first time, every time
- Walk sensibly around our school and when on visits
- Line up sensibly and quietly
- Know who to go to for help and support

- Stay safe online, at school and outside school
- Use equipment safely
- We do not tolerate bullying of any kind

## **Recognising and Rewarding Positive Behaviour**

Receptivity forms the basis of positive behaviour in our school. Receptivity is a reciprocal and dynamic process based on mutual respect; it is led by the teacher, and other staff members, and the example they set in class and around the school. The relationship between staff and pupils is vitally important for educational development.

Through our Enabling Good Behaviour Policy, and our reward systems, we provide many opportunities for pupils' positive achievements to be recognised and rewarded.

### **Appendix 1a) Primary Phase Reward System**

Pupils are recognised for their behaviour, effort and contribution to school life through a range of reward systems:

- Each class teacher nominates a 'Star of the Day' from their class. Children are chosen as a result of excellent behaviour; effort the child puts into their school work or for being a fantastic role model to other children. The chosen child is given a sticker and is given various special jobs to do throughout the day such as leading Sun Salute and being the class leader.
- Each week during showing assemblies, awards for Star pupil, Balanced Behaviour and Presentation are presented to pupils in each year group. Reasons for the awards can include: giving 100% in lessons; being kind and giving; taking care with the presentation of work; and making everyone around you smile.
- Each class has an award chart that they can fill in as a class. The children receive numerous tokens, which they collect over a period of time to receive a class reward. Children can receive these tokens for numerous things but they are used primarily to highlight and praise ideal behaviour. The rewards can include: a movie afternoon with treats or games/fun afternoons.
- Individuals and groups of children are rewarded in different ways throughout the primary phase to culture ideal behaviour. These include: smiley charts where children collect smiley faces to earn stickers or extra golden time; pay charts where children earn virtual money with which they can buy themselves a little treat; and team house points where children can earn themselves choosing time, etc.

Pupils are praised regularly for their positive behaviour, effort in class and commitment. Teachers model good behaviour and act as positive role models for all pupils, treating them with respect and understanding.

### **Appendix 1b) Secondary Phase Reward System**



Pupils are recognised for their behaviour, effort and contribution to school life through a range of reward systems:

- Through the use of Class Charts, pupils' positive actions and contributions are rewarded on a daily basis. Pupils are recognised for the following positive actions: On Task; Perseverance; Above & Beyond; Contributing; Good Work; Ideal Behaviour; Positivity; Improvement; Respecting the School Environment; Settled TM; Subject Award; Headteacher Nomination. Parents and pupils have access to the daily updates and can track positive behaviour.
- Staff nominate pupils to receive a Head Teacher's Award on a weekly basis as recognition of their contribution to school life. Reasons for nomination have included: being caring and compassionate to new pupils; creating resources for others to benefit from; being helpful by volunteering around school; being quiet, settled and organised; showing excellent leadership and initiative, etc. Certificates are awarded weekly in assembly.
- Termly awards are given for commitment in lessons. This is determined by the end of term reports where pupils with grade A for commitment across all subjects are recognised. 100% attendance is also rewarded on a termly basis. Certificates are given at the end of term assembly.
- All pupils earn the right to attend a termly reward trip by maintaining our expected standards of behaviour.

Pupils are praised regularly for their positive behaviour, effort in class and commitment. Teachers model good behaviour and act as positive role models for all pupils, treating them with respect and understanding.

### **Addressing Poor Behaviour and the Use of Sanctions**

Maharishi School follows the statutory guidance set out in the 2024 DfE circular entitled 'Behaviour and discipline in schools: Advice for headteachers and school staff'.

All teachers and other staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Where appropriate, Maharishi School is committed to working with other agencies in order to support pupils to bring about improvements in their behaviour.

The school uses restorative practice as a positive behaviour strategy which helps pupils to recognise the impact of their actions and identify ways to resolve conflict and to make improved choices. However, we also recognise that pupils respond well to clear boundaries and consequences. Expectations and consequences are made clear to pupils and can be a part of the restorative process.

Disruptive behaviour during lessons will not be tolerated – every pupil has the right to an education and Maharishi School will not accept behaviour by a minority of pupils that prevents others from learning.

Positive behaviour, in accordance with the school's expectations, is expected whether in the school or elsewhere under the care of a member of school staff, eg. on a school trip or extra-curricular activity.

Pupils are expected to use technology, such as the internet and mobile phones, positively and any deliberate attempts to cause harm, distress or humiliation to others will be dealt with very seriously.

Sanctions will be reasonable and proportionate.

## **Appendix 2a) Primary Phase Sanctions System**

### Low level Disruption Procedure

Low level disruption is defined as any activity that stops the class from learning. This includes but is not limited to: being rude, shouting out, and chatting when the teacher is talking. In the classroom, each incident of low level disruption is dealt with in the following way:

- Chance> Choice> Potential consequence> Name recorded by the teacher, which may result in minutes taken off playtime.
- If a child's name is recorded 3 times in a week, then there will be a 'Reflective' or 'restorative' session with the class teacher to find out what is going on, to support the pupil to recognise the inappropriateness of the behaviour, to stop the behaviour and to refocus on positive behaviour. Additional strategies will be put in place for children who are frequently struggling to adhere to the school's behavioural expectations, e.g. long or short-term individual behaviour plans.
- A class teacher may choose to employ an alternative strategy if this is deemed to be more appropriate and/or effective in a specific case. The rationale and effectiveness of the strategy will be discussed with senior management.
- Where appropriate, a 'natural consequence' may be implemented as part of a restorative process.
- If a child has 3 'Reflectives' within 1 term, this will result in a 'Mediation' session with the deputy head or the headteacher. Parents will be informed. This session will take place as soon as possible after the referral and the behaviour will be discussed further in the light of Pillar 1, 'Culturing Ideal Behaviour'.
- 'Reflectives' are wiped at the end of each half term. 'Mediation' sessions are cumulative throughout the school year.
- Cases of aggression and/or physical harm will be reviewed individually and may result in an immediate 'mediation' session. If a 'mediation' session is deemed

appropriate, parents will be informed.

- In some cases, an 'In-school Nurturing Session' may be appropriate. The child remains in school but away from the classroom. Parents will be informed.

#### 'Mediation' Session Procedure

- 3 'Mediation' sessions in one school year, will result in a 1-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- On the 4th & 5th 'Mediation', school will contact parents to discuss additional strategies in order to prevent further suspensions.
- 6 'Mediation' sessions will result in a 2-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- 7 'Mediation' sessions will result in a 4-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- 8 'Mediation' sessions will result in a 5-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- Unless there are exceptional circumstances, on the 9th 'Mediation' session the Head will permanently exclude the pupil.

At each stage, due consideration will be given to the precipitating factors behind the pupil's behaviour and measures will be discussed to support the pupil and improve the behaviour (see Pillar 3).

All suspensions and exclusions from school are kept on the pupil's permanent record and will be on record if they transfer to another school.

There may be circumstances at the primary phase where a child's behaviour or conduct warrants immediate suspension or permanent exclusion. The list below gives examples and is not complete or definitive:

- Physical assault against a pupil or an adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Bullying or racist abuse
- Abuse against sexual orientation or gender reassignment
- Persistent, disruptive behaviour that does not allow children to learn or teachers to teach

The head teacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

## **Appendix 2b) Secondary Phase Sanctions System**

#### Low level Disruption Procedure

Low level disruption is defined as any activity that stops the class from learning. This includes but is not limited to: being rude, shouting out, and chatting when the teacher is talking. In the classroom, each incident of low level disruption is recorded in the following way:

- Chance> Choice> Potential consequence> Name recorded by the teacher
- If the behaviour does not improve, this will lead to the use of Class Charts where negative behaviours and actions are recorded. The following negative actions will be recorded: Off Task; Chatty; Disruption; Disruption During TM; Ignoring Instructions; Disruption; Repeated Disruption; Sent Out of Class with Work; Negative Behaviour to Peers; Disrespect to Staff; Lack of Equipment; Misuse of Equipment; Homework Issue; Missed Homework Club; Uniform Issue; Late to Class; Eating Gum; Phone Not Handed In. Parents and pupils have access to the daily updates and can track negative behaviour.
- Teachers awarding negative points will take the time to have a restorative conversation with the pupil; to find out what is going on, to support the pupil to recognise the inappropriateness of the behaviour; to stop the behaviour and to refocus on positive behaviour.
- If a pupil receives 5 or more negative points in a week, this will lead to a reflection meeting with the deputy headteacher on Friday lunchtime. The meeting will consist of discussion to find out what is going on, to support the pupil to recognise the inappropriateness of the behaviour; to stop the behaviour and to refocus on positive behaviour. Parents will be made aware if their child has attended a reflection meeting via an Intelligence Event on Class Charts.

5 negative points	One reflection with deputy head - KS4 pupils who are allowed off-site lunch privileges will lose this privilege for 2 days
3 reflections	Pupil, parent & deputy/head meeting
5 reflections	Phone call to parents (deputy/head)
6 reflections	*One day suspension
* Telephone call or face-to-face meeting with parents before returning to school	

- Additional strategies may be put in place for children who are frequently struggling to adhere to the school's behavioural expectations, e.g. long or short-term individual behaviour plans or reports.
- A class teacher may choose to employ an alternative strategy if this is deemed to be more appropriate and/or effective in a specific case. The rationale and effectiveness of the strategy will be discussed with senior management.

- Where appropriate, a 'natural consequence' will be implemented as part of a restorative process.
- If a pupil's behaviour is so disruptive, they may receive an immediate serious warning. This will be at the discretion of the deputy headteacher and/or the headteacher.
- Cases of aggression and/or physical harm will be reviewed individually and may result in an immediate 'serious warning'. If a 'serious warning' is deemed appropriate, parents will be informed.

Serious warning	KS4 pupils who are allowed off-site lunch privileges will lose this privilege for 5 days
3 serious warnings	One day suspension*
4 serious warnings	Phone call to parents
5 serious warnings	Pupil, parents & deputy/head meeting
6 serious warnings	Two day suspension*
7 serious warnings	Four day suspension*
8 serious warnings	Five day suspension*
9 serious warnings	Permanent exclusion, unless there are exceptional circumstances
* Telephone call or face-to-face meeting with parents before returning to school	

- In some cases, an 'In-school Nurturing Session' may be appropriate. The pupil remains in school but away from the classroom. Parents will be informed. This strategy will be employed at the headteacher's discretion in limited circumstances.
- 'Reflections' are wiped at the end of each half term. 'Serious Warnings' are cumulative throughout the school year.

At each stage, due consideration will be given to the precipitating factors behind the pupil's behaviour and measures discussed to support the pupil and improve the behaviour (see Pillar 3).

All suspensions and exclusions from school are kept on the pupil's permanent record and will be on record if they transfer to another school or continue onto higher education.

There may be circumstances at the secondary phase where a child's behaviour or conduct warrants immediate suspension or permanent exclusion.

The list below gives examples and is not complete or definitive:

- Physical assault against a pupil or an adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Bullying or racist abuse
- Abuse against sexual orientation or gender reassignment
- Persistent, disruptive behaviour that does not allow children to learn or teachers to teach

The head teacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community.

### **Fixed Term and Permanent Exclusion**

Maharishi School follows the statutory guidance set out in the 2023 DfE circular entitled 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: a guide for those with legal responsibilities in relation to exclusion'.

If a pupil receives a suspension of five days or less, the parents may make representations to the Governors' Disciplinary Committee. The Committee must consider the representation made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day.

Where a permanent exclusion has been imposed, the Governors' Disciplinary Committee must meet to review the decision and have the power to reinstate. In the event of the Committee upholding the Principal's decision, the parents have the right to make written and/or oral representations to an Independent Review Panel.

### **Behaviour Beyond the School Gate**

Maharishi School will seek to investigate and address any incidents of inappropriate or unacceptable behaviour and/or bullying which have occurred off the school premises. This may include poor conduct (i) on a school trip, (ii) travelling to and from school, (iii) whilst wearing school uniform or whilst using the internet, mobile phone or other electronic device: this list is not exhaustive. If necessary, the police and any other appropriate authorities will be involved.

### **Pupils with an Educational Health Care Plan**

Pupils with an Educational Health Care Plan or with identified educational needs are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a pupil at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupil are being supported and that 'reasonable adjustments' are set in place to support the pupil's needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

## **Looked After Children**

Looked after Children are expected to follow the school's Behaviour Policy and comply with all consequences. Where behaviour places a pupil at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupil are being supported. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

## **Protecting School Staff Against Allegations**

This policy document outlines the powers at the disposal of the headteacher and school staff. Any allegation made against a member of staff in relation to misusing these powers will be dealt with reasonably and in accordance with guidance provided by the DfE in 2012 entitled 'Dealing with Allegations of Abuse Against Teachers and Other Staff'.

## **Complaints**

If a parent has a complaint about a disciplinary matter, they should follow the procedures laid down in the school's Complaints Procedure.