



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Enabling Good Behaviour policy

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Next Review	November 2023
Reviewed by	Lisa Edwards Headteacher
Reviewed by	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 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:

[SEND Policy & Information Report](#)

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.

Appendices

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) 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 recorded on the classroom board in the following way:

- Name on (behaviour) board which may result in minutes off playtime.
- If a child's name is on the board 3 times in a week, then there will be a discussion with the class teacher at lunchtime to allow for a 'Reflective' session to find out what is going on, to support the pupil to recognise the inappropriateness of the behaviour; to stop the behaviour and refocus on positive behaviour. Additional strategies will be put in place for children who are frequently put on the behaviour board e.g. individual behaviour charts.
- 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.
 - 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 2a) Secondary Phase Reward System

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

- 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.
- Pupils can earn raffle tickets on a daily basis by demonstrating ideal behaviour, effort and attitude. Staff and prefects award the raffle tickets, which are collected, and counted, to find the three pupils with the highest number of raffle tickets at the end of each half term. There is also a weekly draw where two pupils' tickets are picked from the hat and prizes are awarded.
- 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.

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 on the classroom board in the following way:

- *1st low level disruption* = name on board;
- *2nd low level disruption* = tick against name on board

- 3rd low level disruption = 'sanction' given
- 4th low level disruption = 'serious warning' given

➤ If a pupil's behaviour is so disruptive that they are sent out of the class, they will receive a serious warning.

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.

If a pupil receives 3 sanctions during any half-term, a serious warning will be given and the serious warning procedure is followed. Parents will be informed and invited to have a discussion with a member of senior management to explore strategies to resolve the issues and to work towards preventing further serious warnings.

'Sanctions' are wiped at the end of each half term. 'Serious warnings' are cumulative throughout the school year.

*Cases of aggression and/or physical harm will be reviewed individually and may result in an immediate 'serious warning'. If a 'serious warning' 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.

Serious Warning Procedure

If a pupil receives 2 or more serious warnings in a term, their right to attend the end of term reward trip will be removed. The slate will be wiped clean at the start of each new term to allow the pupil the opportunity to attend future reward trips. However, the serious warnings will remain in place in terms of this procedure.

- 3 'Serious Warnings' will result in a 1-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- On the 4th & 5th 'Serious Warning' school will contact parents to discuss additional strategies in order to prevent further suspensions.
- 6 'Serious Warnings' will result in a 2-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- 7 'Serious Warnings' will result in a 4-day suspension. School will contact parents and further strategies, including Pillar 3 will be discussed.
- 8 'Serious Warnings' 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 'Serious Warning' 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 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.