



Enabling Good Behaviour and Exclusions Policy

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Guiding principles

- An ideal system of education is capable of providing the "*fruit of all knowledge*" to every student. The "*fruit of all knowledge*" is a successful, fulfilling life which includes the natural ability to think and act appropriately and successfully at all times and in all circumstances.
- Development of their full potential gives the student mastery over their life. They spontaneously improve situations and circumstances and their environment; their behaviour is always nourishing to themselves and everyone around them. They have the ability to fulfil their interests without jeopardising the interests of others.
- Children should grow up in a balanced, orderly way; a balanced and orderly life means always moving towards success.
- Discipline of the child is important. Like supporting a young tree from all directions, discipline assures the child's straight growth and progress toward living life in accordance with natural law. Very importantly, discipline is always maintained with an inner feeling of love.
- Children have to be nurtured in love and corrected if they are wrong, to help them succeed in life at all levels.
- If a student has committed a wrong it should be addressed in some way. In Consciousness-based Education, we have the theme of building up character, not emphasising for any length of time or intensity the students' wrongdoing.

Introduction

The purpose of education at Maharishi School is to unfold the full potential of every student, enabling them to live a life which is as free from problems, mistakes, and suffering as possible. Through the regular practice of Transcendental Meditation, they grow in the ability to behave spontaneously correctly and serve the needs of the individual and society simultaneously.

Ideal behaviour is nurtured at the Maharishi Free School using the Principles of Teaching. When students demonstrate a willingness to learn and have a lively curiosity while being balanced in their behaviour, learning is easy and effective. When students spontaneously honour their teachers and behave with dignity, they are an inspiration for the finest teaching.

While students are growing in the ability to spontaneously behave more harmoniously, outer forms of discipline also help guide their growth and progress. A disciplined life means a life that is balanced and orderly, and is always moving towards success. Parents, the school and society all provide boundaries through which pupils' creativity and intelligence can flourish. It is the responsibility of adults to advise students on what is right and what is wrong, and to guide them in a dignified, moderate manner, full of love, respect and compassion.

The purpose of rules in the school is to provide clear, consistent boundaries to help students know what is acceptable and appropriate behaviour. If some inappropriate behaviour does occur, it is a mistake based on stress and confusion; the Maharishi Free School recognises that no one really wants to do wrong.

Quality of life expectations

The basis for the highest quality of life is a balanced daily routine. When students structure their lives according to the following guidelines with the help and support of their parents, they experience greater clarity, creativity, and fulfilment.

A balanced daily routine includes:

- regular practice of Transcendental Meditation – including weekends and holidays;
- a regular routine according to the principles of Ayurveda to bring balance to the whole physiology;
- regular, nourishing meals in the company of parents and other family members;
- abstinence from the use of alcohol, tobacco and recreational drugs;
- respect for others in word and deed;
- ensuring that children are always with an adult, we don't leave them alone to influence each other unduly with immature ideas.

Consciousness-based education: principles of teaching

Consciousness-based Education: Principles of Teaching are expressions which fully enliven the processes of knowing for every student, and effectively structure orderly, joyful learning. These principles describe attitudes, behaviours and activities that enable teachers to naturally support and guide the students' growth.

The foundation of Consciousness-based Education, and the basis for the fulfilment in the educational process experienced by both teachers and students, is the experience of Restful Alertness through the practice of Transcendental Meditation. By directly enlivening the Principles of Teaching – Receptivity, Intelligence, Knowledge, Experience, and Expression – the experience of every student is enhanced, and help to create professional satisfaction for every teacher.

The Goal of Teaching: The most important principle of education is also its goal: self-referral functioning.

In addition, wearing the school uniform is a quiet form of discipline. Further details about uniform at the Maharishi School are in the 'Dress Code and Appearance Policy'.

Transcendental Meditation

Each school day at Maharishi School begins and ends with group practice of Transcendental Meditation for older children. (The children's version of Transcendental Meditation is called Word of Wisdom which is not intended to provide the experience of Restful Alertness. What it does, however, is bring greater balance to the whole physiology of the pupil which results in more balance in every area of their life, including behaviour.)

During Transcendental Meditation, students experience Restful Alertness. This daily practice provides a perfect foundation for education: the development of the student's ability to comprehend and understand. With this growth their creativity blossoms while intelligence and organising ability become naturally strong; behaviour becomes naturally courteous and harmonious.

This education can be understood, therefore, as starting from the student's own experience of Restful Alertness. The laws of nature which govern every discipline are seen in the light of themes of orderly growth which can also be found in the student's own life. The process of education is therefore cyclical, from wholeness to parts and back to wholeness.

The experience of Restful Alertness produces orderliness and balance and a quality of life where everyone and everything is as dear to the students as their own self. This quality of life is succinctly expressed as "the world is my family".

Principles of balanced behaviour

These principles are patterns of behaviour that enliven happiness and balance in ourselves and in others because they promote ways of thinking and acting that are harmonious. (For example: *Be kind and giving* – When we are kind and giving in our attitudes and actions towards others, we enjoy the benefits of these warm feelings and our heart expands. We create a harmonious effect that is appreciated and enjoyed by everyone we meet.) When we use these principles we are creating a harmonious and uplifting influence for ourselves and everyone around us.

The behavioural rasayanas are part of Ayurveda and discussed as part of the CbIDS curriculum for both primary and secondary pupils.

Our approach is to emphasise the importance of these principles in producing happiness for ourselves and everyone around us (rather than using them as arbitrary rules which must be followed without any specific reason). In this way the student's attention is directed to their own ability to create a harmonious influence which extends beyond themselves to their family and friends, and further to the whole world.

Importance of an ideal environment

By maintaining an environment which is relaxed, disciplined and orderly the pupils are encouraged to behave in a more orderly way. When their senses are exposed to balancing and nourishing influences their behaviour becomes more spontaneously harmonious.

When we display pupil's work not only are we making the school more attractive but we are also letting the children know that we value their achievements. In addition, we are allowing pupils to make a contribution to a more attractive environment for the whole school community.

We encourage parents to learn Transcendental Meditation in order to understand and support their child's experience of Consciousness-based Education and to promote consistency of environment for the child.

Dealing with disruptive behaviour

Primary Phase Procedures

In the Primary School we have many systems in place for rewarding children's good behaviour. This includes Star of the day, weekly awards in assembly, class award charts and individual smiley charts. We know

that what you put your attention on grows therefore praising and rewarding children is vital.

We have a Balanced Behaviour display in every classroom and we refer to each of the behaviours regularly. However if a child is disruptive during the school day (including breakfast club and after school club) the teacher will give them a warning, if the child continues with their poor behaviour their name is put on The Behaviour Board with the amount of minutes lost of their playtime (depending upon the incident) next to their name. Depending on the severity of the incident a child may not be given a warning and may be put straight on The Behaviour Board.

In Reception and Year 1 the board is called The Cloud. If a child continues to be disruptive the amount of playtime they will miss will increase and the corresponding minutes will be placed next to their name on the board. If a child's name is on The Behaviour Board/The Cloud (this does not apply to Reception aged children) 3 or more times in one week they are placed in Culturing Ideal Behaviour (CIB). A child in the CIB book will spend half an hour out of one of their lunchtimes that week with the Deputy Head Teacher.

During this session various strategies are used, including the scales of justice when appropriate, to help the child to see how their behaviour affected both themselves and the people around them. They are helped to understand how they could improve their behaviour next time and how to restore harmony to the situation; this could include a written/verbal apology.

If a child's behaviour is more serious they would go straight into CIB instead of, or in addition to, The Behaviour Board. In certain situations, such as fighting, a child could be sent straight to a senior member of staff.

After a child has spent some/all of their playtime (after being put on The Behaviour Board) or their lunchtime (after being in a CIB session) the slate is wiped clean. The child has their good qualities reinforced and is given another chance. In this way we are modelling forgiveness and are building the child's self-esteem by focusing on the good.

If a child is in CIB 6 times in one year they will have a fixed-term exclusion of 1 day. A child may also be fixed-term or permanently excluded if we feel they require this.

Secondary Phase Procedures

The policy '*Key principles of teaching and learning*' is closely associated with this '*Enabling Good Behaviour*' policy. The Maharishi Free School recognises that good classroom behaviour from pupils requires stimulating teaching and that effective, fulfilling learning ensures good progress. The performance management system at The Maharishi Free School also recognises this link.

There are several systems in place in the secondary phase to reward good behaviour. This includes class award points, a weekly raffle rewarding pupils' balanced behaviour, kindness to others and effort in school, a weekly Headteacher's award which recognises outstanding behaviour or effort, termly awards for academic excellence, progress in subjects and 100% attendance and an end of year class reward trip. All pupils are praised regularly throughout lessons for their positive behaviour, effort in class and commitment to the subject. Any pupil who answers a question in class is always acknowledged positively and praised for their effort. Teachers model good behaviour and act as positive role models for all pupils, treating them with respect and understanding.

Effective differentiation, punctuality and pace are essential for pupil engagement, especially in the mixed ability classes found in the Maharishi Free School. Taken together, these factors enable a high level of pupil engagement. However, even with these factors in place, it is still necessary to have strategies in place to improve the behaviour of certain pupils to enable the rest of the class to make progress. In order to maintain a calm and harmonious learning environment in the classroom, the following behaviour sanctions are implemented to deal with disruptions.

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* = tally against the name;
- *3rd low level disruption* = attend a Culturing Ideal Behaviour (CIB) session - Pupils will be removed from the lesson at this point;

- *4th low level disruption* = serious warning (low level disruption will continue to be monitored in the classroom that the pupil has been sent to and may result in a serious warning)

Culturing Ideal Behaviour (CIB) sessions

Pupils attend a 20 minute lunchtime session with the Deputy Head to discuss their behaviour and look at ways to achieve more harmonious and positive behaviour for the future. They may also discuss restorative justice which may involve an apology to a member of staff or another pupil, for example.

If a pupil attends 3 CIB sessions during any half-term, a serious warning will be given and the serious warning procedure is followed.

CIB sessions are cumulative over a half-term and then the slate is wiped clean.

Serious Warning

A serious warning is an internal record of a pupil's disruptive behaviour. Any member of staff can give a serious warning which will normally be given when the low level disruption procedure has been followed.

There are some circumstances where a pupil's behaviour warrants an immediate serious warning without going through the low level disruption process, including, although not exclusively:

- Physical violence
 - Severe rudeness
 - Walking out of a class without permission
 - Any exceptionally disruptive behaviour which stops the teacher from being able to teach
 - Behaviour on the playground, at sport or on school excursions which are deemed unacceptable and which require more than just immediate intervention
 - Use of inappropriate language
 - If a pupil is so disruptive that they need to be sent to another room to work before there is opportunity for the 'low level disruption procedure' to be followed
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- If a child repeatedly brings their mobile phone into school; not in accordance with the school's mobile phone policy

Serious warning procedure

The staff member records the behaviour which has caused the serious warning. Parents are telephoned by the office or the the Deputy Head and informed of the reason for the pupil's serious warning. Parents may also be asked to attend a meeting with the pupil and the teacher who has given the serious warning and/or Deputy Head, preferably on the day it was given. Serious warnings are cumulative during an academic year but do not carry over to the next academic year.

For those at risk of exclusion additional measures could include:

- CIB sessions with the Deputy Head (Culturing Ideal Behaviour);
- Praise Card and/or positive rewards to encourage positive behaviour;
- Target setting to encourage positive behaviour;
- Class teacher engaging with parents;
- Consideration by the SENCO (Special Educational Needs Coordinator) of assessment of Special Educational Needs;
- Referral to CAMHS and/or other specific external support;
- Senior management engaging with parents

Multiple Serious Warnings and Exclusions

The serious warning procedure will be followed for the 1st and 2nd serious warning. On the 3rd serious warning and onwards, additional action will be taken:

- On the 3rd serious warning, the school will contact parents and the Head will issue a 1 day exclusion from school.
- On the 6th serious warning, the school will contact parents and the Head will issue a 2 day exclusion from school.
- On the 7th serious warning, the school will contact parents and the Head will issue a 4 day exclusion from school.
- On the 8th serious warning, the school will contact parents and the Head will issue a 5 day exclusion from school.
- On the 9th serious warning, unless there are exceptional circumstances, the Head will permanently exclude the pupil.

After any exclusions from school, parents and the pupil will be asked to attend a meeting with the Head or Deputy Head to discuss the child's return to school.

All 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. Exclusions are cumulative during an academic year but do not carry over to the next academic year.

Exceptions and immediate exclusions

Under extreme circumstances, a child may be given an immediate exclusion by the Head teacher. Examples are, but are not limited to, a pupil causing harm to themselves or others or risking the safety of themselves or others. The exclusion period will be dealt with in line with the serious warning procedure i.e. if the pupil has already had one day's exclusion, the following exclusion will be a two day exclusion. An immediate exclusion is the equivalent of three serious warnings.

Alcohol or illegal substance use within the school day or on the school premises, including during sport, school excursions or any other school-related event, will be treated very seriously. Any such occurrence will result in an immediate exclusion in line with the serious warning procedure. Any reoccurrence of an event of this nature may result in a permanent exclusion.

Underage drinking and consumption or possession of illegal substances is a criminal offence and may result in a criminal record.

All exclusions from school are kept on a pupil's permanent record and will be on record if they transfer to another school or continue into higher education. Exclusions are cumulative during an academic year but do not carry over to the next academic year.

In exceptional circumstances, when a child's behaviour is considered by the Head teacher to have caused significant harm or risk to others, the Head teacher has the authority to recommend that the pupil be permanently excluded from the school.

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.