



**Maharishi School**  
**Enabling Good Behaviour**  
(Revised Behaviour Policy, as at 03/01/2020)

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. 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 Head teacher
- 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 need 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**, 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 Teacher's 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/WW 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 School and a changing fortnightly focus on a specific Balanced Behaviour in the Secondary School.

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 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 the 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 Educational 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 our SEND Information Report on the school website:

<https://maharishischool.com/about/legal-and-regulatory/>

#### **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, 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 school rather than the primary school, 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 resistive 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 School 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 School Sanctions System**

If a Primary School child displays behaviours that are not 'ideal', the following measures will be implemented:

- 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 'Reflection' 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.
- If a child has 3 'Reflections' within 1 term then this will result in a 'Mediation' session with the deputy head. Parents may be informed by the class teacher. This session will take place as soon as possible after referral and the behaviour will be discussed further in the light of Pillar 1, 'Culturing Ideal Behaviour'.

- 'Mediation' sessions are cumulative throughout the school year
- Severe cases of aggression and physical harm will be reviewed individually and may result in an immediate 'Mediation' session with the deputy head. If a mediation session is deemed appropriate, parents will be informed.
- In severe cases, an 'In-school Nurturing Session' may be appropriate. The child remains in school but away from the classroom. Parents will be informed.
- If a child has 3 'Mediation' sessions in one school year, a meeting will be called with parents to discuss further strategies to resolve the issues and to work towards preventing a fixed-term exclusion. A meeting will then be required following any subsequent 'Mediation' sessions or fixed-term exclusions.
- If a child has 6 'Mediation' sessions in one school year, they will have a fixed-term exclusion of 1 day. School will contact parents and further strategies, including Pillar 3 will be discussed.
- If a child has 7 'Mediation' sessions in one school year, they will have a fixed-term exclusion of 2 days. School will contact parents and further strategies, including Pillar 3 will be discussed.
- If a child has 8 'Mediation' sessions in one school year, they will have a fixed-term exclusion of 3 days. School will contact parents and further strategies, including Pillar 3 will be discussed.
- If a child has 9 'Mediation' sessions in one school year, they will have a fixed-term exclusion of 5 days. School will contact parents and further strategies, including Pillar 3 will be discussed.
- If a child has 10 'Mediation' sessions in one school year, unless there are exceptional circumstances, 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 exclusions from school are kept on the pupil's permanent record and will be on record if they transfer to another school.

Mediation sessions are cumulative throughout the school year.

There may be circumstances **at the primary phase** where a child's behaviour or conduct warrants immediate exclusion (fixed-term or permanent).

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 School 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. Teachers and prefects award the raffle tickets, which are collected, and counted, to find the pupil with the highest number of raffle tickets at the end of each half term. One other randomly drawn pupil with at least 10 raffle tickets is also recognised. Two x £10 gift vouchers are awarded in assembly at the end of each half term.
- 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 in the end of term assembly.
- Subject-specific postcards are sent home termly as recognition of effort, achievement or commitment as identified by individual class teachers.
- Pupils can earn the right to attend the end of year reward trip by reaching all of the standards detailed below which were determined in collaboration between pupils and staff:
  - Achieving at least two stars (\*\*) for Quality of Life on the end of term report - this shows the extent to which a pupil demonstrates qualities of harmony and respect towards themselves, others and the school environment. Quality of Life is seen in the classroom, on the playground at break and lunchtimes, at sport, on school trips and outside school when pupils are in school uniform (More details are available in the Quality of Life Grade Descriptor document which is available on request).
  - Achieving at least a grade B for commitment across all subjects on the end of term report - this demonstrates that a pupil's commitment is at least good 'most' of the time and includes being productive and focused in class, contributing and participating positively in group work, being prepared for lessons, handing in homework on time, and doing classwork/homework to the best of one's ability (More details are available in the Commitment Grade Descriptor document which is available on request).
  - School attendance is average or better (There may be some flexibility given dependent on the reason for the absence and this will be determined on a case-by-case basis).
  - Receiving no serious warnings throughout the school year (There may be flexibility given if the pupil concerned has made significant improvement or has demonstrated consistently 'ideal' behaviour during most of the school year).

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 School Sanctions System**

If a Secondary School child displays behaviours that are not 'ideal', the following measures will be implemented:

- Name on board
- If the behaviour continues, a tick will be put next to the pupil's name - at this point a discussion will take place between the teacher and the pupil, in the light of 'Culturing Ideal Behaviour' (Pillar 1), to find out what's going on, to support the pupil to recognise the impact of the behaviour; to stop the behaviour and refocus on a positive lesson
- If the behaviour continues, the pupil will be removed from the classroom and will then have a 'sanction' - this will involve a session with the deputy head where the behaviour will be discussed further in the light of Pillar 1.
- We would expect that the two previous discussions had provided opportunity for enough reflection and discussion that the behaviour would not continue. However, additional strategies will be put in place for children who frequently receive sanctions.
- Severe cases of aggression and physical harm will be reviewed individually and may result in an immediate 'Sanction' or 'Serious Warning'.
- If a child has 3 'sanctions' within a half term, then this will result in a 'Serious Warning'. Parents will be informed and invited into school to have a discussion with a member of senior management to explore further strategies to resolve the issues and to work towards preventing a fixed-term exclusion.
- 'Serious Warnings' are cumulative throughout the school year.
- 3 'Serious Warnings' will result in a 1-day exclusion. School will contact parents and further strategies, including Pillar 3 (below) will be discussed.
- On the 4th & 5th 'Serious Warning' school will contact parents to discuss additional strategies in order to prevent further exclusions.
- 6 'Serious Warnings' will result in a 2-day exclusion. School will contact parents and further strategies, including Pillar 3 (below) will be discussed.
- 7 'Serious Warnings' will result in a 4-day exclusion. School will contact parents and further strategies, including Pillar 3 (below) will be discussed.
- 8 'Serious Warnings' will result in a 5-day exclusion. School will contact parents and further strategies, including Pillar 3 (below) 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 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.

Sanctions are cumulative throughout the school year.

There may be circumstances **at the secondary phase** where a child's behaviour or conduct warrants immediate exclusion (fixed-term or permanent).

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.

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