

Inwoods Small School

THE PARENT AND CHILD HANDBOOK 2021-2022



Dear Parent and Child,

The purpose of this handbook is to facilitate the smooth functioning of school life by communicating the general philosophy and procedures of Inwoods.

All of us at Inwoods feel it is a privilege to be involved with the school and to be given the opportunity to help support and guide your child's learning. Together with the children we will work to find their place in the world and in the process intend to keep alive the quality of play and wonderment when learning is meaningful to life.

Inwoods is not attempting to be an ideal place without issues or challenges, but a well-intentioned environment that supports the children to interact in the wider world in a wholesome and enriching way. The creation of a safe and nurturing environment is an ongoing project the whole school, together with the parents, are continually involved in and developing.

We expect both parents and children to make themselves familiar with the contents of this handbook. We ask parents of younger children to ensure that your child understands and follows the guidelines. As children mature, we expect the onus of responsibility to shift increasingly to them and away from the parents.

If you have any questions, need more information about anything, or would like to discuss the guidelines stated within, please contact the School Coordinator, Kate, to arrange an appointment to meet.

Sincerely from all of us at Inwoods Small School.

School Ethos

Inwoods is a small school that seeks to provide an environment that nurtures sensitivity to each other and to the world around us. Although academic learning is important for us, holistic education means far more than the mere acquisition of knowledge. Learning is viewed as being a joyful and serious process whereby both teacher and child discover together. We attempt to nurture each child's individuality and creativity, encourage questioning, and keep alive their enthusiasm for academics as well as non-academic activities. We want children to excel out of a true love for the subject, without fear or pressure.

Time is provided for many activities that are not normally included in schools. We value activities that are hands-on and outdoors. Comparison is discouraged and children's exposure to competition and standardised tests are kept at a minimum. When conflicts arise, our intention is to discuss them openly and sensitively together, without resorting to a system of reward and punishment. Stillness and the ability to listen and remain quiet are emphasised as much as open communication. Rules and guidelines are put in place to create an orderly structure, and issues that arise are addressed with the children. We try to help the child act in an orderly manner that is sensitive to the needs of others. Our aim is to create a space where a child can flower and his or her intelligence can be awakened.

Parent Involvement

Education is a two-way process of discovery in which we learn together with the children. We attempt to establish an open and honest communication between home and school. We realise that we are in a partnership with you, the parents, in the education of a child and that a good relationship among parents, teachers and children is essential.

Parents who enrol a child at Inwoods Small School are asked to support and encourage a family environment that reflects the intentions of the school. Some examples of practices in the home that would be consistent with those employed by Inwoods teachers are listed here. Many of these suggestions can be discussed in parent meetings.

- respecting children's learning style and pace
- setting boundaries and limits and following through with logical consequences
- finding alternative solutions to rewards and punishments
- interacting responsively with joy and inquiry, rather than praise or criticism
- relating to nature and caring for the environment
- establishing quiet times or times of solitude
- giving consistent age-appropriate tasks, and thus increasing, responsibilities to develop life skills and share in care of their environment
- limiting the use of television viewing, hand-held and computer games and play stations, with restricted use of these during the school week
- avoiding sugary foods and drinks and artificial colourings and flavourings and instead sharing a wide variety of unprocessed and whole foods

Communication with Parents

By law we need to be aware of who is responsible on a day-to-day basis for any child registered at Inwoods. We ask that you inform us of any changes in the home situation of your child.

The list below shows the variety of ways in which we communicate at Inwoods, with an indication of when and where communication can best take place.

Pick Up & Drop Off

General enquiries about your child's day, small amounts of information relevant to the day/week, general chat to connect with teachers and other parents (time permitting).

Parent Meetings

Within the first term of your child's enrolment at Inwoods a time will be arranged with you to meet the teachers and the School Coordinator. There will also be a second meeting in the spring term to discuss the progress and development of your child. Teachers and parents are invited to arrange further meetings in the year if and when they are needed.

Updates on Tapestry

The teachers at Inwoods use Tapestry which is an online observation and assessment tool. This online platform enables us to capture the children's learning on a weekly basis, to assess learning, to develop next steps and then tailor their learning to these. As parents, the individual profile of your child will be accessible to you and you will be able to see lots of pictures and documentation of what your child is getting up to here at Inwoods.

Reports

At the end of the year the teachers will write a report about your child that will outline their progress and areas of challenges. It is a written snapshot that inevitably has its limitations in conveying a complete picture of a child's time at Inwoods, which is why we put emphasis on verbal communication and ongoing feedback.

Phone Calls

Teachers are usually unable to take calls during sessions; but messages will be checked during break times and at the end of the day.

Tel Number Inwoods: +44 (0) 01962 771 065

Emergency Mobile Number: 07818 246472

Emails

The School Coordinator Kate will be checking emails on a daily basis. The teachers will also be available by email, but please be sensitive to their time and other work commitments.

School Principal: Antonio antonio@brockwood.org.uk

School Coordinator: Kate info@inwoods.org.uk

Lauren: lauren@inwoods.org.uk

Mel: melanie@inwoods.org.uk

The School Environment

Creating a safe and well-intentioned environment throughout the whole school involves the affectionate attention to the ordinary details of living. In this way, behaviour, diet, dress, manners, orderliness, attendance and punctuality, are centrally related to the basic intent of the school. It is in a spirit of working together that we ask parents and children to consider the following:

Behavioural Expectations

It is our aim to create an environment where children, parents and staff value respect and care for each other and their surroundings. To do this we outline the following intentions:

- Children are asked not to fight, hit, kick, tease, gossip, lie, cheat, steal, form cliques, call each other names, use offensive, racist or vulgar language or do anything to hurt another person or themselves.
- Children are asked not to disrupt school activities or others' learning.
- Children are asked not to damage the buildings, trees, plants, or animals that live there.
- Children are asked not to play with sticks or throw stones.

We do not enforce these guidelines with rewards and punishments. We spend time understanding rules and guidelines and creating new ones with the participation of the children, and thus support a spirit of cooperation at Inwoods. If your child behaves inappropriately, we give him/her one-to-one support in exploring ways to behave more appropriately. If necessary, we may remove a child from the activity in order to maintain conditions conducive to learning. It will be made clear to the child that it is the behaviour and not him/her that is unwelcome.

If your child is causing concern with consistent difficult behaviour, we will set reasonable expectations that will be discussed with your child and you, establishing clear boundaries and appreciating and acknowledging your child's efforts. It is usually helpful to have cohesive strategies at home and at school which parents and teachers communicate about. Please inform Inwoods staff if there are some kinds of behaviour that may arise from a child's specific needs.

Each new child comes to Inwoods on the basis of a term's trial. If at the end of this term your child has not settled, we will meet with you to discuss possible ways to move forward. If your child has been at Inwoods longer and a problem arises, every effort will be made, with your support, to deal with every difficulty. However, if necessary, you may be advised to remove your child from the school.

It is important that we, staff and parents, work together in order to achieve a consistent approach. This can be discussed at parent / teacher meetings on Wednesday afternoons if necessary.

Popular Culture & Toys

We do not consider electronic games, weapons, cartoon or superhero images and their actions helpful for positive behaviour and social interaction.

Children are expected to not watch TV/DVD's/computers, or participate in the use of a screen (including handheld gaming toys) in the morning before coming to school, and that entertainment screen use should be limited on school nights (Sunday-Thursday).

Toy guns, fighting knives, catapults or any war-play paraphernalia are inappropriate at Inwoods.

Parents are asked to consider the appropriateness of toys available to your child and to talk to a teacher about him/her bringing a toy to school, unless it has a significant educational purpose that all the children in the group can benefit from, or it is a comforting toy that will help a child feel more secure.

Home-linked Activities

We will not be setting regular homework activities, although we do feel that reading on a daily basis with your child, to help develop a love of books, would be of huge benefit. You could also give time to regular shared reading sessions to encourage your child and make it part of your daily routine. Apart from reading, there will occasionally be activities for children to do at home including making or finishing a project. Home-link activities are tailored to serve different purposes at different levels, taking into account what is developmentally appropriate. Parental guidance and support will be required for the children to successfully complete the tasks to the best of their ability.

General Health - Vegetarian Diet

Out of a feeling of affection and respect for the welfare of animals, Inwoods is a vegetarian school. We ask you not to bring or eat such foods on campus or on any school outing; however, the school does not promote this policy as an ideology.

We currently ask that you provide a packed lunch for your child five days a week.

Please consider the following:

- Children should come to school well-rested and having had a healthy breakfast.
- Packed lunches should be wholesome and balanced. No highly sugared or processed foods should be brought for snack, lunch or any school outings.
- Ensure that children's lunches contain neither too little nor too much food.
- Children are not to share their lunches so that parents may monitor their child's diet more accurately.
- Children sit while eating, no running or shouting during meal times.
- Children are requested to finish their meals before asking to be excused from a nearby staff (to ensure that they eat sufficiently), and to have good table manners.

Snack

A snack will be provided for your child every day. This will usually consist of fresh fruit, nuts, and rice/corn/oat cakes, peanut butter and spreads. There is a cost for the snack.

We cater to many dietary needs, but if those aren't sufficient, please discuss this with staff.

Children may bring a home-baked birthday cake/treat to school to share. We encourage this to be wholesome: low in sugars and flours, but a treat is welcome. Please inform teachers so that we can adjust snack accordingly.

Clothing & Weather Protection

Children should feel comfortable wearing clothes that are functional and practical. Ideally both girls and boys will wear trousers to school, this allows for easy movement between activities both in the classroom and outdoors. We also ask that children wear clothes that don't encourage specific gender stereotypes.

Weather appropriate clothing is essential.

Wet weather clothes: On wet or muddy days, children will be requested to wear full rain gear during their breaks, so that we don't need to have enforced indoor breaks, but can enjoy the out

of doors in any weather. As weather is so unpredictable, and for activities such as gardening and walks, their rain gear should be with them every day.

Cold weather: On winter days the children will also be expected to go outdoors. This means they need to come with at least one, if not two jumpers. A good winter coat, gloves, snood (rather than scarf), hat, under leggings, socks and wellies.

Warm weather: On very hot sunny days children need to be protected with sun cream before they arrive and provided with a sun hat. Ideally thin cotton trousers or shorts will be worn, as well as cotton tee-shirts.

Sports: Trainers for sports are also necessary and a change of clothes if the weather is hot.

Indoor shoes: We suggest children wear slippers indoors.

We also recommend that each child has a change of clothes available; these can be left at school in an individual bag.

All garments, backpacks, lunch boxes, book bags and other easily misplaced items need to be clearly labelled.

Punctuality & Absences

- Parents are expected to be punctual in arriving at Inwoods and collecting their children. We start school at 9am and so children can arrive from 8.45am. Children can be picked up from 3.15pm and by 3.30pm at the latest.
- Children are required to follow the instructions and rules of Inwoods once they arrive.
- Parents are requested to call the office or one of the teachers as early as possible any day that a child will be absent or more than 15 minutes late.
- Responsibility for children will shift from school to parents once parents have arrived for pick-up. We need to ask you to read our Risk Assessments, listing the risks at Inwoods, inside and outside. While parents are socialising, they should keep children in view and offer guidance whenever appropriate, to all children visible to them. Use of the barns after school is not allowed to allow time for tidying and organisation for the next day. We ask parents to leave the school site by 3.45pm at the latest.
- Although staff will be on site and available for the children until all children are with a carer, if a parent is late, it is recommended they find another parent to look after their child until they can arrive.
- We will not allow your child to leave Inwoods with anyone other than the parents, unless we have been informed about it beforehand.

Sickness

Please contact the office or an appropriate member of staff if your child cannot attend Inwoods.

If your child is ill, or thought to be harbouring an infection, please do not bring him/her to the school. Please also follow the following advice regarding your child's returning after illness;

Common cold	They can return when they are well enough to attend
Fever	After 24 hours with a normal temperature
Vomiting or diarrhoea	48 hours after the last episode
Chicken pox	5 days after the start of rash
Cold sores	When they are well enough to attend

Conjunctivitis	When they are well enough to attend
Hand, foot and mouth disease	When they are well enough to attend
Impetigo	When the sores are crusted over or 48 hours after start of antibiotic treatment
Measles	5 days after the start of the rash
Meningitis bacterial	24 hours after start of antibiotic treatment
Mumps	5 days after the start of the swelling
Ringworm / Tinea	2 days after the start of treatment
Rubella / German measles	6 days after the start of the rash
Scabies	After the first treatment
Scarlet fever	24 hours after the start of antibiotic treatment
Whooping cough / Pertussis	21 days after start of illness or 5 days after start of antibiotic treatment
Covid -19	They can return after 10 days as long as they are showing none of the symptoms (fever, new continuous cough, loss of taste and smell)

Please let us know as soon as possible if your child has an infectious disease so we can inform other parents- this includes head lice. Your child's name will not be mentioned and confidentiality will be respected.

We will telephone you if your child becomes unwell while at school, and ask you to collect him/her.

We must notify Ofsted of particulars of food poisoning affecting the school, or the outbreak of any notifiable disease as listed by the Health Protection Agency.

During the warmer months, you need to check your child's skin for ticks, including the scalp, and carefully follow guidance on how to remove any to prevent Lyme disease. If we have received your consent to remove a tick found on your child, we will do so using a tick removal tool and will inform you.

Administering Medicine

If your child is injured or unwell, we will administer the appropriate medicine, provided that you have checked it off on the Medical History, Permissions, Treatment and General Wellbeing Form.

Accident

You will be contacted immediately if your child has an accident that causes concern, or informed at the end of the day if it is less serious. Within the group, there is always a person with up-to-date paediatric first aid training and a first aid kit with appropriate content.

Hygiene

Please ensure that your child's nails are cut to avoid the spread of any infection. At school children are asked to wash their hands before eating and cooking, after gardening work and messy activities. Toilets are provided with single use individual towels to help prevent spread of infections.

Playground

All precautions are taken to ensure the safety of the children during regular school hours. Teachers supervise from a short distance while also providing direct supervision often and when needed. The guidelines are reviewed and understood by the school community frequently so as to maintain clarity and safety. The Wildlife Garden should not be used by children without supervision or special permission. After school care needs to be taken by the parents to supervise in all areas.

Lost Child

In the unlikely event of your child being lost, we will ask for help in searching for him/her. If your child cannot be found within 15 minutes, we will first call the police and then contact you.

Child Protection

Suitable procedures will be followed to ensure prompt and effective help for children who have been abused or may be at risk of being abused.

Any suspicion that a child has been abused at Inwoods should be reported to Kate who is the Deputy Designated Safeguard Lead (DDSL) dsl@inwoods.org.uk. You can also contact her by calling 01962 771 065. She will then work closely with Mina Masoumian who is the DSL for both Brockwood Park School and Inwoods Small School. Mina can also be contacted directly on the following email, DSL@brockwood.org.uk or call 01962 771744. We actively, in conversation and activities, promote the children's awareness of personal safety.

Confidentiality

Your child will not be discussed with any persons other than you or staff members.

Personal information is treated as confidential. If we feel it would help us with the care of your child, we will ask your permission to share personal information.

Staff Absences

In the case of staff absences, school will continue as normal, if extra staff are needed staff can be called on from Brockwood Park School.

Transportation and Site Safety

Parking at Inwoods

When Inwoods received planning permission to develop the Big Barn, Winchester City Council Planning Authorities required that we adopt a Green Transport Plan. This means reducing the number of motorised vehicles coming to the site to a minimum, by encouraging parents to carpool and not allowing more than nine cars at a time to be parked at Inwoods. We have no permission to park along Brick-Kiln Lane adjacent to Inwoods, so please do not park on the lane just in front of Inwoods.

At drop off and pick up at Inwoods please be aware that other parents might need to access the site so efficiency in the process would be really appreciated. Please don't stay any longer than is really necessary.

Carpooling

Carpooling is very important for such a rural school. Please make sure children know who is picking them up and that the school is informed of any routines and changes thereof.

Inwoods is unable to assume any responsibility for carpool arrangements or for any liability arising from carpooling.

Site Safety

- No cigarettes or alcohol on the Inwoods' grounds.
- No sweets or chewing gum at school.
- We ask that no dogs come on to the site.
- All gates to the Inwoods' car park should be kept closed.
- Children are not to play in the car park so pick up occurs within the grounds of Inwoods.
- Parents are asked to take great care when entering the Inwoods site by car.

Evacuation/Fire

If any of the barns needs to be evacuated, everyone inside must leave all the barns immediately and go to the double gates where the names of all children and adults present will be read out. We use a fire bell, one in each building, to alert every one of the need to evacuate. Although these bells are in easy reach, it is important that no Inwoods or visiting child touch them, or that anyone uses them for anything other than their express use.

Settling In

We are aware of the sensitivity of the situation of some children when they are separated from their parents into a school environment for the first time, or after particular experiences.

It is best to talk to the child's teacher to share issues and impressions and to make plans on how things should go. However, following are a list of steps we generally advise parents to take if the separation is predicted to be stressful:

- It can make the initial separation much easier if you build your child's confidence by preparing your child to be away from you before starting at Inwoods.
- Continue clear communication throughout the process with your child about the changing expectations you and they have, your encouragement of successful behaviours, and your trust in Inwoods being the right place for them.
- Attend the first few sessions with your child but take a back-seat role and do not get involved in the activities offered by the teacher. If your child is in need of your comfort let him/her come to you and then encourage him/her to return to the group when s/he is ready.
- Talk to your child about the importance of Inwoods being a children's space and that parents cannot be there all the time. Your child needs to learn that while at Inwoods it is to the teacher s/he must look for assistance, care and attention and not the parent. Your confidence must be in the benefits your child will gain from the growth of these new relationships.
- We suggest that you gradually and steadily remove yourself further and further from your child's space. After several sessions, you may wait outside the building, out of sight from your child who knows, however, that you are within reach if necessary.

- Once you have reached the point of leaving your child at Inwoods and returning home, the teacher will continue to keep you informed of your child's settling in process and call you if any major anxiety is experienced.

The settling in process is something yourself, the teacher and your child will be working on together. Please don't hesitate to express any concerns you may have and we will try to ensure that the right approach is taken for each child. In some cases, if we together feel that your child does not seem ready to be left, we may suggest that you try again the following term.

Admissions Policy

Inwoods Small School does not discriminate against any person on the basis of race, religion, sex or national or ethnic origin or any non-disqualifying handicap.

In the event that requests outweigh places available at Inwoods, our priorities for admissions will be:

- children of Brockwood Park staff
- siblings of children attending Inwoods

Required Documentation

The following forms must be completed for children to be enrolled:

- Application Form
- Fee Form

Specific Educational Needs

Any issues that arise in the home may be relevant to your child's life at Inwoods, so the more the teachers know, the more directly they can relate to the child and help nurture them.

We will discuss with you any extra help we feel your child may need in his/her development in specific areas. We employ external staff to help support children if they need one to one support and there will be an extra financial cost for this service.

Bilingual Children

If your child is learning English as a second language and needs some help, we will, with your permission, contact the Hampshire Bilingual Learners Support Service. In addition, we have gained considerable experience in working with bilingual children and are happy to discuss any issues in this area.

Complaints

It is important to address immediately with the Inwoods' staff any concerns you may have. Most concerns will be dealt with informally, however please feel free to contact either Kate or Antonio with any concerns. Please also refer to our complaints procedure if you feel an adequate response has not been given. All complaints will be treated in confidence.

Policies, Practices, Procedures, Risk Assessment

We advise you to read the documents on our policies, procedures, practices and risk assessment in the file in the office, and available through our website.

Administrative Structure

Inwoods Small School is one of four projects of the Krishnamurti Foundation Trust (KFT), which is the legal entity responsible for the school. Other projects of the KFT include Brockwood Park School, The Foundation, and The Study Centre.

While the staff work together very closely and share many of the responsibilities, the Principal (Antonio) and the Coordinator (Kate) are ultimately responsible for the day-to-day administration of Inwoods school. This includes scheduling, discipline, hiring, enrolment, fundraising, communication and all educational matters. The teachers are responsible for the daily running of the classroom and have a detailed understanding of the curriculum being taught.

Introduction to Krishnamurti

The core of Krishnamurti's teaching is contained in the statement he made in 1929 when he said, "Truth is a pathless land". Man cannot come to it through any organisation, through any creed, through any dogma, priest or ritual, not through any philosophical knowledge or psychological technique. He has to find it through the mirror of relationship, through the understanding of the contents of his own mind, through observation and not through intellectual analysis or introspective dissection.

Krishnamurti left a large body of literature in the form of public talks, writings, discussions with teachers and students, with scientists and religious figures, conversations with individuals, television and radio interviews, and letters. Many of these have been published as books, and audio and video recordings.

To further understand our educational approach at Inwoods we recommend that parents whose children attend Inwoods, read at least one of Krishnamurti's books on education, and read more as their interest arises.

Please be aware that there are also workshop weekends at the Study Centre near Brockwood. Dates for these will be announced to parents, however the Study Centre website will also have up to date information about events. These are not compulsory, but are for those that are interested.

Krishnamurti Texts

The following books are available to buy or loan from the school office:

Education and the Significance of Life

The material contained in this book is the result of reflections upon discussions held with teachers, students and others across the world on the subject of the right education for life. This classic Krishnamurti work demonstrates that education which does not result in deep integration of thought, feeling and outlook is useless. It points out that many contemporary methods of teaching emphasize slavish conformity to mass values and overstress technique. Education and the Significance of Life offers an alternative approach that stresses self-knowledge and a surrounding of freedom and love for the child, to help create an atmosphere in which real education can take place.

The core of education, Krishnamurti emphasizes, should be learning about living. The first part of this book consists of discussions between Krishnamurti, students, and staff at Brockwood Park Education Centre. The second part expands to include parents in which the question shifts to: How are we to deal with the most basic problems of all human life? The subjects covered in this book range from learning how to sit still with a quiet mind to coping with individuals - or discovering how to live sanely in an insane world.

Life Ahead

Life Ahead covers a wide range of themes- the danger of the competitive spirit which, breeding fear, prevents the mind from being fully receptive to experience; the necessity of a healthy body so that there is no conflict between body, mind and emotion; the value of solitude; the need to understand both the conscious and the unconscious mind so that there can be an end to self-contradiction; and the critical difference between concentration and attention, between learning and knowledge.

On Education

This book is the outcome of talks and discussions held by Krishnamurti with the students and teachers of Rishi Valley School in Andhra Pradesh and Rajghat Besant School in Varanasi. Krishnamurti regards education as of prime significance in the communication of that which is central to the transformation of the human mind and the creation of a new culture. As the topics in these stimulating talks reveal, he questions the very roots of our culture so that a comprehensive view on education emerges.

Krishnamurti's challenge is addressed not only to the structure of education but to the very nature and quality of man's mind and life. Unlike all other attempts to salvage or suggest alternatives to the educational system, his approach breaks through the frontiers of particular cultures and establishes an entirely new set of values. To Krishnamurti a new mind is possible only when the religious spirit and scientific attitude form part of the same consciousness. While he gives emphasis to the cultivation of the intellect, he lays far greater stress on a heightened critical awareness of the inner and outer world.

The Intention of the Krishnamurti Schools

It is becoming more and more important in a world that is destructive and degenerating that there should be a place, an oasis, where one can learn a way of living that is whole, sane and intelligent. Education in the modern world has been concerned with the cultivation, not of intelligence, but of intellect, of memory and its skills. In this process little occurs beyond passing information from the teacher to the taught, the leader to the follower, bringing about a superficial and mechanical way of life. In this there is little human relationship.

Surely a school is a place where one learns about the totality, the wholeness of life. Academic excellence is absolutely necessary, but a school includes much more than that. It is a place where both the teacher and the taught explore not only the outer world, the world of knowledge, but also their own thinking, their behaviour. From this they begin to discover their own conditioning and how it distorts their thinking. This conditioning is the self to which such tremendous and cruel importance is given. Freedom from conditioning and its misery begins with this awareness. It is only in such freedom that true learning can take place. In this school it is the responsibility of the teacher to sustain with the student a careful exploration into the implications of conditioning and thus end it.

A school is a place where one learns the importance of knowledge and its limitations. It is a place where one learns to observe the world not from any particular point of view or conclusion. One learns to look at the whole of man's endeavour, his search for beauty, his search for truth and for a way of living without conflict. Conflict is the very essence of violence. So far education has not been concerned with this, but in this school our intent is to understand actuality and its action without any preconceived ideals, theories or belief which bring about a contradictory attitude toward existence.

The school is concerned with freedom and order. Freedom is not the expression of one's own desire, choice or self-interest. That inevitably leads to disorder. Freedom of choice is not freedom, though it may appear so; nor is order, conformity or imitation. Order can only come with the insight that to choose is itself the denial of freedom.

In school one learns the importance of relationship which is not based on attachment and possession. It is here one can learn about the movement of thought, love and death, for all this is our life. From the ancient of times, man has sought something beyond the materialistic world, something immeasurable, something sacred. It is the intent of this school to inquire into this possibility.

This whole movement of inquiry into knowledge, into oneself, into the possibility of something beyond knowledge, brings about naturally a psychological revolution, and from this comes inevitably a totally different order in human relationship, which is society. The intelligent understanding of all this can bring about a profound change in the consciousness of mankind.

J. Krishnamurti

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