

Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- The [Independent School Standards 2019](#) outlines a school's duty to safeguard and promote the welfare of children and requires the school to have a written behaviour policy, and requires the school to have an anti-bullying strategy.

3. Definitions

The following definitions are defined in the Disciplinary Policy:

Misbehaviour is defined as:

- Violating school and/or individual class rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Disrespecting the *Hausordnung* (School Rules)
- Disrespecting others' property
- Behaving disrespectfully towards any member of the school community

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Deliberate violence against people
- Repeated disrespect towards any member of the DSL school community
- Discriminatory statements and actions of any kind (e.g. racist, anti-Semitic, anti-Muslim, misogynistic, homophobic)
- Putting oneself and others at risk of life and limb
- Any form of bullying
- Sexual harassment and violence

- Vandalism
- Theft
- Fighting
- Smoking and/or use of other banned/ prohibited substances
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items

4. Bullying

What is bullying?

Bullying is defined as physical, verbal and social behaviour in which one party deliberately and repeatedly injures or harms the other and in which there is an unequal balance of power exists. Any pupil can potentially become a victim of bullying.

Bullying can take many forms. For example: emotional, verbal, physical, racist, cyber bullying

Those affected by bullying sometimes show a change in behaviour or conduct. For example: School anxiety, stomach or headache, loses self-confidence.

Prevention

Strengthening social interaction through the DSL's evidence-based bullying prevention programme in all pre-school groups as well as the entire 1st grade. Year-round implementation of the 'Fairplayer' programmes in the entire 5th and 7th grades.

Intervention measures and general procedure

All students, staff and parents/guardians can report bullying directly or anonymously (letterbox at the BQ entrance and in the primary school office). Contact persons on the part of the DSL can be the class teacher, liaison teacher or Management. The BQ staff can also be contacted. Contact BQ (incl. Safeguarding) is displayed in all classes. Reported incidents are immediately recorded in a school-internal software (CPOMS) for better monitoring of protective measures and the well-being of pupils.

How the school investigates allegations of bullying?

The DSL's intervention concept in the event of suspected bullying is set out in detail in the Intervention Guidelines - Dealing with Bullying.

How the school records, analyses and monitors incidents of bullying?

CPOMS StudentSafe: Supports us to monitor Child protection, Safeguarding, pastoral and welfare concerns for pupils.

How the school supports students who have been bullied and those at risk of bullying?

Depending on the case, incidents of bullying are dealt with educationally and/or disciplinary. Disciplinary action is taken in accordance with the disciplinary regulations. The BQ mainly provides support in educational matters for all those involved. The DSL Beratungsquadrat stands for the collaboration of a multi-professional team from school social work, school psychology, safeguarding and Specific Educational Needs (SEN). In line with our mission statement "living together, learning together, creating together, building bridges together", we support and guide pupils, parents and staff in many matters relating to living and learning at our school.

How the school trains staff and school management in preventing and dealing with bullying?

On the 'Back to School days', inform the entire teaching and non-teaching staff about, among other things, bullying and child endangerment and using CPoms.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13 and the school's disciplinary policy)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The extended senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The Disciplinary Policy including the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6. Mobile phones

The use of smart devices (mobile phones, Smartphones, I-Pads Smart glasses, Smartwatches and devices with comparable functionality) is not permitted for students up to and including year 10. Unauthorised devices will be collected and stored securely in the safe in the staff room. The smart device will be returned at the end of the school day. Parents/guardians will also receive a notification. If a student needs to use their smart device to make an urgent call, they can go to reception during a break to make the call.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the key rules and or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating to parents/ carers in reports and written correspondence or other individual feedback
- Certificates, prize ceremonies or special assemblies

7.4 Responding to misbehaviour

Responding to misbehaviour is outlined in the Disciplinary policy (SR 02). The process is illustrated in the flowchart (Appendix 4).

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, while taking the safeguarding policy into consideration.

- Causing disorder

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- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and in line with the Schools Safeguarding and Alcohol and Drug Policy.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school issues behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Please refer to the Safeguarding and Child Protection Policy and the Disciplinary Policy (SR 02) for further information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with the Disciplinary Policy (SR 02).

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with the Disciplinary Policy (SR 02).

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention as a pedagogical measure (Erzieherische Maßnahme)

Teaching staff can issue detention under the following circumstances.

Pupils can be issued with detentions during break and after school.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. Removal could be that the pupils join a different class for a certain period of time or is working in a supervised space outside the class/ subject room.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, will be reported to the Beratungsquadrat who will support the teachers, parents and the pupil (it may also include Multi-agency assessments).

Staff will record all incidents of removal from the classroom in the behaviour log (C Poms), along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made according to the Disciplinary Policy and in line with the Parent Contract.

9. Responding to misbehaviour from pupils with SEND BQ

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis and will be guided by the responsible SENCo or other members of the BQ.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Training for staff in understanding conditions such as autism or ADHD

Use of predefined areas as agreed with the Beratungsquadrat (Pastoral Care Team) to for time outs during the school day.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether the sanction is appropriate and will conference with the responsible SENCo and or another member of the BQ.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This will be assessed by the responsible SENCo.

9.4 Pupils with an education, health and care plan (EHC)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

11. Training for staff

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching and confiscation

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governance committee and board at least annually, or more frequently, if needed.

13. Links with other policies

This behaviour policy is linked to the following policies

- Disciplinary Policy (SR 02)
- Anti Bullying Policy (SR 06)
- Alcohol and Drug Policy (SR 10)
- Hausordnung (School Rules) (SR 04)
- Safeguarding and Child Protection Policy


14. Related Documents:


Denkzettel, Fachlehrermitteilungen, Klassenlehrermitteilungen according to departmental regulations.


Appendix 1 – Grundschulregeln


Unsere Schulordnung


In der Deutschen Schule London lernen und arbeiten viele Menschen. Wir wollen uns alle in der Schule wohlfühlen. Dies kann nur gelingen, wenn wir unsere Regeln beachten.


Regel 1:
 Ich gehe freundlich und rücksichtsvoll mit anderen um.


Regel 2:
 Bei „Stopp“ höre ich sofort auf.


Regel 3:
 Wenn es Probleme gibt, spreche ich darüber. Falls nötig, bitte ich einen Erwachsenen um Hilfe.


Regel 4:
 In den großen Pausen verlasse ich das Schulgebäude zügig und spiele dort, wo es erlaubt ist.

Regel 5:
 Ich gehe leise und ordentlich durch das Schulgebäude.

Regel 6:
 Ich komme pünktlich zum Unterricht.

Regel 7:
 Ich halte die Toiletten sauber.

Regel 8:
 Ich behandle alle Sachen sorgfältig, besonders das Eigentum von Mitschülern und das Schuleigentum.

Regel 9:
 Ich befolge die Anweisungen der Erwachsenen.

Ich werde diese Regeln einhalten.

Appendix 2 – Golden Rules Kinderhaus

Golden Rules

We are gentle
 We don't hurt others 

We are kind and helpful
 We don't hurt anybody's feelings 

We listen
 We don't interrupt 

We are honest
 We don't cover up the truth 

We work hard
 We don't waste our own or others' time 

We look after property
 We don't waste or damage things 

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Playground Golden Rules

We are gentle
 We don't hurt others 

We are kind and helpful
 We don't hurt anybody's feelings 

We play well with others
 We don't spoil others' games 

We care for the playground
 We don't damage or spoil anything 

We listen
 We don't interrupt 

We are honest
 We don't cover up the truth 






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Appendix 3 Secondary Rules

Secondary Gebäude



Regeln zu Pausen, Aufsichten, Nutzung digitaler Geräte

	<p>Große Pausen</p> <p>10.00-10.20 11.50-12.10</p>	<ol style="list-style-type: none"> 1. Alle Schüler_innen der Klassen 5-9 verlassen das Gebäude und verbringen die Pause auf dem Außengelände. 2. Schüler_innen der Klasse 10 dürfen sich bei den Tischen im ersten Stock links von der Treppe aufhalten. 3. Schüler_innen der Klassen 11 und 12 dürfen sich in ihren Klassenräumen aufhalten. 4. Schüler_innen aller Jahrgangsstufen dürfen die Toilette benutzen oder sich etwas zu essen in der Cafeteria besorgen.
	<p>Mittagspause</p>	<ol style="list-style-type: none"> 1. Im Forum dürfen alle Schüler_innen in den entsprechenden Zonen chillen, essen, arbeiten und kickern. 2. Schüler_innen der Klasse 10 dürfen ebenfalls ihren Platz im ersten Stock bei der Treppe nutzen, Schüler_innen der Klassen 11 und 12 ihre Klassenräume. 3. Rennen, Fangen, Spielen usw. ist auch im Forum wegen der Verletzungsgefahr nicht erlaubt. Wer dagegen verstößt, muss das Forum verlassen. Bei wiederholter Verletzung der Regel werden weitere erzieherische Maßnahmen verhängt.
	<p>Rennen</p>	<p>ist im gesamten Gebäude wegen der Verletzungsgefahr verboten.</p>
	<p>Toilette</p>	<p>Schüler_innen dürfen in allen Pausen die Toiletten nach Anmeldung bei einer Aufsicht benutzen. Bei einer Überbelegung der Toiletten kann die Aufsicht regulierend eingreifen.</p>
	<p>Smart Devices („Handyregelung“)</p>	<ol style="list-style-type: none"> 1. Der Gebrauch von Smart Devices (Mobilphones, Smartphones, iPads, Smartglasses, Smartwatches sowie Geräte mit vergleichbarer Funktionalität) ist für Schüler_innen bis einschließlich Klasse 12 auf dem Schulgelände nicht gestattet. 2. Ausnahmen: <ol style="list-style-type: none"> a. schulische Leih-iPads, die gemäß den geltenden Richtlinien verwendet werden

		<p>b. es liegt die Erlaubnis eines Mitglieds des Personals vor</p> <p>c. Schüler_innen der Klassen 11 und 12 dürfen ihre Smart Devices während der Freistunden in ihren Räumen benutzen.</p>
	<p>Forum</p>	<ol style="list-style-type: none"> 1. In der Mittagspause darf das Forum wie oben beschrieben genutzt werden. 2. An den gekennzeichneten Tischen der Food Zone darf gegessen und getrunken werden. Allerdings nur Lebensmittel, die man selbst mitgebracht oder im Kiosk gekauft hat. Essen aus der Cafeteria auf Tellern, Schüsseln und Tablett ist nicht erlaubt. 3. Jede Schüler_in, die etwas verzehrt, ist im Anschluss für Müllentsorgung und Sauberkeit verantwortlich. Mülleimer und Reinigungsmittel stehen dafür zur Verfügung. 4. In der Chill Zone müssen die Schuhe ausgezogen werden. Die Elemente der Chill Zone dürfen nicht gestapelt werden. 5. Schüler_innen der Klassen 10-12 dürfen das Forum in Frei- und EVA-Stunden zum Arbeiten nutzen. 6. Das Forum kann gebucht werden. Personen, die das Forum gebucht haben, haben das Recht, alle anderen Mitglieder der Schulgemeinschaft des Forums zu verweisen.
	<p>Lernzentrum</p>	<p>Nach Rücksprache und Erlaubnis mit dem pädagogischen Personal dürfen sich Schüler_innen in Ausnahmefällen in den Großen Pausen im Lernzentrum aufhalten. Ansonsten gelten die Regeln des Lernzentrums.</p>
	<p>Cafeteria</p>	<ul style="list-style-type: none"> • In der 1. Großen Pause (10.00-10.20) dürfen sich Schüler_innen der Klassen 5-9 in der Cafeteria etwas zu essen und trinken kaufen. Danach müssen sie das Gebäude sofort verlassen. • Schüler_innen der Klassen 10-12 dürfen sich zudem etwas im Kiosk kaufen. Danach verlassen sie die Cafeteria, und die Pausenregelung gilt.
	<p>Regenpause</p>	<p>Die Regenpause wird durch den dreifachen Gong eingeläutet. Die Schüler_innen dürfen im Gebäude im Erdgeschoss bleiben. Der Aufenthalt in Klassenzimmern ist nicht gestattet.</p>

Appendix 4 Disciplinary Procedures

