



KESGRAVE HIGH SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Without doubt, the most effective contributions to good behaviour management are those of lively and effective teaching with clear evidence of results; the voluntary and enthusiastic involvement of pupils in extra-curricular activities and the broader life of the school; and by staff developing with pupils caring and understanding relationships.

Teachers are, of course, especially responsible for behaviour management within and around their classrooms, but we are all equally expected to play a full part at all times anywhere in the school. A form teacher should be actively interested in the standards and reputation of his or her form wherever it goes and a teacher on supervisory duties undertakes special responsibilities at certain times according to a school's arrangements and also according to law.

Most teachers manage and deal with most cases of minor indiscipline without undue difficulty. Methods used are to some extent a reflection of a teacher's personality but most teachers properly insist on work being done and completed to a reasonable standard – relative to the child's abilities – as a basis for behaviour management in the classroom.

PROCEDURES

COMMUNICATING INTENT

Published policy statement

- 1.1 The school has ensured that parents / carers and pupils are fully informed of the behaviour policy and behaviour framework by communicating it through the school website, school rules, school prospectus, newsletters and other normally used channels, including the homework diary and year group assemblies.
- 1.2 The school will ensure that all staff are made aware of the policy and its implementation and how to access it on the school website.

Acceptable and unacceptable behaviour

- 1.3 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils teachers and other school staff within / outside the school, and with visitors or other persons within / outside the school premises.
- 1.4 The school has identified examples of unacceptable behaviour as that which includes persistent low level disruption, name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, online conduct, bullying and harassment, including racist, sexist and homophobic abuse.

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- 1.5 The school communicates the standards of acceptable and unacceptable pupil behaviour to pupils and parents / carers through the school rules, behaviour framework, school prospectus, school assemblies, homework diary, posters around the school site, parent / carer and pupil newsletters and letters to parents / carers when necessary.

Recognition, rewards and sanctions

- 1.6 The school will promote good and improved behaviour by pupils through a system of recognition and reward. These range from verbal and written praise regularly used with pupils, to the more celebratory presentation of awards, certificates and prizes.

The following list is not intended to be exhaustive:

1. verbal praise;
2. praise through marking written and other work;
3. praise and encouragement through written reports;
4. praise given to individuals identified in data checks;
5. positive referrals - for exceptional good behaviour or achievement;
6. praise for excellent work being displayed;
7. use of House Points, Positive Referrals and Golden Tickets;
8. certificates;
9. praise and encouragement through the rewarding of individuals by giving them positions of responsibility.
10. letters and postcards of praise.
11. achievement assemblies (appropriate awards)
12. awards evenings (KS3)
13. pupil of the term awards
14. social events
15. leavers assembly
16. prom

- 1.7 The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:

- curriculum and curriculum resources;
- teaching strategies;
- Use of colour coded report booklets
 - Blue – Subject Report
 - Purple – Positive and self-referral
 - Green – Form tutor
 - Yellow – Learning Co-ordinator/SSO's
 - Red – Senior Management/Leadership Team
 - CTL trackers
- student support
- mentoring;
- learning guides;
- learning support;
- Pupil Passports and EHCP
- external agency intervention
- Educational Welfare Officer for absence related issues
- Suffolk Pastoral Support Framework (SPSF);

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- 1.8 The school will implement a range of strategies to deal with inappropriate behaviour by pupils. These range from verbal reprimand through detention to exclusion. The context for all punishment is that every attempt is made to understand particular misdemeanours in relation to the whole experience and circumstance of each individual.

For this reason, contact with parents/carers is regular and crucial.

Selection of strategies used:

- verbal reprimand;
- request to re-do poor work;
- deprivation of free time at either break and / or lunchtime;
- use of data to identify underachievement;
- use of report to comment on underachievement;
- use of SIMS to report negative behaviour – bringing poor behaviour to the attention of Tutors, (Student Support Officers) SSO's and Learning Co-ordinators etc;
- detentions and other forms of withdrawing privileges, restorative justice
- letters to parents / carers;
- report booklet (Pastoral and/or Subject)
- time out card
- meeting with parents / carers;
- referral to external agencies;
- internal isolation (Pastoral)
- removal from lesson/s (Subject) for a period of time and isolated in an alternative group e.g the back of an A Level lesson
- managed move
- alternative provision
- bespoke timetable
- work experience placement
- fixed term exclusion
- permanent exclusion.

All departments actively follow the Behaviour Framework and their own Department Protocol when dealing with inappropriate behaviour. In dealing with individuals, it is the school's policy to involve teachers, tutors, SSO's and Learning Co-ordinators and of course parents/carers. Communication is the backbone of a healthy Behaviour Management policy.

Pastoral Report Booklet Procedures

A pupil on report will be issued with a colour coded report booklet (see 1.7). This booklet has space for agreed targets to be written in the front. The pupil carries the booklet and gives it to the form tutor at AM and PM registration and the subject teacher at the beginning of every lesson, and is collected at the end of the lesson. The subject teacher will indicate whether the target/s have been achieved by ticking or crossing the appropriate box. There is also a space for any further comment to be made if required. Parents are then required to sign the booklet at the end of each day. This report is issued specific to the pupils needs for a set number of weeks depending upon the nature of the concerns.

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Subject Report Booklet Procedures

A pupil on a subject report will be issued with a blue report booklet (see 1.7). This will be used over an agreed/set number of lessons, depending upon the need. This booklet has space for agreed targets to be written in the front. The pupil presents the booklet to the given subject teacher at the beginning of every lesson, and is collected at the end of the lesson. The subject teacher will indicate whether the target/s have been achieved by ticking or crossing the appropriate box. There is also a space for any further comment to be made if required. Parents are then required to sign the booklet at the end of each lesson. The report is issued specific to the pupils needs for a set number of lessons depending upon the nature of the concerns.

CTL Tracker

A pupil on a CTL Tracker will be issued an A5 card which has space for a CTL to be recorded after each lesson for a period of a week or longer if appropriate. The pupil carries this with them and gives it to the form tutor at AM and PM registration and the subject teacher at the beginning of every lesson, and collects it at the end of the lesson. The Learning Co-ordinator/SSO and parents/carer are then required to sign the tracker at the end of each day. The tracker is issued specific to the pupils needs.

Detention Procedure

Detentions may be given for breaking any of the school rules already mentioned, for inadequate work, or for misbehaviour. Detentions may take place at breaktime, lunchtime or after school. Wherever detentions are given, it is the responsibility of the teacher giving the detention to supervise the pupil/s.

1. Break and lunchtime detentions

Prior notice is not necessary. However, it is good practice to communicate this with parents/carers.

2. Faculty Detentions

In all cases of after school detention, a Faculty Detention Slip should be issued by the Subject Teacher to the pupil, or via post. The purpose of this system is to inform parents/carers. Subject staff should inform the Learning Co-ordinator/SSO/Form Tutor where appropriate to ensure that the pupils' school record is maintained.

3. Learning Co-Ordinator Detention

Learning Co-ordinator/SSO detentions may take place at breaktime, lunchtime or after school. If after school, detentions will not exceed one hour.

Failure to attend any Faculty or Learning-Co-ordinator detention will result in referral to the Leadership Team; specifically the line manager of that given department.

Failure to attend any Leadership detention will result in referral to the Senior Leadership Team.

Where after school detentions are issued, the school expects parents to support these detentions and to make alternative arrangements for transport where necessary.

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Confrontational Situations

These can prove difficult to handle, are highly stressful for all parties and are usually counter productive. They are, therefore, best avoided. However, classroom environments can be unpredictable. As the teacher is always the stronger party (in terms of authority and status) it is he or she who can control and therefore afford to offer an 'escape route' to the pupil. A challenge to the authority of the teacher is always better dealt with calmly. Similarly, serious matters of indiscipline are often better dealt with later and at length, not at the moment of stress or in anger. A show of anger can be a useful tool but real anger can cloud judgement.

The formal systems to establish or reinforce discipline can only be successful with small numbers of pupils at a time. It is essential, therefore, to deal with problems at the earliest stage and not allow difficulties to spread. Senior staff should only be involved at an appropriate level, via the On Patrol rota; and pupils need to be made aware of the relative increase in seriousness on the introduction of each new procedure or further reference for indiscipline. If a situation escalates and behaviour becomes more challenging or high risk, physical restraint may be necessary if all other strategies have failed – see ANNEX 2 for further clarification.

Active or positive communication between staff is essential if any of the procedures are to work. The role of the form teacher is very important and staff are requested to freely discuss problems with them and with Heads of Department, Learning Co-ordinators, SSO's, Learning Support, SMT and SLT.

Senior staff are always willing to support and help colleagues and can best do this when they have full information; they have to be fair, and investigations may reveal a more complex situation: good communication helps us support each other professionally, as well as enabling us to support the children in our care. Sometimes behavioural problems in school result from a deeper problem at home and may be taken into account when making decisions. Getting it right all the time is not easy! Talking about discipline problems with colleagues and learning from experience will always help clarify routes of action. A well ordered school is a product of team work.

- 1.10 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Early Intervention

- 1.11 The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- 1.12 The school will involve external agencies where it is appropriate to do so, for the purposes of pupils' education and guidance.
- 1.13 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

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1.14 Parents / carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Investigating cases

1.15 The school will investigate, as appropriate, reported incidents of pupil misbehaviour.

DEVELOPING CAPACITY

Clear roles and responsibilities

2.1 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy and behaviour framework.

2.2 The Governing Body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Referral to external agencies

2.3 The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternative education for pupils.

2.4 The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

2.5 The school has established a record of the main points of referral outside the school (including student counselling, education welfare officers, educational psychologists, voluntary sector, school nurses, health authority / trust, Children and Young People Services, police).

2.6 The school maintains appropriate records on the use of referrals, using the relevant referral forms.

2.7 The school ensures that the class teacher / form tutor is informed in full of the outcome of any referral.

Resources

2.8 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

- (i) staffing issues;
- (ii) record keeping, SIMS
- (iii) curriculum review and alternative provision.

2.9 The school has secured access to appropriate specialist child and family support services (where available), including:

- Behaviour Support service;
- Pupil Referral Unit;

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- Education Welfare service;
- Education Psychology service;
- Health Services (including mental health);
- Careers service;
- Youth Workers;
- Youth Offending Team;
- Drug Counselling Agencies;
- Mentors;
- Educational Intervention services;
- Mentoring services
- Counselling services
- Transition coaches
- Children and Young People services

2.10 The school utilises the SPSF for students at risk, and recognises the need for mentoring and counselling.

MEETING NEEDS

Needs assessment / reviews

3.1 The school has identified named persons to undertake assessments and review of the needs of pupils whose behaviour is disruptive.

Curriculum flexibility

3.2 The school's curriculum is appropriate to the needs of the pupils.

3.3 The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Pupil involvement

3.4 The school encourages pupils to take responsibility for their own learning and behaviour.

3.5 The school encourages pupils to take responsibility for developing a positive behaviour culture within the school.

3.6 The school provides opportunities for pupils' positive involvement in the life of the school and community.

Parental / carer involvement

3.7 The school ensures that parents / carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.8 The school encourages parental involvement and support for the behaviour policy.

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Community involvement

3.9 The school liaises with a range of bodies as appropriate, including health services, police, voluntary sector and religious bodies, Children and Young People Services.

REVIEWING EFFECTIVENESS

Record keeping

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.
- 4.2 The school maintains accurate records of behaviour incidents.
- 4.3 The school has advised all staff of the need for punctiliousness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- 4.4 The school has systems in place to log incidents and monitor trends as appropriate.
- 4.5 The school deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and evaluation

- 4.6 The school monitors behaviour incidents in order to identify issues and trends.
- 4.7 The school makes effective use of ICT database facilities to support the implementation of its procedures.
- 4.8 The school monitors incidents of disruptive behaviour.
- 4.9 The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.10 The school evaluates its policy against key improvement objectives which include:
- (i) individual measures:
 - improvement of individual behaviour;
 - academic progress.
 - (ii) class / department / whole-school measures:
 - general behaviour patterns;
 - balance in the use of rewards and sanctions;
 - curriculum access and academic progress;
 - equal opportunities;
 - effectiveness of the policy in encouraging positive behaviours.
- 4.11 The school ensures that opportunity is provided for the discussion of behaviour issues with all parents / careers as part of the annual parents' meeting.

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4.12 The school shares information on good practice.

4.13 Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

ANNEX 1

Use of exclusion

Under the law, the Headteacher, Governing Body and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- whether to exclude a pupil or (where applicable) to uphold an exclusion;
- the period of exclusion;
- (where applicable) whether to direct the Headteacher to reinstate an excluded pupil.

The Governing Body and Headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to exclude a pupil

Only the Headteacher or, in his absence, a senior teacher acting with his authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- in response to serious breaches and in response to persistent and cumulative minor breaches of the school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies;
- allow the pupils to give his or her version of events;
- check whether the incident may have been provoked, for example by racial or sexual harassment;
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his decision, for example members of the Governing Body's Discipline Committee.

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Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- where there has been serious actual or threatened violence against another pupil or member of staff;
- sexual misconduct
- supplying an illegal drug;
- carrying an offensive weapon.

Fixed-term exclusion

In the case of fixed-term exclusions, the Headteacher may exclude a pupil for up to 45 days in any one school year. For behaviour in excess of 5 days, students must be given access to education and an arrangement exists between Kesgrave High School and Farlingaye High School for this provision.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

Reintegration

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion and in the case of any pupil who has been excluded from another school. The meeting will establish expectations, targets and where appropriate a risk assessment of the pupil will be actioned. Identification of the resources needed to provide the necessary support to the pupil will be made.

Setting work

The Headteacher will recommend an SPSF for all pupils on roll who are excluded for a period of time exceeding 5 consecutive school days and will set out:

- how the pupil's education will continue during the period of exclusion;
- how the time might be used to address the pupil's problems; and
- (together with the Local Authority - LA), what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA.

In the case of a permanently excluded pupil, the Headteacher will plan for the pupil's continued education pending the Pupil Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll.

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Informing parents / carers

The Headteacher will inform the parent / carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent / carer has the right to make representations about the exclusion to the Pupil Discipline Committee.

Where a parent / carer refuses to comply with the terms of an exclusion, the school may notify the Children and Young People Services and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Other considerations

The school will implement its behaviour policy with due regard to the implications arising from all other relevant legislation.

ANNEX 2

The use of restraint – Positive Handling

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. The school has full regard to the relevant DfES guidance.

Restraint is an action of last resort and is not a substitute for behaviour management strategies. The emphasis of such strategies should be on managing incidents and behaviour through non-physical, non-threatening aggression-free strategies.

Strategies may include:

- deploying de-escalation techniques and communicating calmly with the pupil
- using non-threatening verbal and body language
- ensuring the pupil can see a way out of the situation
- using distraction
- withdrawal techniques, e.g. going to quiet area, removing the pupil from bystanders or removing others, including pupils
- giving clear directions / show what behaviour is expected
- recognising and responding to early warning of change
- establishing a signal or visual sign to act as a gentle prompt or reminder
- support being offered by a member of staff with whom the pupil has a positive relationship

Physical intervention should only be considered in order to control situations involving imminent danger to pupils or to others. Where de-escalation of a situation has not been possible and restraint is deemed necessary the minimum of physical force should be used, for the minimum of time, ensuring the least restrictive intervention necessary to make the situation safer.

- Schools do not require parental consent to use force on a student
- The school does not have a 'no contact' policy.

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Physical contact with pupils.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Section 550A (Education Act 1996) allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining the good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

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Staff training

Members of the Leadership Team and Pastoral Team have received additional training to enable them to carry out their responsibilities.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Force will not be used as a punishment – it is unlawful to do so.

When using reasonable force we have a legal duty to make reasonable adjustments for children with special educational needs and disability (SEND).

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Reporting and Recording

A detailed, contemporaneous written report should be made in respect of any incidents where force is used by the member of staff concerned.

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An Incident Report Form must be completed as soon as is reasonably practicable in respect of any incident and brought to the attention of the Headteacher or a senior member of staff.

Additionally, the school's internal recording and reporting procedure (SIMS) should be followed where appropriate.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.