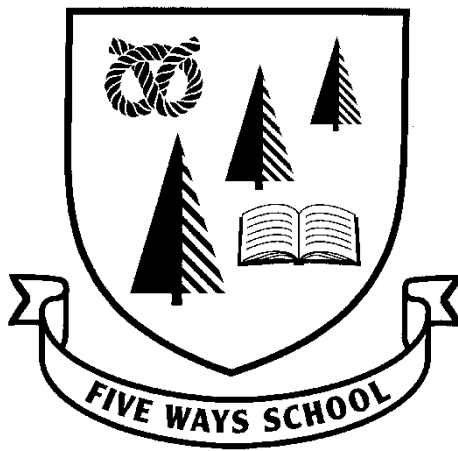


Five Ways Primary School



Positive Behaviour and Relationships Policy

September 2026

At Five Ways Primary School, we have three simple rules:

**Be Kind and
Respectful
Be Safe
Be Ready.**

At Five Ways Primary School, we have five School Values:

**Respect
Positivity
Challenge
Working Together
Creativity**

At Five Ways, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Our Vision:

This policy should be read in conjunction with our 'Restorative Practice' Policy.

We are proud of our school and we believe that working with our children, families and wider school community using restorative practices, we will:

- provide inspirational education in a nurturing environment where all children can learn and let others learn
- treat each other with genuine respect, kindness and care for our school and everything in it
- raise self-image and self-esteem by the use of positive verbal and non-verbal communication
- provide a safe and secure environment for all
- promote an environment where every child feels love and respect from adults and each other
- understand each child's needs and their individual circumstances which may require reasonable adjustments, helping us to act in the fairest way possible for that child at that moment to ensure inclusivity.

Our Aims:

- To ensure that Five Ways high expectations of behaviour are clearly and consistently communicated and modelled by all stakeholders.
- To ensure that children who uphold and maintain the high expectations of behaviour in our school are consistently acknowledged and rewarded. Please see **Appendix 2** for examples of positive behaviour.
- To ensure a consistent and calm approach to and use of language when managing behaviour.
- To ensure that challenging behaviours and conflict are dealt with restoratively and that everyone is held accountable for their behaviour. Please see **Appendix 3** for examples of unacceptable behaviour.

- To continue to strengthen our school community by ensuring that all stakeholders (staff, children, families, governors, community) promote our school vision.
- To engage actively in our shared ethos which promotes positive interactions and relationships.
- To enable all stakeholders to consider themselves a member of our school community and recognise the part they play and the responsibility they have in making Five Ways a happy place for everyone.
- To teach specific social skills, e.g. sharing, turn taking, listening to each other, how to address people politely and strategies for children solving conflicts peacefully.
- To 'pay first attention to the best conduct' and endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Our Objectives:

The objective of this policy is to outline the framework for the behaviour attitudes, responsibilities and values expected of our whole school community and is underpinned by a Restorative Practice approach:

- building and strengthening community by promoting positive interactions and relationships
- managing conflict by supporting individuals in taking responsibility for their actions
- empathising with others, repairing and strengthening relationships at all levels
- empowering children and staff to be the best they can be and 'Aim for Excellence'.

IT IS THE EVERYDAY HABITS OF ADULTS THAT PROVOKE A CHANGE IN PUPILS' BEHAVIOUR.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded.

CHILDREN WILL BE PRAISED PUBLICLY AND REMINDED IN PRIVATE.

Roles and Responsibilities:

All Staff

All staff are expected to be positive role models at all times.

All staff should ensure that they:

- give positive, targeted praise which is more likely to change behaviour than blaming and shaming
- communicate effectively with other members of staff who are responsible for the child, sharing positive feedback and useful information
- engage fully in restorative practice techniques and use pre-emptive restorative strategies before allowing a situation to escalate
- reflect on their own handling and management of a situation and ensure restorative conversations take place
- use the restorative language and conversation consistently, in all situations

- use Teacher Talk Time to promote conversations about maintaining positive behaviour, using affective sentence stems
- share incidents which have required additional intervention, with a member of the Senior Leadership Team
- use CPOMs to log serious behaviour incidents and concerns, which require specific strategies and support from the Senior Leadership Team.
- support a calm and focused start to each session, with KS2 classes entering their classrooms quietly at the beginning of lessons or registration. Pupils are expected to stand behind their chairs with their hands by their sides, ready to begin. Once everyone is standing calmly and silently, the teacher will invite the class to sit down in silence, setting a positive tone for learning.
- help maintain an organised and focused learning environment, ensuring pupils keep table tops clear of unnecessary items. Pencil cases should be stored in bags and only placed on desks when needed for specific lessons. Home-Link books should be placed on each child's table with the back page facing upwards to support smooth communication. Fidget toys or stress balls may ONLY be used if they are part of a child's (PPP - SEND) or care plan.
- prepare emotional well-being passports for children who respond to specific strategies / have certain triggers, so that their emotions are managed consistently by all staff.
- understand each child's needs and their individual circumstances which may require reasonable adjustments to ensure inclusivity.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to:

- ensure all staff members fulfil their responsibilities in relation to behaviour management and restorative practice and model the behaviour management strategies to the expected standard
- support and mentor their staff to ensure that high standards of positive behaviour and restorative conversations are being met.

Parents and Carers

In accepting a place for their child at Five Ways, parents and carers are expected to:

- support the school in the implementation of this policy and work with staff and their child to make sure that the child receives consistent messages about boundaries and acceptable behaviour.

Headteacher

It is the responsibility of the Headteacher to:

- review and approve this Positive Behaviour and Relationships Policy
- ensure that the school environment encourages positive behaviour and relationships
- ensure staff deal effectively with unacceptable behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Fixed Term Suspensions / Permanent Exclusions *(Please see page 12 of this policy for further guidance.)*

In very extreme cases of inappropriate or dangerous behaviour, the Headteacher may take the decision to suspend a child for a fixed term period or on a permanent basis. In such cases, a meeting with parents/carers will be necessary and the Chair of Governors will be informed. The school adheres to the Staffordshire Local Authority guidelines and procedures on fixed term suspensions / permanent exclusions and The Suspension and Permanent Exclusion guidance from Gov.uk: [Suspension and permanent exclusion guidance](#)

Managed Moves *(Please see page 12 of this policy for further guidance.)*

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

The Governing Body

The Governing Body is responsible for monitoring this Positive Behaviour and Relationships policy's effectiveness and holding the Headteacher to account for its implementation.

Safeguarding

Staff are aware that any changes in a child's behaviour may be considered a safeguarding concern (e.g. a sign of possible abuse or neglect) and if staff are concerned, they must share the concern with the Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Leads (DDSLs) and the concern logged on CPOMS.

Behaviour Incidents

Five Ways follows procedures to log, track and monitor all incidents affecting a child's wellbeing. CPOMS is a system which is monitored by the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads and SENDCo. It is a secure platform used to record concerns, actions and impact, pertaining to the welfare of individual children. Chronology of incidents and related actions can be shared with relevant staff and patterns of behaviour can be seen and discussed with parents/carers.

Anti-Bullying

Five Ways takes incidents of bullying seriously and the process and procedure for dealing with incidents of bullying can be found in the Anti-Bullying policy. Staff will deal with these incidents in a restorative way with those causing harm and those who have been harmed. They will support them to take responsibility for their actions and make amends to those harmed.

Restorative Practice

Restorative Practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

The Social Discipline Window

At Five Ways, we aim to work within the 'WITH' box - providing nurture and support alongside clear boundaries and expectations of behaviour. All adults in school are expected to be positive and respectful role models to the children.

To Punitive, blaming, stigmatising, authoritarian, confrontations (Children feel threatened, anxious and become hyper vigilant.)	With Cooperating, collaborating, taking responsibility, being accountable (Children feel connected to community, accountable, reflective, attuned to others and more relaxed.)
Not Neglectful, ignoring, uncaring (Children feel distressed, unable to pay attention, defensive, neglected and give up.)	For Permissive, rescuing, excusing, reasoning, inconsistent, blurred boundaries (Children feel positive reinforcement for negative behaviours.)

*"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them." – Ted Wachtel (Founder of Restorative Practice).*

Affective Statements/Sentence Stems

Affective statements are a way to communicate to another person how they have affected others by their behaviour, either positively or negatively. Staff will use them consistently.

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as '**kicked off**' or '**screaming fit**' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, **in the first instance, by the class teacher**.

When adults in school require the full attention of a class or group of children, they will use key phrases such as 'eyes on me'. Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

Adults in school will avoid becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Affective Statements:

"When you shout out across the classroom, **I feel** that it isn't helpful for anyone's learning. **So** I am pleased you made a good choice to use your quiet voice or put your hand up."

"When you keep trying hard to answer your maths questions by yourself, **I feel** really proud of you. **So** keep going until you get to the end. Great work!"

Please see Appendix 1 at the end of this policy for further affective statements.

Fair Process

When dealing with an incident or conflict situation, adults in school will deal with it in a fair and consistent way:

ENGAGEMENT	Refers to involving children in decisions that affect them by listening to their views and genuinely taking their opinions into account.
EXPLANATION	Requires taking care to explain the reasoning behind a decision to everyone who has been involved or who is affected by it. Everyone has a chance to give feedback.
EXPECTATION	Clarity involves making sure that everyone clearly understands a decision and what is expected of them in the future.

Rewards

Rewards at Five Ways consist of many of the following:

- verbal praise, smiles, thumbs up, applause
- stickers, stars and smiley faces
- class compliment messages from adults that will be displayed on the front of each classroom door
- certificates, good news postcards and other positive messages (such as a smilograms given to children when they 'have made an adult smile') will be sent home regularly by class teachers and members of the Senior Leadership Team to inform parents of good behaviour – these will be given to children to take home
- children will collect bookmark stickers for demonstrating positive behaviour. They will work towards bronze, silver and gold awards. When they reach their gold award, they will receive a gold badge, awarded to them in assembly, and a prize from their Year Leader from the year group prize box. Bookmark stickers will be displayed in Home-Link books for parents to celebrate successes alongside children. Classes as a whole can be given bookmark stickers or they can be given on an individual basis. ***(Pupils who are demonstrating challenging behaviours should be supplied with an individualised reward chart so that their behaviour can be celebrated on an individual basis, rather than the child getting to gold first before children who always demonstrate outstanding behaviour and attitude to learning.)***
- children within each class receiving 'School Value' tokens resulting in whole class rewards
- each classroom from Reception to Year 6 will have a 'Recognition Board'. Children's names will be placed onto the class 'Recognition Boards' when they have exhibited a target behaviour for that day or week, for that class. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. Every child will receive 3 bookmarks stickers each time their name is placed on the Recognition Board. A child's name will **NOT** be removed from the board once it is on.

Above and Beyond Recognition

Children will be recognised for demonstrating behaviours that go 'above and beyond'. In each classroom the 'above and beyond' mantra will be repeated often,

e.g. ***"What Holly just did by collecting in all of the brushes by herself has saved me a lot of time and effort. That is over and above, Holly. Thank you, that is fantastic!"***

Focusing on behaviour that is '**above and beyond**' creates an immediate shift in expectations. It gives the children something more than bare minimum to achieve and deserves to be recognised.

Therefore, each week, **one child per class (from Reception to Year 6)**, who has gone '**Above and Beyond**', will be selected by the class teacher, to have hot chocolate/squash and biscuits with the Headteacher at 2.30pm on a Friday – this will take place in the Boardroom. The names of these children will also be published in the weekly newsletter.

Sanctions

Whilst having high expectations of behaviour, we acknowledge that there will be times when some children demonstrate behaviour which is unacceptable. Through the consistent use of restorative practice strategies, we believe that most children will be able to modify any unacceptable behaviour if, we ourselves, are excellent role models, giving clear guidelines and boundaries, backed up by a fair and consistent system of rewards and sanctions that are underpinned by restorative philosophy.

Staff should always use a measured, gentle approach as follows:

1. referring to the child by name;
2. lowering themselves to the child's physical level;
3. making eye contact;
4. delivering the required message;
5. and then leaving the conversation to allow the child time to reflect.

Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Should there be any signs of inappropriate behaviour emerging in the classroom or on the playground, staff should use **pre-emptive strategies** to deter any escalation in the behaviour as follows:

- affective statements and sentence stems
- positive modelling
- proximity - Teacher Talk Time
- non-verbal, understood signals
- verbal reminders of the three simple school rules/school motto
- diversion/distraction - send with a 'note' to another teacher or to complete a 'job' for the teacher – this may include sending the child to the nearest classroom
- use of distraction boxes with activities
- appropriate adaptations for learning
- fair process discussion - following incidents of unacceptable behaviour, it is imperative that the staff member who initially dealt with the behaviour should carry out a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

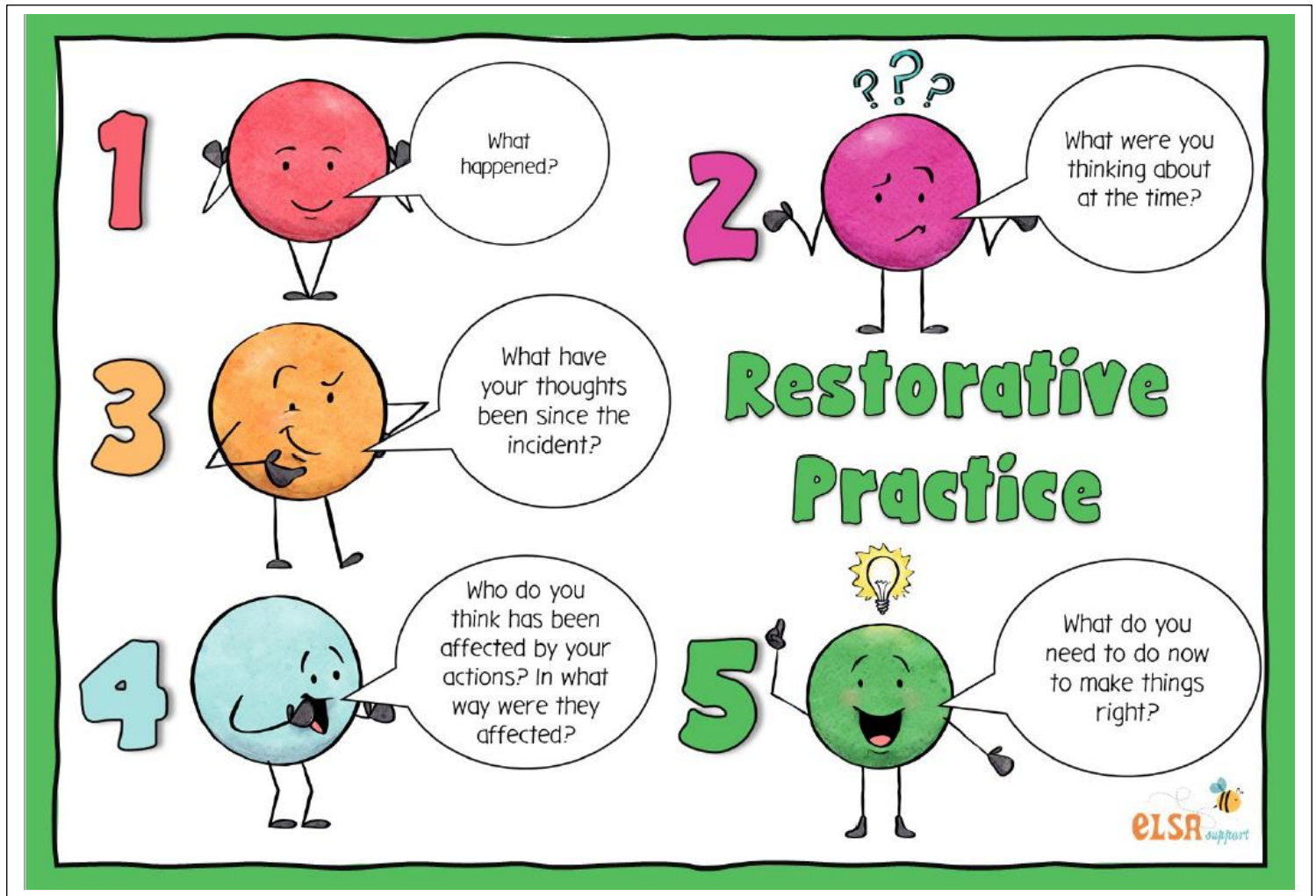
Stepped guide to using sanctions:

Once a teacher has established a good relationship with a class/child, a "look" or a non-verbal cue is all that is needed to remind a class/child of an adult's expectations.

Please refer to the Reflective Pathway on the next page.

Reflective Pathway				
	“When your behaviour is disturbing the lesson, <u>I feel</u> that I can’t teach you and everyone else properly, <u>so</u> I would like you to think about how your actions have affected you and everybody else. You can use your focus box to help you get back on track.”	self-reflection 	“You can think about how your behaviour has affected yourself, your friends and your teachers.” “You can think about how you feel and the things you can do to make things better.”	“Now that you are focused on your learning, you are making such good choices. <u>I feel</u> very pleased with you <u>so</u> keep it up.”
	“<u>When</u> you continue to disrupt everyone’s learning, <u>I know</u> you are struggling to make the right choices, <u>so</u> you need to stop doing this behaviour and try to focus on the expectations in our class. I would like you to move to a quieter area in the classroom and talk about how your actions have affected everybody. You can use your focus box to help you get back on track.”	quiet reflection 	“You can have some time to self-regulate and talk about how your behaviour has affected yourself, your friends and your teachers.” “I will help you to make good choices and support you to be the best you can be.”	“<u>Now</u> that you are making good choices, we all <u>feel</u> happier, so keep making those good choices and we will help you to self-regulate.”
	“<u>When</u> you continue to disrupt the learning for yourself and everyone else, <u>I feel</u> that you are not making a good choice, so please go with an adult (<i>Mrs</i>) for 15 minutes to self-regulate, and complete a reflection activity, <u>so</u> I can see you thinking about your actions.”	supported reflection 	“You can complete a behaviour reflection activity to think about how your behaviour has made yourself and everyone else feel.” “What can you do to help you make good choices?” “You can draw a pathway to help you to remember the behaviours which are not acceptable in school.”	“<u>Now</u> that you are making good choices, and thinking about your actions, <u>I feel</u> proud of you, <u>so</u> keep making those good choices.”
	“<u>When</u> you have not improved your behaviours, even with lots of reminders, <u>I feel</u> that you cannot be in the classroom to learn, <u>so</u> please go with an adult (<i>Mrs</i>) and complete your work. Mrs Will call your parents to let them know that you cannot be in the classroom and that you are needing to self-regulate and have shared reflection time.	shared reflection 	“You can think about your actions with an adult. You can complete your work alongside the adult outside of the classroom. You will be able to self-regulate and have time to understand how your behaviour has affected yourself and everyone else in the classroom.”	“<u>Now</u> that you are making good choices, and getting on with your work, , <u>I feel</u> proud of you, <u>so</u> I know you are ready to re-join your class and continue making those good choices.”

Below is a simplified version of a Reflective Pathway conversation:



If a child disengages with learning and refuses to complete their work, it will be an expectation that they will complete the missed work at home with a parent.

Sanctions will be same-day and will reflect the nature of the unacceptable behaviour.

If the child continues to display unacceptable behaviour which is disrupting the learning of others:

A meeting with parents and a member of the Senior Leadership Team / SENDCo will take place and a personalised positive behaviour plan will be formulated. A referral to the Behaviour Support Team will be considered.

In order to minimise disruption to the learning of others, distraction strategies will be used to support the children with additional needs (SEMH). This is not a sanction, but an opportunity for specific children to self-regulate and behaviours to de-escalate, by using a box of ready prepared activities,

When learning is adapted to meet children's additional needs, it becomes more accessible to them - creating opportunities for them to maintain learning at their level, be independent and be more engaged within the classroom, which is less disruptive to their learning and the learning of others.

Crisis Behaviour Management

Very occasionally, children respond to a trigger (sometimes this is known, sometimes unknown) and this can create a 'crisis' point for a child. Crisis is where a child can lose control of their emotions and

behaviour and becomes extreme or dangerous to themselves or others. Should this happen, the following steps will be followed.

1. A 'helping hand heart' will be sent to the nearest member of staff.
2. When they arrive, they will say to the teacher, "I'm here to help". (If Senior Leadership Team support is needed, they will be called at the same time.)
3. The teacher will direct the additional adult on the next step (this could be to take the child from the classroom for self-regulation, remain with the child to support while the teacher responds to the rest of the class or follow any other appropriate instruction) - the teacher always takes the lead.
4. If the crisis requires more support, the Headteacher will come to support (if not already present), they will also tell the teacher/Senior Leader, "I'm here to help" and will give instructions as appropriate.

This approach minimises any confusion for the child and eliminates the risk of further escalation. It also sends a clear message to the children that all adults in school are equally responsible for, and capable of dealing with inappropriate behaviour. All adults will follow the lead of the teacher in the first instance (unless a Senior Leader feels it is necessary to become the lead) and use restorative strategies as appropriate.

Any physical intervention which occurs in a crisis situation must be recorded on CPOMS by the Senior Leader who dealt with the situation. Staff will log the events occurring prior to the physical intervention, the restorative strategies used and any actions taken after. Parents/carers will be informed.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour.

Occasionally, some children may behave in an extreme way which is out of character for them. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include: *(Please see Appendix 3 for a more detailed list.)*

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Physical Attacks on Adults

At Five Ways, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and call for additional support if needed. Staff who defend themselves will have the full support of the Senior Leadership Team and the Governors, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMS. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons however as adults, we still need to show compassion and care for the child.

Suspensions and Permanent Exclusions

Suspension is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a **Managed Move** to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes. Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school, including online, can be considered grounds for a suspension or permanent exclusion.

A permanent exclusion will only be considered when:

- in response to a serious breach or persistent breaches of the school's Positive Behaviour and Relationships policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Formulated: June 2025

Agreed by Staff and Governors: July 2025

Reviewed: September 2026

To be reviewed: September 2027

Signed: *R. E. Mander*
Headteacher

Dr V Lloyd
Chair of Governors

H. Darby
Staff Governor

Appendix 1:

Affective Statements:

Shorter versions:

I am so proud to see/hear

I am so excited to see/hear

I am so appreciative of you/your

I am so grateful that/for

I am concerned about

I am worried about/by/to see/to hear that

I feel sad because I heard

I am feeling frustrated about/by/to see/to hear that

Sentence stems to promote whole class ownership of acceptable behaviour:

"This is the (class name) way."

"We don't do that in our class, we do this instead."

"I won't move on until I have everybody ready."

"I will know when you are all ready, because you'll all be" (looking this way/listening/showing me your attention)

Sentence stems to promote learning and completion of work:

"Let me show you how you can improve/change, so that you can make the right choices/get back on track."

"You showed me (yesterday) that you can do this, so now I expect it all of the time."

"I am expecting you to do this work, then next you will be able to ..."

"I can see that you are struggling with this, let me remind you how to do it - then you can have a go on your own."

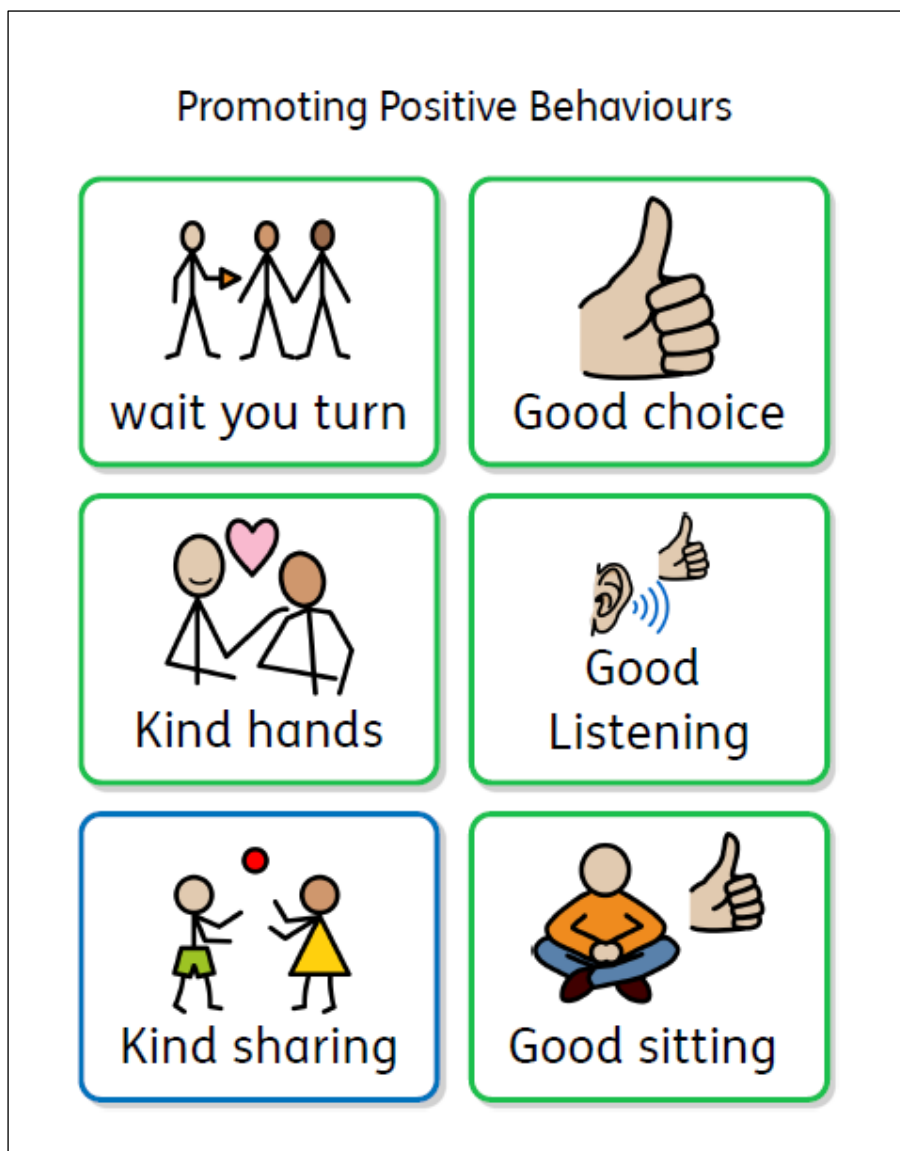
"I know you don't feel like you want to do this right now, but you will have to do it after the lesson. I know you will be able to make the right choice and do it now."

"I understand your frustration, but you need to"

"I am here to help, so that you can show the best of you and achieve your learning objective. "

Appendix 2: Examples of Positive Behaviours (These must be encouraged at all times by everyone, and rewarded as and when appropriate.)

- Showing generally acceptable behaviour to all people at all times
- Walking whilst in the building - in corridors, classrooms, halls etc. **Key Stage 2 children should walk on the left-hand side of the corridor.**
- Talking in a quiet and civilised manner.
- Being polite and courteous to all.
- Co-operating with others when required.
- Looking after their own and other people's property.
- Following all reasonable requests from adults.
- Keeping the buildings and grounds clean and tidy.
- Entering into and waiting in Assembly in silence.
- When required, waiting outside classrooms with the minimum of noise.



Appendix 3: Unacceptable Behaviours (Which must be discouraged at all times by everyone and sanctions given as and when appropriate.)

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness and general lack of courtesy towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing or using abusive language
- General disruptive behaviour
- Aggression of any kind
- Disregard for property
- Disregarding Health and Safety rules e.g. Design and Technology, P.E.

