22/09/2026

Behaviour Policy

Including Statement of Behaviour Principles

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
21.9.21	3	Ruth Lee		
20.9.22	4	Ruth Lee		
22.9.24	5	Ruth Lee	LAB	
23.7.25	6	Ruth Lee	LGC	
22.9.26	7	Ruth Lee	LGC	

6.10.26	8	Ruth Lee	LGC	

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

Orchid Vale Primary school is committed to creating an environment where positive relationships and behaviour are at the heart of productive learning. Good behaviour is essential for effective teaching and learning to take place. High standards of behaviour are achieved through a clear, shared understanding of what constitutes positive behaviour. It involves praise and rewards, constructive and consistent relationships between all members of staff and children; coupled with stimulating teaching and learning.

The language of choice is used explicitly when teaching children about positive behaviour.

We believe that we have a responsibility to:

- Make a difference to children's life chances
- Meet the needs of individual children and support them to reach their full potential.
- Care for and safeguard children at all times
- Nurture and support children
- Make learning meaningful and stimulating.
- Prepare all pupils for life in the adult world as positive and content citizens.

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and to address children courteously and with respect.

We believe that shouting at children can often escalate a situation and that it should be avoided where possible.

We believe that all children deserve to be listened to and as part of any investigation, all involved will have a voice.

This policy will be applied consistently and fairly by all members of staff. However, it is essential that adjustments can and should be made in accordance with the Equality Act 2010.

This policy is based on advice from the Department of Education on ;

- Searching, screening and confiscation at school
- The Equality Act 2010
- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- https://www.gov.uk/government/publications/behaviour-in-schools--2

It is also based on the special educational needs and disability (SEND) code of practice

1.2. Other linked Policies

- Anti-bullying and Harassment Policy
- Positive Handling Policy
- Safer Touch Policy
- Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy (Special Educational Needs and Disabilities)

2. Policy Statement

At Orchid Vale, we have six core values:

- **Respect**
- **Honesty**
- **Kindness**
- **Responsibility**
- **Perseverance**
- **Individuality**

These are all central to the way that we share our expectations of good behaviour and also how we speak to the children when they have displayed inappropriate behaviour.

Respect

As adults in school, we speak respectfully to children at all times. We model expectations and demonstrate respectful ways to explain different opinions. We expect everyone in school to respect people, property and belongings.

Honesty

We encourage children to be honest and will ensure that children are praised for honesty when acknowledging something that they have done wrong. Staff will also be honest with children if they have made mistakes.

Kindness

Children are taught to treat others as they wish to be treated. Staff will ensure that children are treated with dignity when dealing with incidents of inappropriate behaviour.

Responsibility

We acknowledge that we all make mistakes. It is important that children are able to take responsibility for those mistakes and accept sanctions if they are deemed appropriate.

Perseverance

For some children, they will find it difficult not to repeat inappropriate behaviour. We will expect that they keep trying. Staff will use different strategies and will continue to support the child in learning to make appropriate choices.

Individuality

Children learn at different rates and in different ways. Just as we adjust academic strategies for individual children, we recognise that some adaptations may need to be made to meet individual needs.

The school will not tolerate discriminatory language or behaviour related to race, religion, disability, sex, sexual orientation, gender reassignment or any other protected characteristic.

Education

As a school, our priority is to educate our pupils about how to work and grow as a community of learners. Teaching children about respectful behaviour is an ongoing process. Regular and honest discussions around behaviour are the most effective way to develop positive working relationships.

Education around behaviour may be carried out in several ways such as whole school assemblies, class circle time, PSHE curriculum lessons, Thrive sessions, nurture sessions or one to one sessions with trained adults.

These sessions focus on positive and healthy relationships as well as expectations for adult life in the wider community.

However, it is essential to remember, at all times, that the safety and education of all children is paramount and that adjustments will be made with that in mind.

Behaviour is a form of communication

Behaviour is communication. It is important, as professionals, that we understand the connection between behaviour and communication for all children. At Orchid Vale Primary School, we have a common belief about behaviour which is that all behaviour

is communication and we will work with children and parents to unpick challenging or unusual behaviour.

Restorative approaches

Wherever possible, we will seek to repair relationships using restorative approaches. Restorative approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Our Policy includes 5 clear expectations for all children :



These rules are discussed in class at the beginning of the year and then throughout the year as appropriate.

They are discussed at an age appropriate level to ensure that children have a clear understanding of what they mean.

They are referred to by all members of staff, ensuring that a shared language is used for clarity.

As a school, we have agreed our non-negotiables. These are expectations that are in place to ensure that all children can be safe and that good order can be maintained.

Orchid Vale Primary School

Non-negotiables (Instant red card)

	Respect for people and property
	Play safely
	Use appropriate language
	Stay where you are meant to be

Instant lunchtime sanction with SLT for repair/reflection.

Phone call/ email home.

Rewards

We believe that children need consistency and positivity. Our behaviour policy provides clear boundaries and consequences for children from the moment they enter the school until the moment they leave it, while still ensuring that what we provide for children is appropriate to their developmental level.
Positive encouragement is the most effective way to teach children how to look after each other, themselves and the school environment. We know that some children always try their hardest and deserve recognition for this; our reward system below is designed to ensure they get this. Class Dojo and House Points are used in classrooms to provide children with an immediate visual cue that they are demonstrating positive learning behaviours.

As a school, our aim is that rewards outweigh sanctions.

We believe that children learn positive behaviour patterns through positive reinforcement.

Rewards include :

- ✓ Verbal praise
- ✓ Stickers
- ✓ Dojo points
- ✓ Special certificates given out weekly in assembly
- ✓ Texts or phone calls home
- ✓ Postcards sent home
- ✓ Visit to a member of SLT
- ✓ Star of the Term award (Parents invited in for presentation)
- ✓ Prizes for competitions

Sanctions

Sanctions are designed to protect and keep individuals safe and to teach children that their actions have clear and predictable consequences.

At all times we try to avoid:

- Blanket punishment (for example, whole groups are not punished for the activities of individuals);
- Using scapegoats or individuals to punish a class.

When children make inappropriate choices, staff are careful to explain that is it the behaviour not the child that is challenged.

All staff deal fairly, firmly and consistently with behaviour incidents. In most cases a warning glance, a quiet word or verbal warnings are sufficient. Teachers will use classroom management strategies to promote and encourage positive behaviour.

We use the language of choice to discuss a child's behaviour with them. We will follow up incidents with a restorative approach to help develop children's sense of responsibility for their own behaviour.

Sanctions that are used are :

Verbal warnings, yellow cards (lead to a short amount of time with a teacher). Red cards (resulting from one serious incident or several smaller incidents about which the child has been reminded).

A red card will involve an email home.

In exceptional circumstances, and only after all appropriate interventions and support strategies have been considered, the Headteacher may consider an internal suspension, suspension or permanent exclusion in accordance with the school's Behaviour Policy and current statutory guidance. Any such decision will be based on a thorough investigation of the incident, consideration of the individual circumstances, and an assessment of whether all reasonable alternative options have been exhausted.

Monitoring

The senior leadership team monitor the allocation of rewards and sanctions to ensure that they are being applied consistently across the school.

Exclusions and suspensions

Exclusions and suspensions are issued as a very last resort and in accordance with our school policy and government guidance.

Additional Considerations and Adjustments

Children who may require adjustments

A few children may not benefit from normal incentives and sanctions. These children are unable to recognise the normal boundaries of behaviour. They can be unhappy, angry and suffering from low self-esteem. They may have emotional or physical needs which are not being met. They sometimes feel that they are incapable of being good so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel that they cannot regain control. To help these children break out of a negative pattern, a small achievable target should be set, with a motivating reward so that they can experience success. This will be set in discussion with the SENDCo with the use of the Core Standards and Trust support. The school will also seek external support where appropriate.

Before applying sanctions, staff will consider whether a pupil's behaviour may be linked to a special educational need, disability, communication difficulty, mental health need, medical condition or safeguarding concern. Appropriate adjustments will be made where required.

Individual Stress-Reduction Plans and risk assessments

Where a child's behaviour becomes a more significant pattern or requires any form of positive handling, the SENDCo will write an individual risk assessment and individual stress-reduction plan and share this with the child, their parents and any adults working with the child. This is to ensure that we can keep both the child and their peers safe whilst in school by stating clear, shared strategies that should be applied when the child is unable to regulate their own behaviour. These are updated regularly and reviewed whenever necessary.

Adverse Childhood Experiences (ACES)

Childhood adversity can create harmful levels of stress which impact healthy brain development as well as physical and mental health. This can result in long-term effects on learning, behaviour and health. Evidence from ACE surveys in the UK and beyond, demonstrate that ACEs can exert a significant influence throughout people's lives. It is important that all staff have training on ACEs and therefore, can recognise the impact that this may have on the children. Support will be provided to children experiencing ACEs through the SENDCo, the Early Help process and outside agency support such as the SEMH team.

Physical support and intervention (Team Teach)

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach techniques to support this. However, it must be noted that all members of staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or another adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper or are acting out of anger or frustration. Use of reasonable force is always a last resort.
All incidents of this kind will be recorded by the staff involved in the Bound and Numbered book and scanned onto CPOMs. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required. We have a response sheet which captures the child's voice and is shared with parents.

Restrictive Intervention Principles

Orchid Vale Primary School is committed to creating a safe, inclusive and supportive environment where positive relationships, de-escalation and proactive behaviour support are used to prevent incidents from escalating. Restrictive interventions should be avoided wherever possible and are never used as a punishment.

Any restrictive intervention used by school staff must be:

Necessary to prevent harm or significant disruption.
Proportionate to the level of risk presented.
Reasonable in the circumstances.

The least restrictive option available.
Used for the shortest possible time.
Consistent with the child's age, understanding, individual needs and any identified SEND, medical or safeguarding needs.

The school recognises that some pupils may require specific adjustments, support plans or risk assessments to reduce the likelihood of restrictive interventions being required.

Definition of Restrictive Intervention

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently in order to prevent injury, serious damage to property, serious disruption or significant harm to themselves or others.

Restrictive interventions may include:

Physical intervention or reasonable force.
Guiding or escorting a pupil to a safer location.
Restricting access to an area, item or activity because of an immediate safety concern.
Temporary supervised withdrawal from a situation where there is a significant risk of harm.
Other interventions that are necessary to maintain the safety and welfare of pupils and staff.

The school's focus will always be on reducing the need for restrictive interventions through effective relationships, communication, planning and support.

Prevention and De-escalation

Before considering any restrictive intervention, staff will use appropriate preventative and de-escalation strategies wherever it is safe to do so. These may include:

Active listening and restorative approaches.
Offering choices and additional processing time.
Reducing demands.

Changing the environment.
Providing space and time to regulate.
Access to a familiar adult.
Use of identified strategies from an Individual Stress-Reduction Plan.
Support from trained staff members.

Staff will take account of known triggers, communication needs, sensory needs, trauma history, SEND and individual risk assessments when selecting de-escalation approaches.

Use of Physical Intervention

There may be occasions when a member of staff needs to use reasonable force or physical intervention to:

Prevent a pupil from harming themselves.
Prevent a pupil from harming another person.
Prevent serious damage to property.
Prevent behaviour that is placing the pupil or others at significant risk.
Move a pupil to a place of safety where there is an immediate risk of injury.

Any physical intervention must cease as soon as the risk has reduced.

Where possible, staff trained in Team Teach or other approved methods will support incidents. However, all staff may use reasonable force in emergency situations where immediate action is required to prevent harm.

Unacceptable Practices

The following practices are not permitted and must never be used by staff:

Restrictive interventions used as punishment.
Deliberate infliction of pain.
Degrading, humiliating or punitive treatment.
Actions intended to cause fear or distress.
Deprivation of food, drink, medication, toileting facilities or sleep.
Seclusion where a child is left alone and prevented from leaving.
Any intervention that places a pupil at increased risk of physical or emotional harm.

Any concerns regarding inappropriate restrictive practice will be dealt with in accordance with the school's safeguarding procedures and staff conduct expectations.

Individual Planning

Where a pupil presents a foreseeable risk that restrictive intervention may be required, the school will develop an Individual Risk Assessment and Stress-Reduction Plan in partnership with parents, carers and relevant professionals.

These plans will include:

Known triggers.
Early warning signs.
Preferred de-escalation strategies.
Communication approaches.
Agreed responses to escalating behaviour.
Post-incident support arrangements.
Review arrangements.

Plans will be reviewed regularly and amended following significant incidents or changes in need.

Recording and Reporting

All restrictive interventions will be recorded as soon as practicable following the incident.

Records will include:

Date, time and location.
Pupils and staff involved.
Antecedents and triggers.
De-escalation strategies attempted.
Reason for the intervention.
Type and duration of intervention used.
Any injuries sustained.
The child's views following the incident.

Actions taken afterwards.
Any changes required to support plans or risk assessments.

Incidents will be recorded in accordance with school procedures and uploaded to CPOMS. Parents or carers will be informed as soon as reasonably practicable following any significant restrictive intervention.

Post-Incident Debrief and Support

Following a restrictive intervention, appropriate support will be offered to all involved.

This may include:

A restorative conversation with the pupil.
Opportunities for the pupil to share their views.
Staff debriefing.
Review of triggers and successful de-escalation strategies.
Consideration of any wellbeing needs.
Amendments to risk assessments, behaviour support plans or individual stress-reduction plans.

The purpose of the review is to reduce the likelihood of future incidents and improve support for the child.

Monitoring and Governance

The Headteacher and Senior Leadership Team will monitor the use of restrictive interventions to ensure that:

They are used lawfully, safely and proportionately.
They remain a measure of last resort.
Patterns and trends are identified.
Any disproportionate impact on particular groups of pupils is considered.
Staff training needs are identified.
Practice promotes the reduction of restrictive interventions over time.

The Local Governance Committee will receive appropriate information regarding the use of restrictive interventions as part of its monitoring of behaviour, safeguarding and pupil welfare.

Responding to concerns about bullying

Pupils who attend Orchid Vale primary school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. This includes bullying that is emotional, physical, prejudice- based (racial, faith-based, gendered, homophobic/biphobic, transphobic, disability based), sexual, direct or indirect verbal or online. All allegations of bullying are recorded on CPOMs and reported to a member of the senior leadership team who then carry out any investigations, keeping parents of both children up to date. Support is put in place where appropriate.

Child on child abuse

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the child who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.
Our primary aim in school is to promote healthy and positive relationships so that people can work together with the common purpose of enabling everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Behaviour in the Early Years

In Nursery and Reception, we are preparing the children to manage their own behaviour and understand the implications of being part of a school community. Additional time is allocated to teaching the children about how to interact positively with their peers and how to follow school expectations.

At this stage, some children may display 'tantrum' like behaviour. To support the children during this stage, additional steps are often taken such as giving them some space, some time out or longer time with familiar adults.
Communication between the early years team and parents is extremely important at that stage to ensure that consistent approaches can be taken.

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.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be :

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

All staff have received training around this highly sensitive issue and recognise that the range of children's ages, understanding and stages of physical and emotional development mean that any incidents of this kind will need to be handled incredibly sensitively.

All incidents will be managed in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

Off site behaviour

The school may apply sanctions for behaviour outside the school premises where it is reasonable to do so. This includes behaviour online. Behaviour may be sanctioned where it takes place:

- when representing the school;
- when travelling to or from school;
- when wearing school uniform or otherwise identifiable as a member of the school;
- online or using digital technology; or

- in any other circumstance where the behaviour could adversely affect the reputation of the school, pose a threat to another person, or impact upon the orderly running of the school.

The school may investigate behaviour that is reported by pupils, parents, members of the public or other agencies and will consider each incident on its individual facts.

Mobile Phones and Online Conduct

Behaviour expectations apply when using digital technology and online platforms. Misuse of social media, messaging services, gaming platforms, image sharing or mobile devices that impacts the safety, wellbeing or education of pupils may be dealt with under this policy. (Please see separate mobile phone policy)

2.1. Policy Terms

Roles and Responsibilities

The Park Academies Trust Board

The Local Governance Committee are responsible for reviewing and approving the principles of behaviour

The Local Governance Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

It is the Head Teacher's responsibility to implement the behaviour policy consistently throughout the school. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour and allegations of bullying.

The Head Teacher has the responsibility for giving fixed term suspensions or permanent exclusions where necessary.

The Role of SLT

To support all staff with behaviour management

To challenge any inappropriate use of the behaviour policy in a private and professional way

To support members of staff who are dealing with a serious behaviour incident.

The Role of all Staff

It is the responsibility of all staff to ensure that school rules are enforced in the classroom and that children behave in a responsible way during lesson time.

The staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that children work to the best of their ability.

Staff treat each child fairly and apply expectations, rewards and sanctions fairly.

If a child misbehaves repeatedly in class, a record is kept of all such incidents. If misbehaviour continues, the class teacher may refer the situation to the key stage 1 or key stage 2 leader in the first instance. If the misbehaviour continues, this will be referred to the Head Teacher.

The SENDCo will also be involved at this stage and the decision may be made to involve external agencies for additional support.

Class teachers should speak to the child's parents if there are serious or ongoing concerns regarding their child's behaviour.

An email is sent to the parents of any child who will be attending SLT lunch after being issued with a red card.

It is the responsibility of all staff to apply school expectations in communal areas. It is essential that these are applied consistently or they will become confusing for the children.

The Role of Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules to parents and we expect parents to read and support them.

We expect parents to support their child's learning, and to co-operate with the school as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, we ask that the parent supports the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the class teacher in the first instance.

If this does not resolve the situation, they should contact the Head Teacher.

Children's Rights	**Children's Responsibilities**
Right to feel safe Right to learn Right to be treated with respect	To listen to adults and do what is asked of them To respect others To follow the school rules
Rights of those working in school	**Responsibilities of those working in school**
Teachers have a right to teach Right to support from other staff, Governors, Parents and other agencies Right to adequate resources and good working conditions Right to be treated with respect Right to feel safe	To respect all children and develop their self-esteem To provide a suitable, differentiated and stimulating curriculum for children To make expectations explicit as to acceptable and unacceptable behaviour To provide a pleasant and well-organised classroom.

3. Appendices

3.1. Guidance and Procedures

What we expect from the children at Orchid Vale

To greet other members of the school community

To say 'please' and 'thank you'

To speak to everyone with respect

To be aware of those around them and respect people's personal space

To look after school resources

To tidy up after themselves

To walk around school calmly and sensibly without touching displays or other people

To stay where they have been asked to be

To be silent when they are asked to listen

To concentrate on work and allow others to do the same

What we will not accept

Children being unnecessarily physical or rough

Play-fighting

Loud or dangerous movement around school

Making their peers feel uncomfortable or negative about themselves

Answering back

Children behaving in different ways for different adults in school

Disrespectful tone of voice or language

Damage to equipment or resources

Not taking responsibility for the school environment

Bullying of any kind

Misuse of equipment or resources

De-escalation Techniques

Not all of these techniques will work for every child. It is important that you choose the techniques you use

carefully, keeping what you know about the child in mind.

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humour to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Ask, "What would help you right now?"
7. Change the subject to a positive one.
8. Give personal space.
9. Say, "I see where you are coming from."
10. Show that you are listening.
11. Remove the audience.
12. Say, "I want to help you."
13. Talk about something they like.
14. Make a joke.
15. Encourage the person.
16. Remind them of something amazing they did.
17. Say, "You can do this."
18. Call another adult for help.
19. Say, "Let's call… I think they can help."
20. Be willing to find a solution.
21. Offer to change the way you are doing something.
22. Repeat what the person is saying.
23. Validate their thoughts – "I can see that you're feeling… and that's ok"
24. Avoid over-reacting.
25. Use active listening.
26. Offer a solution.
27. Let the person talk without interrupting.
28. Say, "I see your point."

29. Offer to take a walk with the person.
30. Clarify expectations.
31. Remind them of something they love.
32. Invite them to do a preferred activity.
33. Ask if they can explain more about how they're feeling.
34. Try to understand the person's perspective.
35. Slow yourself down to avoid getting worked up.
36. Say, "So, you're upset because… right?"
37. Don't say "calm down".
38. Show empathy.
39. Encourage the person to use a coping strategy.
40. Don't take items or personal property away from them.
41. Encourage the person to take a walk or get a drink.
42. Give the person an "out" (i.e. letting them go to another room or walking away).
43. Ask, "Would it help if… ?"
44. Keep escape routes open to the door.
45. Coach the person with positive remarks.
46. Acknowledge where you agree with the person.
47. Remind the person, "You're not in trouble".
48. Tell the person, "I'm here for you."
49. Say, "Talk to me," and listen.
50. Tell the person to take a minute to themselves.
51. Distract by saying, "Hey, let's go…"
52. "Do what works" in the moment.
53. Ask them to draw a picture of what happened.
54. Just allow waiting time.