

Relationship and Behaviour Policy

Dove Bank Primary School



Approved by:

Date:

Last reviewed on: 4th September 2023

Next review due by: 4th September 2025

Ready - Respectful - Safe

1. Policy Intent

Dove Bank Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and all staff at Dove Bank Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected, and praised. Dysregulated behaviour is a sign of an unmet need this may lead to actions that are not acceptable and need to be addressed through consistent responses.

Children learn best, and feel safe and secure, in an ordered environment. This can be achieved when expectations of learning and behaviour are high, and behaviour management techniques are consistently applied throughout the school by all members of the school community. Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. At Dove Bank we aim to:

- Foster excellent relationships between all members of our Dove Bank community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable, and nurturing environment where we can all be the best we can.
- Ensure all staff and children are aware of the very high standards of behaviour that are expected of them and take responsibility for promoting these high standards.
- Help children develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance, and empathy for others.

3. Purpose of the policy

To provide simple, practical procedures for staff and children that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

4. Fundamental principles

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to;
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Relationship and Behaviour policy are:

- unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging, and rewarding pupils for their positive choices, use of our three behaviour rules of Ready - Respectful - Safe and demonstrating our school values; Kindness - Aspiration - Resilience.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using reminders and 'reflection/calming time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging children to be proud of their school.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging children to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour policy, Dove Bank Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and senior leader level. Never passing problems up the line, adults taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations: referencing and promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of dysregulated children.
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, adults as role models for learning.
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception.
- Consistent environment code of conduct evident of our rules and values.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

The aims of this policy will be met by everyone observing our 3 agreed rules.

These are:

Be Ready	Be Respectful	Be Safe
----------	---------------	---------

By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff, every day will:

- Meet and greet children at the classroom door.
- Refer to Ready - Respectful - Safe the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge, and meet the needs of all children.
- Use a visible recognition mechanism throughout every lesson (‘team stop’ will be used across the school and a positive recognition board will be used in every classroom).
- Be calm and “give reflection/calm time” when going through the steps, prevent before sanctions.

- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Record all incidents, that reach Stage 4 or beyond, on CPOMS.
- Never ignore or walk past children who displaying dysregulated behaviours.

5.2 Senior leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing children with more complex or entrenched dysregulated behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

5.3 Pupils will:

- Be Ready.
- Be Respectful.
- Be Safe.

5.4 Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

6. Recognition and rewards for effort

We recognise and reward children who go “over and above” our standards as well as those who demonstrate our school values. We have tiered awards, and our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

6.1 Classroom level

- Praise for choice.
- On to class recognition board.
- Mention/Note/text to parents.

6.2 Whole School level

- Values certificate in celebration assembly each Friday.
- Lunchtime supervisors choose a child from each key stage at their discretion each week. Children receive a certificate.

- Above and Beyond Award - hot chocolate with the Headteacher weekly.
- Positive texts sent home.

7. Managing Daily Behaviour in the classroom - Positive Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class has a recognition board with the behaviour the children are focusing on.

Examples could include “one voice” for classes who constantly talk over each other, “speak politely” to emphasise manners or “hands and feet to yourself”, for those who give them to others too freely. The focus can also relate to learning behaviours “accurate peer feedback”, “persuasive language” or “show working”.

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

7.1 Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Children who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Children can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone’s name is on the board a collective “whoop” is appropriate. Large rewards are not necessary.
9. Use the recognition board to catch children demonstrating the right behaviours persistently and relentlessly.

7.2 Practical steps in managing and modifying dysregulated behaviour

Engaging with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always, and consistently in every lesson, be praising the behaviour they want to see.

Children are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating.

Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All children must be given “reflection/calming time” in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

8. Stages of behaviour

If a child has an individual behaviour plan, this should be followed.

Stage 1 – Redirection
Positive reinforcement of other children around them “X thank you for sitting so beautifully”. A visual cue to the child that you want them to make a good choice this could include: <ul style="list-style-type: none">• a ‘look’• a visual point to what you expect.
Stage 2 – Reminder
A reminder of the expectations. Scripted approaches at this stage are encouraged (see appendix). Ready, Respectful, Safe reminder delivered privately wherever possible. The adult makes child aware of their behaviour. The child has a choice to do the right thing. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 - Warning
If the behaviour persists: A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has the choice to do the right thing. Children will be reminded of their good previous conduct to prove that they can make good choices. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4 - Consequence
If the behaviour still persists: <ul style="list-style-type: none">• The child is asked to speak to the teacher away from the others.• Boundaries are reset – child is informed they will miss part of their playtime.• Child is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.• Child is given final opportunity to engage with the learning/follow instructions. <p>At this point, if necessary to cool down/diffuse situation, the child can go to a reflection/calm space in the classroom to reflect on their behaviour or calm down. (3- 5 mins in general should be enough.) If it is not appropriate for the reflection/calm time to be carried out in class, then the child can be taken to the adjacent class.</p>

- ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs under behaviour category.
- ❖ Class teacher to inform parents if this happens more than twice per week.

Stage 5a Internal referral – Lunchtime duty with SLT

If the behaviour escalates / child refuses to move to time out then a member of SLT is called.

Internal Referral – Lunchtime duty

If the step above is unsuccessful, or if a child refuses to take a time out then a child will be asked to leave the room and go to their parallel partner class. If necessary, the child may need to work outside their teaching area with a member of SLT.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- ❖ Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category.
- ❖ Adult who dealt with the initial stages of behaviour will start the log.
- ❖ SLT will need to log child onto lunchtime duty tracker.
- ❖ After lunchtime duty has been completed, SLT will ensure parents are aware.

Stage 5b – Dysregulated behaviours

If a child displays a dysregulated behaviour, they will automatically spend lunchtime with SLT.

No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the deputy in their absence. Behaviours may include:

- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

❖ The member of SLT who dealt with this incident is required to complete the lunch time duty tracker and log incident on CPOMs.

❖ After lunchtime duty has been completed, SLT will make verbal contact with parents and record this on CPOMs.

Stage 6 – Violent behaviours

The following dysregulated behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour
- Bullying that has been proven.

Staff will always deliver the above calmly and with care. It is in nobody's interest to confront dysregulated behaviour with dysregulation.

8.1 Supporting behaviour at lunchtimes.

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, midday assistant staff will consistently 'catch children being good' and share this with them. Midday assistant staff are encouraged to hand out 'team points' to reinforce this message and will rotate weekly to identify a child from each key stage to be included in the celebration assembly. Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying dysregulated behaviours should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult. Serious incidents of dysregulated behaviours should be addressed by staff and referred to the SLT.

8.2 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunch time. Sometimes it may include other adults / children. Staff will have a script for the restorative conversation that they feel comfortable with.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future? Responses should be saved to CPOMS.

8.3 Pupil Contracts

If a child is showing consistently dysregulated behaviours, as shown by CPOMs records, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise dysregulated behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

8.4 Exclusions

For very serious displays of dysregulated behaviour, the Headteacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward, at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

9. Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom. Wash hands, put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff, including midday assistants, are proactive in responding to incidents.
End of the day	Once the children have their belongings, they listen to their class story calmly before being dismissed. Adults say goodbye to children positively.

10. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with this policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence.
- Cause injury or damage.
- Any item banned by school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

12. Positive Handling

Dove Bank Primary School make use of the DfE guidance: use of reasonable force in schools (2013).

Any force used should always be the minimum needed to achieve the desired result.

Key staff at Dove Bank Primary School have had the appropriate Team Teach training to use positive handling, force, and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

13. Procedure in the event of a child running away from an adult.

If children run out of class or the building, and do not respond to requests to return, parents will be called and asked to come to school. Staff will **not** chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

14. Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass, or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN Individual Education Plan, outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies e.g. Educational Psychologist, behaviour consultant, social services or CAMHS.

- A reduced timetable may be put in place in line with guidance from the Staffordshire County Council. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.

- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g., attending school trips. But only if the behaviour is dangerous.

15. Supporting pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing dysregulated behaviours may find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers, and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP- Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the SENCo. A children's triggers for dysregulated behaviour need to be on their IEP so that everyone can be aware of these. Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- Work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing.

- Focussing their attention on the adults - following and asking repeated questions this might be for more reassurance that they are doing the right thing or that they are liked.

- Calling out- this might be, so they feel noticed and to also feel reassured

16. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office

- Arrange an appointment with the teacher / key stage leader.

- Arrange an appointment to see the Deputy Headteacher or Headteacher, if the teacher and key stage leader have both been spoken with.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

17. Accountability

It is the responsibility of the Headteacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

18. Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy. The Headteacher has day-to-day responsibility to implement the school relationship and behaviour policy but must keep governors updated.

19. Is the policy working?

With all of the above reward systems, we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

20. Related policies

- Safeguarding
- Home School Agreement
- DfE guidance – Beyond the school gate
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276783/Behaviour and Discipline in Schools -
A guide for headteachers and school staff final draft 2 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276783/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_final_draft_2_.pdf)
- DfE guidance – Searching, screening and confiscation
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

- DfE Statutory Guidance - Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

21. Appendix - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (ready, respectful, safe)

You now have the chance to make a better choice.

Thank you for listening.

Warning:

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

If you choose to break the rules again, you will move to the reflection/calm area.

(Child's name), do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully, I know that you can make good choices.

Thank you for listening.

Consequence/ reflection/ calming time:

I noticed you are still choosing to (noticed behaviour)

You need to go to sit in the reflection/ calm area/ to class X. I will come and speak to you in three minutes.

This will also mean you will miss some of your playtime.

If need be – send a child to the office to find a member of staff to support. These could be Sally Dakin, Samantha Fraser or a member of staff in the staffroom. (PPA adult).