



# ST PHILIP'S CE PRIMARY ACADEMY

## Educational Visits Policy

Date of policy:	December 2025	Signed: Headteacher: Michelle Hargreaves Chair of Governors: Denise Poole
Review date:	December 2027	Signed: Headteacher: Chair of Governors

'Working together with hope in our hearts'

## **Contents:**

Safeguarding Statement  
Vision Statement  
Our Guiding Principles  
Introduction/ rationale  
Aims  
Approval  
Policy links  
Parents and carers  
Pupils  
Planning  
Preliminary Visit  
External Providers  
Supervision  
Staff to pupil ratios  
First Aid  
Inclusion  
Transport and travel  
Risk Assessment  
Residential Visits  
Major Incidents  
Visits near water  
Visits to farms  
Financing  
Insurance  
Visit follow up/evaluation  
Policy Review  
Appendices.

## **Safeguarding Statement**

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. All aspects of Educational visits are organised in accordance with establishment and statutory safeguarding standards are in place.

## **Vision Statement**

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

## **Our Values**

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'**

This ethos is based on the following values that, as stakeholders, we all aim to uphold:

### **Value 1: NURTURING**

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

### **Value 2: OPTIMISTIC**

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

### **Value 3: ASPIRATIONAL**

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

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**Value 4: HOPEFUL**

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

**Value 5: SINCERE**

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

**Value 6: ASSURED**

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

**Value 7: RESPECTFUL**

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

**Value 8: KNOWLEDGEABLE**

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

**Introduction / rationale**

St Philip's CE primary Academy ensures that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school. Visits promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare pupils for the opportunities and experiences of adult life.

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They are an opportunity to extend the learning of all pupils, including an enrichment of their understanding of themselves, others and the world around them. They can be a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment.

The Academy recognises its duty of care and statutory responsibilities for the health, safety and welfare of pupils, staff, volunteers, providers and members of the public in connection with educational visits for which it is accountable.

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The Academy policy is to ensure that the safety of students, employees and others on educational visits is managed to minimise risk as far as practicable and in developing its procedures is guided by the guidance and procedures issued by the Department for Education and the Outdoor Education Advisers Panel Guidance for the Management outdoor Learning, Off-site visits and Learning Outside the Classroom.

The Trust has an overarching policy (BDAT Educational visits policy and procedure) which sets out the basic tenets on which academies are to develop. This Academy specific policy gives more detail to the processes and procedures to be followed at St.Philip's CE Primary Academy.

#### Aims:

- To ensure that every pupil has the opportunity to benefit from educational visits.
- To make clear the procedures and safeguards put in place for educational visits
- To ensure that all visits are safe, purposeful and appropriate to meet the educational needs of pupils taking part.
- To enable the academy to identify appropriate functions, responsibilities, training, support and monitoring for governors, staff, volunteer assistants, pupils and providers involved in educational visits.
- To ensure that whenever appropriate, further advice is sought from the local authority and from other technically competent sources.

#### Approval

For complex, residential and overseas visits, staff planning the event should allow sufficient time for the approvals process to be completed in advance of the minimum timescales laid down.

- All visits will have a clear, recorded educational purpose and will be planned sufficiently well in advance in accordance with good practice and effective planning procedures. The Local Governing Board (LGB) will include in its role the support of academy policy and procedures for educational visits including the reporting of visits.
- Headteacher will be responsible for the initial approval for planning of all visits including residential visits, or may designate this function to the Educational Visits Co-ordinator
- A named and trained Educational Visits Co-ordinator (EVC – Claire Sykes) will be appointed to support the LGB and Headteacher.
- There will be a named and approved Visit Leader (and where appropriate, Deputy) on all educational visits. This Visit Leader will be specifically competent for the role as set out in this policy.
- Working with the EVC as necessary, the Visit Leader will be responsible for all aspects of the planning, risk assessment and organisation of the visit. The Visit Leader will assume full responsibility during the visit, including on-going risk assessment.
- The Visit Leader will consult with the School Business Manager to ensure when purchasing goods and services that appropriate checks are made and that insurance and financial procedures have been followed. This includes completing a single trips calculator spreadsheet which needs to be returned to the SBM 3 term weeks before the visit.
- Details of any residential visits at home or abroad, or day visits involving activities of a hazardous nature will be submitted to the LGB for assessment and final approval at least four term weeks before the departure date: Advice will be sought from our Health and Safety Advisors where appropriate.

The following approvals are required, depending on the type of visit being planned:

Type of visit    Final approval    Comments

Routine day visit which require standard planning    Head of School /EVC Initial approval- 3 weeks prior    File check- 2 weeks prior    Day check- on the day

Opportunities may arise at short notice which would be approved only at the Head Teacher /EVC discretion

Day visits and activities requiring an advanced level

of planning    Head of School /EVC Initial approval- 3 weeks prior    File check- 2 weeks prior    Day check- on the day

Visits including overnight stays, hazardous activities or overseas travel    LGB    Initial approval from LGB at least four weeks in advance. Trust to be informed at least 4 weeks in advance.

### Policy Links

Although this policy focuses on the management of health, safety and welfare, educational visits are integral part of the strategy for learning and the curriculum plan for the academy. Other policies linked to Educational Visits include:

- Child Protection and Safeguarding Polices
- Charging and Remission Policy
- Behaviour Policy
- First Aid Policy
- Supporting Pupils with medical conditions
- Equality policies
- SEND Policy

### Parents and Carers

Policy and procedures relating to the safe management of educational visits will be accessible via the school website.

- Parents and carers will be given sufficient written and supplementary information about educational visits to enable them to make informed decisions and give written consent, medical and emergency contact details.
- Whenever appropriate for higher risk, residential and foreign visits a briefing meeting with parents / carers will be arranged.
- Expectations with regard to behaviour and codes of conduct will be explained to parents / carers. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances.

### Pupils

- Wherever possible, pupils will be involved with the planning of an educational visit, establishing codes of conduct, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour.
- Pupils will be adequately briefed about aims, expectations and codes of conduct for all educational visits. Ongoing briefings are an important element of learning and safety.

### Planning

Advance planning is key to a successful visit. At the time of initial planning, complete an initial request form (see appendix) and consult the Educational Visits Co-ordinator/ Head Teacher. There must be a clearly identified

purpose for the whole event appropriate to the age and ability of the group. Once the visit has been approved, seek written permission from Parents/Carers.

For local visits around Gillington or to nearby schools, parental consent will be sought at the beginning of each academic year, so individual events will not require additional consent forms. For such incidents; it is still required that parents are informed that their child is off site.

#### Preliminary Visit

The visit leader or deputy should make a preliminary visit to the event site or has obtained sufficient information through other means. This will support the visit leader to collect information, materials and planning for the programme. It will also allow a site risk assessment to be prepared. Where there is uncertainty about safe practice, advice will be sought from someone with appropriate expertise or technical competence. Reference should be made to available guidance to support the planning. To ensure the smooth running of the visit a timetable/ itinerary is agreed

#### External Providers

If the event involves activities delivered by a commercial, charitable or private organisation there is confidence that required standards of safety and quality are met.

#### Supervision

On each visit, there is a visit leader plus a deputy and a sufficient number of suitably competent other staff to provide adequate supervision. Where possible, mixed gender groups should be accompanied by at least one adult of each gender. This is a legal requirement for residential visits, but not for non-residential visits.

The visit leader will determine staff/pupil ratios in conjunction with the Educational Visits Coordinator and taking account of section d) below.

Different visits with different children have different needs and requirements. For each trip the staff involved should agree with the EVC in accordance with the nature of the trip and safety factors, bearing in mind the DfE recommendations what the ratio of staff/support should be. The information below sets out recommended ratios of adults to pupils for school visits and journeys. Whenever possible the minimum ratios should be increased.

Volunteers who accompany an educational visit are not subject to a DBS check and must not be left unsupervised. Volunteers who assist with transport for sports events are also not DBS checked, however parental permission will be sought as there will be occasions when they may be unsupervised.

#### Pupil to staff ratios

A general guide for visits to local historical sights, museums or local walks in normal circumstances would be:

Foundation	4:1
Y1 & Y2	6:1
Y3 & Y4	8:1
Y5 & Y6	12:1

Whilst there are no ratios by law, St Philip's CE Primary Academy has these minimum ratios. When travelling on a coach a minimum of two adults are required.

The leader should use his/her judgement for groups containing SEN pupils depending on the needs of the specific pupils. Group Leaders should assess the risk and consider an appropriate, safe supervision level for their particular group. In addition, there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad, or other residential visits.

## First Aid

The level of first aid cover will be appropriate for the venue and activity. Where possible, a trained first aider will form part of the staffing for any trip. A first aid kit must be carried and all staff must be aware of the contents and their appropriate use.

A first aid kit should always be taken (more than one if necessary) and everyone should know who has it. The contents of the kit may vary according to the activity.

Sick bags, buckets, paper towels are essential if travelling on a bus. You may wish to ask parents to consider whether they should wish to give their child a travel sickness tablet if they are known to be susceptible. On no account should staff administer this medicine.

## Inclusion and Special Educational Needs

Arrangements will be made to ensure the inclusion of all children. Children with medical, special needs, behavioural and/or other needs will be included in all educational visits. For those with behavioural challenges, an individual risk assessment will be completed to enable control measures to be put in place to support their inclusion on the visit.

## Transport and Travel

We only hire those companies whose coaches have individual seat belts. We insist that all children travelling by coach or minibus wear a seat belt. When using public transport, seatbelts are not available. When using a minibus, a qualified driver is always used. The driver is supported by another adult who is responsible for the behaviour of the group.

Risk assessments specific to the type of travel will be in place.

## Risk Assessment

Each trip has a designated leader. The leader should follow the school procedures and make sure all those supervising are aware of the risk assessments in place and plans for the visit.

The leader is responsible for:

- a pre-visit
- briefing other staff members
- giving information to parents
- understanding LEA guidelines regarding emergencies
- ensuring adequate information is left in school with a designated member of staff
- informing the catering staff must be informed of the children's absence.
- leaving a contact information sheet must be handed to a member of office staff.
- the handover of pupils to parents

In completing risk assessments careful consideration should be given to the following factors:

- The type of activity and the level at which it is being undertaken
- The location
- The competence and experience and qualifications of school supervisory staff
- The group members age, competence, fitness and temperament
- The quality and suitability of the available equipment
- The ratio of competent, experienced and qualified centre staff to students
- Seasonal conditions, weather and timing
- The activity provider should have any relevant information gathered about children with special educational

needs well in advance of the visit, so that assurances can be obtained that the child can be accommodated and can participate in the event safely.

The leader should complete and sign the risk assessments and assemble documentation in a red file, 2 weeks prior to the visit.

#### Residential Visits and Activities

In Key Stage 2 children may have the opportunity to take part in a residential visit. This activity is in school time and linked to the National Curriculum. We do make a charge for board and lodging, transport, insurance and specialist instruction for certain activities. (See charging and remissions policy)

The residential visit enables children to take part in outdoor and adventure activities as part of their PE work. Any specialist activities eg caving, climbing, abseiling, archery, are undertaken with qualified instructors. LA guidelines are always followed. All staff including volunteers supporting visits and residential are DBS checked.

If the visit involves an overnight stay, further details should be sought from the Local Authority Guidance document and the HASPEV document. Adequate pupil/teacher ratios must be agreed with the Head of School and/or the Educational Visits Co-ordinator. This is likely to be at least ten pupils to one adult. Residential visits with mixed gender pupils must be accompanied by a male and female member of staff or adult accompanying the party.

The residential organiser has made a preliminary visit to the event site and accommodation or has obtained sufficient information through other means to give confidence that required standards of safety and quality are met.

#### Information required for Residential Visits

- a) A parental consent form must be completed in advance, for each pupil attending the event. Amongst other things it should identify any special requirements – for example-
- o allergies (including those to particular medication)
  - o medication taken by the child
  - o name and address of family doctor
  - o special dietary requirements
  - o information of use to staff (eg bedwetting/sleepwalking)
  - o any activities in which the child must not participate, and if the trip is to be near water, whether the child can swim
  - o home telephone numbers and address
  - o emergency contact numbers eg at work

This form should contain parental agreement to the pupil receiving emergency medical treatment, including anaesthetic. Attention must be paid to the particular groups (eg Jehovah's Witnesses)

- b) It is essential that at all times each member of staff from the school or activity centre knows exactly which pupils they are responsible for and the extent of that responsibility. Each pupil should also know which member of staff is responsible for them or their group. There should be contingency plans should any member of staff need to be withdrawn through illness or other unforeseen reasons. At the beginning of each session, pupils should be made aware of rendezvous procedures should anyone become lost, and the emergency procedures they must take.

Information required by parents whose children are going on an extended school visit

Parents should receive a letter showing:

1. The date of the visit
2. The times of departure and return
3. The method of travel, including the name of the travel company if it is to be a residential visit.
4. The destination and the address of the place where children are staying overnight.
5. Emergency contact arrangements at home and away (consider the value of a telephone tree to make rapid and easy contact with a large group of parents).
6. Names of leaders and accompanying staff.
7. The broad aims of the visits and details of the activities planned. Any activity involving special hazards must be clearly specified.
8. Reassurance that staff leading specialist activities are properly qualified and registered.
9. Information of charges or voluntary contributions.
10. Methods of payment and cancellation arrangements for residential visits.
11. Advice on pocket money.
12. For residential visits, insurance effected for group members in respect of baggage, personal accidents, cancellation and medical cover.
13. Clothing, footwear and other items to be taken, or prohibited items.
14. Details relating to the standards of behaviour expected from the group during the visit.

c) INFORMATION FOR RETENTION AT SCHOOL – full details should be retained at school while the visit is in progress. They should include:

- The itinerary and contact telephone numbers of the parents and next of kin and of the location of the visit
- Parental consent forms
- The Head of School must ensure that this is available at all times, especially if the visit takes place when the school is closed. The same information should be kept by the group leader during the visit.

d) Assurances will need to be sought from outdoor activity centres, particularly under the following headings

- Recognition / accreditation (see chapter 8 HASPEV)
- Equipment
- Health, Safety and Emergency Policy
- Insurance (see chapter 7 HASPEV)
- Activity management and staffing & their qualifications
- Accommodation

Risk assessment and emergency procedures should be clearly set out, centre staff and school staff supervising the party should be made fully aware of what is agreed. (see chapter 10 of HASPEV)

Visits Abroad (see Chapter 9 of HASPEV)

In addition to the guidelines relating to other school visits and journeys the following need to be considered:

- At least two people capable of acting as leader should accompany the party.
- At least one adult should be fluent in the host language.
- Leaders should know how to telephone the emergency services in the countries to be visited.
- Leaders require access to sufficient funds for an emergency.
- Labelling of luggage and personal effects should include the name of the leader and the destination and telephone number in the country of visit. This is essential for air travel since luggage does not remain with the

owner throughout the journey.

- Seat bookings should be done as a whole party when checking in at airports to ensure that all travel together and for ease of supervision.
- Each participant should carry an identity card which includes their name, group (eg school or club), their temporary address and telephone number.
- It is useful to attach to each consent form a passport size photograph for visual identification.
- Individual checks should be made from medical forms before leaving, considering the effects of the anticipated climate upon particular medical conditions.
- All members of the party should be in possession of Form E111.
- Leaders should be aware of the reciprocal health arrangements applicable between the UK and the country concerned. Types of food available in the particular country should be researched and the likely impact upon individual party members assessed before departure.
- The respective responsibilities of staff and individual pupils with regard to medicines and vaccinations, luggage, and personal items such as passports and currency, need to be clarified at the outset.
- A comprehensive first aid kit should be taken, and advice should be sought prior to departure on suitable items, giving due consideration to the nature of the visit.
- Parents should be given the full address of the accommodation and details of the itinerary.

#### In Case of Major Incidents

Please refer to the school's Dealing with Emergency handbook- available on the school website. A yellow card with emergency card should be taken on every trip and a copy of the critical incident action plan should form part of the trip pack in the red file. Staff leading trips should ensure they are in phone contact with school at all times and phone for advice if there are concerns.

#### Visits to Water

Staff must consult the LA School's Visits and Outdoor Activities booklet to familiarise themselves with potential dangers and how to deal with them. Risk assessments relating to water activities should be thorough and detailed.

#### Visits to Farms

Staff must consult appropriate guidance regarding potential hazards of farm visits. NB Female visitors who may be pregnant should not visit during lambing.

#### Financing of Visits

School visits can only be funded by voluntary contributions if the visit is taking place wholly or largely during the school day. Parents are not obliged to make a voluntary contribution and parents who do not, must not be treated differently on this account. If insufficient contributions are made towards the cost of the visit, it should be cancelled, unless either your team or curriculum area has kept back money for needy cases. You must only charge individuals the actual cost of the visit – cost of staff must be paid by the school (i.e. the appropriate budget heading). This section should be read in conjunction with The Charging Policy

#### Insurance

The group leader must ensure that adequate insurance arrangements are in place (consult with the School Business Manager and check Chapter 7 of HASPEV).

#### Visit Follow up/Evaluation

It is an expectation that a planned visit will support learning in the classroom. Follow up activities should be

planned. Visit leaders should have a debrief with the deputy and/or Head of School or EVC to evaluate the impact of the visit and review its future inclusion in the St Philip's programme of visits.

#### Policy Review

This policy is based on current government and Local Authority guidance and statutory regulations. St Philip's CE Primary Academy reserves the right to amend this to reflect any changes in this guidance or legislation as appropriate. The policy will otherwise be reviewed every two years.

#### Appendices:

1. Approval Form (3 weeks prior)
2. Visit Planner (2 weeks prior with all risk assessments completed in red file)
3. Day form (to be signed on the day of the visit)
4. Risk assessment proforma (general)

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## 1. SPECIFIC SCHOOL VISITS AND OFF-SITE APPROVAL FORM

This form must be completed no later than **three weeks prior** to the visit

<b>YEAR GROUP</b>			
<b>VISIT DETAILS</b>	<b>DATE</b>	<b>VENUE</b>	
	<b>ADDRESS</b>	<b>CONTACT</b>	
<b>GROUP LEADER</b>			
<b>ASSISTANT LEADER</b>			
<b>PUPILS</b>	<b>TOTAL</b>	<b>BOYS</b>	<b>GIRLS</b>
<b>RATIO'S</b>			
<b>SEN Provision</b>			
<b>PURPOSE OF TRIP</b>			
<b>TRANSPORT</b>			

<b>COST</b> ( overall/ per child)	
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NATURE OF ACTIVITIES		LED BY	
STAFF FROM YOUR YEAR GROUP		MAIN DUTIES	
STAFF FROM OTHER YEAR GROUPS		MAIN DUTIES	
VOLUNTEERS		MAIN DUTIES	

*I confirm that the visit will be arranged in accordance with the Bradford Guidance for off-site visits.*

**Signed Visit Leader:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Head Teacher/EVC :** \_\_\_\_\_ **Date** \_\_\_\_\_

**Visit approval:**    Yes/ No

## 2. VISIT LEADER PLANNER

(To be **completed 2 weeks prior** to trip and placed in RED file with a front cover)

ACTION	NOTES	CHECKED BY EVC	DATE
INITIAL VISIT APPROVAL (Governors)			
VENUE COST TO SBM TRANSPORT COST TO SBM DRIVER/STAFF COST TO SBM	Print out e-mail/ correspondence to include in red file		
EXPLORATORY VISIT	When did you last visit?		
SPECIFIC VISIT SHEET COMPLETED / EVC~Head approval	Was it approved?		
RISK ASSESSMENTs	List which will be included- travel and venue		
LETTER TO PARENTS TO GIVE INFORMATION AND ASK FOR CONSENT	Print off and include		
INFORM CANTEEN	Are lunches needed? How many?		
STAFF BRIEFING (INC SITE MANAGER)	When will you do this?		
PUPIL BRIEFING	When will you do this?		
PUPIL REGISTERS	Print off register and also group lists		
MEDICAL/SEN REQUIREMENTS	Who/ what? Copy in inclusion file		
ITINERARY	Print off itinerary		
TRAVEL ARRANGEMENTS DRIVER ARRANGEMENTS			
INSURANCE	This is Zurich		
FIRST AIDER	Who will this be?		
EMAIL OFFICE IF REMINDER TEXT REQ'D			

### **3. VISIT DAY CHECKLIST**

*(This should be done on the day of the trip and signed before you leave)*

<b>ACTION</b>	<b>CHECKED BY VISIT LEADER</b>
<b>DIRECTIONS TO VENUE</b>	
<b>MINIBUS CHECKS</b>	
<b>PACKED LUNCHES</b>	
<b>FIRST AID KITS/FIRST AIDERS</b>	
<b>SICK BUCKETS/ WIPES</b>	
<b>SPARE CLOTHES</b>	
<b>EMERGENCY CARD</b>	
<b>PHONE NUMBERS EXCHANGED</b>	
<b>GROUP LISTS</b>	
<b>PAYMENT FOR VENUE</b>	
<b>PARKING MONEY</b>	
<b>MEDICAL NEEDS – INHALERS ETC.</b>	
<b>PUPIL/STAFF DETAILS LEFT WITH OFFICE</b>	

Visit Leader: \_\_\_\_\_ Date \_\_\_\_\_

Head Teacher/EVC: \_\_\_\_\_ Date \_\_\_\_\_

**RISK ASSESSMENT for Venue/destination**  
**(Copy to be carried by all staff)**

<b>YEAR GROUP</b>		
<b>DATE</b>		
<b>VENUE</b>		
<b>ACTIVITIES</b>		
<b>OTHER RISK ASSESSMENTS INCLUDED (tick)</b>	Venue produced risk assessment	
	Public bus	
	Train	
	Walking	
	Coach	
	Minibus	

Please use Risk Assessment Guidelines when completing this form.

<b>HAZARD</b>	<b>CONTROL</b>

Visit Leader: \_\_\_\_\_ Date \_\_\_\_\_

Head Teacher/EVC: \_\_\_\_\_ Date \_\_\_\_\_