**Cloonfour N.S.**

**Rooskey**

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**Anti-Bullying Policy**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Cloonfour N.S. school has adopted the following anti-bullying policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

**(a) A positive school culture and climate which**

* is welcoming of difference and diversity and is based on inclusivity;
* encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
* promotes respectful relationships across the school community;

**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) Implementation of education and prevention strategies (including awareness raising measures) that**-

* build empathy, respect and resilience in pupils; and
* explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
* effective supervision and monitoring of pupils;

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

**Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.**

The following types of bullying behaviour are included in the definition of bullying:

* deliberate exclusion, malicious gossip and other forms of relational bullying,
* cyber-bullying and
* identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a **social network site or other public forum** where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

**The list of examples below is non exhaustive**

**Examples of bullying behaviours**

|  |  |
| --- | --- |
| **General behaviours which apply to all types of bullying** | * Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. * Physical aggression * Damage to property * Name calling * Slagging * The production, display or circulation of written words, pictures or other materials aimed at intimidating another person * Offensive graffiti * Extortion * Intimidation * Insulting or offensive gestures * The “look” * Invasion of personal space * A combination of any of the types listed. |
| **Cyber** | * **Denigration**: Spreading rumors, lies or gossip to hurt a person’s reputation * **Harassment**: Continually sending vicious, mean or disturbing messages to an individual * **Impersonation**: Posting offensive or aggressive messages under another person’s name * **Flaming**: Using inflammatory or vulgar words to provoke an online fight * **Trickery**: Fooling someone into sharing personal information which you then post online * **Outing**: Posting or sharing confidential or compromising information or images * **Exclusion**: Purposefully excluding someone from an online group * **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety * Silent telephone/mobile phone call * Abusive telephone/mobile phone calls * Abusive text messages * Abusive email * Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles * Abusive website comments/Blogs/Pictures * Abusive posts on any form of communication technology |
| **Identity Based Behaviours**  **Including any of the nine discriminatory grounds mentioned in Equality Legislation**  (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
| **Homophobic and Transgender** | * Spreading rumours about a person’s sexual orientation * Taunting a person of a different sexual orientation * Name calling e.g. Gay, queer, lesbian...used in a derogatory manner * Physical intimidation or attacks * Threats |
| **Race, nationality, ethnic background and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background * Exclusion on the basis of any of the above |
| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:   * Malicious gossip * Isolation & exclusion * Ignoring * Excluding from the group * Taking someone’s friends away * “Bitching” * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * The “look” * Use or terminology such as ‘nerd’ in a derogatory way |
| **Sexual** | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| **Special Educational Needs,**  **Disability** | * Name calling * Taunting others because of their disability or learning needs * Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying * Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. * Mimicking a person’s disability * Setting others up for ridicule |

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

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| --- | --- | --- |
| The Relevant Teachers in this school are: (To be determined by school management) e.g.   |  | | --- | | Primary School | | The class teachers |   **Any teacher may act as a relevant teacher if circumstances warrant it.** |

5. The education and prevention strategies (including strategies specifically aimed at cyber-

bullying, homophobic and transphobic bullying) that will be used by the school are as follows

**Education and prevention strategies**

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| Role of the Staff:   * All teachers exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour rather than control. Positive behaviour is always recognized, affirmed and sought.Friendship, respect and tolerance are promoted. * The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used throughout the school to support the anti bullying policy. * Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others. * All staff such as secretaries, visiting teachers, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to any of the teachers. * Teachers respond sensitively to pupils who disclose incidentsof bullying.The school's anti-bullying policy is discussed regularly with the pupils. . * All sections of the playground are supervised at break times. * Once a year the staff will conduct an ‘anonymous survey’ on bullying within the school. (appendix A)   Advice for pupils:   * Know that you do not deserve to be bullied and that it is wrong * Be proud of who you are. It is good to be an individual. * Be assertive – say no. Walk away confidently. Go straight to the teacher. * Fighting back makes things worse, instead talk to your teacher or your parents. * It is best to tell an adult you trust straight away. * If you know someone is being bullied, take action. Watching and doing nothing looks as if you are on the side of the person who engaged in bullying behaviour. It makes the victim feel more unhappy and on their own. * If you feel that you can’t get involved, tell an adult immediately. Teachers have ways of dealing with a person who engaged in bullying behaviour without getting you into trouble. * Do not be or pretend to be friends with a person who engaged in bullying behaviour   Advice for parents:   * Look for unusual behaviour in your children e.g. they may suddenly not wish to attend school, feel ill regularly or not complete work to their normal standard. * Always take an active role in your child’s education by enquiring how they are getting on. * If you have any concerns or feel that your child may be a person who has/is being bullied, inform the school immediately. * It is important to advise your child not to fight back. It can make matters worse. * Tell your child there is nothing wrong with him /her. It is not their fault that they are being bullied. * Make sure that your child is aware of the school policy concerning bullying and that they will not be afraid to ask for help.     **Links to other policies**   * Code of Behaviour, Child Protection , Acceptable Use, Attendance, mobile phone and electronic games policies. |

6. The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows

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| **6.8.9. Procedures for Investigating and Dealing with Bullying**  **The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);**  **The school’s procedures must be consistent with the following approach.**  Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.  **Reporting bullying behaviour**   * Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. * All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher. * Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;   **Investigating and dealing with incidents: Style of approach**   * In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved; * Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible; * Teachers will take a calm, unemotional problem-solving approach. * Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved; * All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way; * When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner; * If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements; * Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;   It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)   * In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils; * Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied; * It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;   **Follow up and recording**   * In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:   - Whether the bullying behaviour has ceased;  - Whether any issues between the parties have been resolved as far as is practicable;  -Whether the relationships between the parties have been restored as far as is practicable;  -Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal   * Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. * Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school’s complaints procedures. * In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.   **Recording of bullying behaviour**  It is imperative that all recording of bullying incidents must be done in an objective and factual manner.  The school’s procedures for noting and reporting bullying behaviour are as follows:  **Informal- pre-determination that bullying has occurred**   * All staff must keep a written record (Appendix B) of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. reporting book. All incidents must be reported to the relevant teacher. * While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. * The relevant teacher must inform the principal of all incidents being investigated.   **Formal Stage 1-determination that bullying has occurred**   * If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. * The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher – these records will be placed on the child’s file within the schools filing cabinet.   **Formal Stage 2-Appendix 3 (From DES Procedures)**  The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:   * in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.   When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy. These will be kept on the child’s file and will be kept until the child reaches the age of 18.  **Established intervention strategies**   * Teacher interviews with all pupils * Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process * Working with parent(s)/guardian(s)s to support school interventions * No Blame Approach * Circle Time * SPHE * HSE support * NEPS support |

7. The school’s programme of support for working with pupils affected by bullying is as follows :

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| --- |
| * All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.     - Buddy / Peer mentoring system  - SPHE programme   * Community Guard * HSE support * NEPS support * NPC * If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. * Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. |

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and

Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

**9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management) (Principal)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pupil Survey**

This is an anonymous survey you **do not** have to write your name

1. Do you know what bullying is? Please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you think bullying happens in our school?

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1. Would you know what to do if you saw bullying? Please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you know someone who is a victim of bullying behaviours? Do you know someone who is engaging in bullying behaviour? Please give both their name(s)

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Teacher record of bullying behaviour

1. **Pupil details:**

|  |  |
| --- | --- |
| Name of pupil being bullied |  |
| Class level |  |

|  |  |  |
| --- | --- | --- |
| Name(s) of pupils engaged in bullying behaviour |  |  |
| Class levels |  |  |

|  |  |  |
| --- | --- | --- |
| Name(s) of pupil reporting bullying behaviour |  |  |
| Class level |  |  |

|  |  |
| --- | --- |
| Pupil being bullied |  |
| Another pupil |  |
| Parent of pupil being bullied |  |
| Teacher |  |
| Other |  |

1. **Source of bullying:**

|  |  |
| --- | --- |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| Sports Hall |  |
| Transport |  |
| Yard |  |
| Other |  |

1. **Location:**
2. **Type of Bullying Behaviour:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Damage to property |  | Name Calling |  | Other (specify) |  |
| Physical aggression |  | Intimidation |  |  |  |
| Isolation / exclusion |  | Malicious Gossip |  |  |  |
| Cyber bullying |  | Identity based |  |  |  |

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If the bullying behaviour is reported to be identity based please indicate the relevant category:**

|  |  |
| --- | --- |
| Homophobic |  |
| Disability / SEN related |  |
| Racist |  |
| Membership of Traveller Community |  |
| Other (specify) |  |

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Brief description of bullying behaviour and its impact:**

|  |
| --- |
|  |

1. **Details of actions taken:**

|  |
| --- |
|  |

1. **Reported to:**

|  |  |
| --- | --- |
| Name |  |
| Relevant Teacher |  |
| Date |  |
| Date submitted to Principal |  |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_