
SOUTH CAVE CE PRIMARY SCHOOL CODE OF CONDUCT POLICY



THE SCHOOL

The behaviour of children in a school is influenced by almost every aspect in which it is run and how it relates to the community it serves. It is the combination of all these factors which give a school its character and identity.

Our school's central purpose is that our children should be happy and learn. We believe that good behaviour makes effective teaching and learning possible. It is important to secure the orderly atmosphere necessary in school for effective teaching and learning to take place.

The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values. This positive atmosphere at South Cave School is further enhanced by the establishment of a healthy balance between rewards and sanctions.

We believe that we teach values as well as knowledge and skills. Some of this teaching is done in lessons. Most, however is achieved by the way in which adults and children behave to each other, including how rules are applied.

The school recognises the importance of personal and social education as a means of promoting the values of mutual respect, self discipline and social responsibility which underlie good behaviour. SEAL (Social and Emotional Aspects of Learning) curriculum is integrated in Circle time, plus all other lessons and areas of school life as and when it is appropriate to enhance individuals' self esteem and understanding of others.

The school accepts that there is strong evidence to show that children tend to behave more responsibly if they are given responsibilities. We will endeavour to create opportunities for children of all ages at our school to take on appropriate responsibilities.

The school will continue to monitor attendance ensuring with the support of parents high attendance and punctuality are maintained.

We will ensure that there are adequate funds to allow for appropriate lunchtime supervision and that training in the management of children will be given to our Midday Supervisors.

OUR CHILDREN

We understand that children have a need to discover where the boundaries of acceptable behaviour lie. It is natural for them to test these boundaries. Children will be left in no doubt as to what is and what is not acceptable behaviour.

We will try to encourage the active participation of our children in shaping and reviewing the School's Code of Conduct policy, in order to foster a sense of collective commitment to it.

It is important that the models of behaviour provided by the older children to the younger ones are appropriate, as they can be a powerful influence. We will encourage the older children to take up the responsibility of setting a good example for the rest of the school.

THE STAFF

In order to learn well, children need a calm and purposeful classroom atmosphere. We need to maintain positive relationships with our children based on mutual respect.

We are aware that many children who behave badly in schools are those whose self esteem is threatened by failure. They see academic work as competitive and the competition unwinnable.

They soon realise that the best way to avoid losing in such a competition is not to enter it. We will always try to recognise non-academic achievement as well as academic achievement in order to improve all our children's motivation. A wide range of extra-curricular activities are offered to our children to provide further opportunities to experience success.

- ❑ We will therefore aim to provide a range of rewards for achievement which is accessible to children of all abilities.
- ❑ We believe that using the curriculum to emphasise the importance of tolerance and respect for other cultures is part of our role as teachers.
- ❑ Children at South Cave School will learn from experience to expect fair and consistently applied sanctions for bad behaviour which makes the distinction between serious and minor offences apparent.
- ❑ We will try to avoid the punishment of whole groups.
- ❑ We will try to avoid sanctions which humiliate children, as they are found to be counter-productive in many cases.
- ❑ We will consider opportunities where older children could have access to the school building outside lesson times in order that they might develop greater responsibility.
- ❑ We will ensure that all adults who work with the children, including supply teachers, are aware of our Code of Conduct Policy.

PARENTS

We believe it is vital to establish an effective working partnership between parents and school. Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes. They continue to have a powerful influence over them throughout their school years.

The most effective schools tend to be those with the best relationships with parents. We will do our utmost to ensure that we keep parents well informed; that our school provides a welcoming atmosphere which encourages parents to become involved.

We will provide an effective induction for parents of new pupils, during which our school's Code of Conduct Policy is clearly communicated to parents.

We will ensure that parents receive positive and constructive comments on their children's work and behaviour as a matter of course.

We will ensure good communication between the home and school, principally through our termly parent interviews as well as informal daily contacts.

The school promotes the ideals of good attendance and punctuality which we hope is supported by all parents.

The school will involve parents at an early stage with disciplinary problems, rather than as a last resort.

We give a high priority to promoting active involvement of parents in as many aspects of school life as possible. We will encourage parent involvement in the classroom and in home learning schemes.

Research has shown that children spend 1200 hours at school each year, it also shows that children on average spend 1000 hours watching television. We will work with parents to make active use of television as an educational resource, reinforcing the positive messages presented by programmes and encouraging our children to become more discriminating and critical viewers.

The school has an agreed Home-School Contract which promotes positive partnership between parents and the school.

GOVERNORS

The school's Governors have played an active role in the production of this Code of Conduct Policy. They will continue to monitor and review this policy.

Governors will receive regular reports on attendance with a view to encouraging and supporting action by the school.

The Governors will make themselves available to listen to comments and concerns of parents and staff.

The Governors will try to ensure community access to the school's facilities as a means of fostering good relations with parents and the wider community.

PREMISES

We will ensure that all our practices in school show we all care for the buildings and equipment.

We recognise the importance of displaying children's work in creating an attractive environment, increasing children's self-esteem and fostering a sense of ownership of the school premises.

The school's Code of Conduct Policy will make it clear that intentional damage to premises and equipment, including graffiti, is considered a serious offence against the community.

POLICE

We will work co-operatively with the police, especially the Schools Liaison Officer and our local Community Policeman. Both of whom contribute actively in school lessons and assemblies, to the school's personal and social educational programmes. This is one of the ways that the Police can play a positive role in promoting the principles of social responsibility and good citizenship among our pupils.

BULLYING – TEACHERS GUIDANCE

Ours is a happy school but it would be short sighted to say that there is no bullying in the school. Our goal therefore is to eradicate bullying and to promote an environment in which it cannot thrive.

Our interpretation of bullying is the behaviour arising from the deliberate intent to cause physical or psychological distress to others or to extort something from them.

- ❑ We hope that all our children trust all of us to help them when they are bullied.
- ❑ We listen to parents and act when they complain of bullying.
- ❑ We apply consistent standards when dealing with all children who bully.
- ❑ We keep parents fully informed if their children are involved in bullying.
- ❑ Probably the only effective way to prevent bullying is to teach our children from as early an age as possible that bullying is totally unacceptable.
- ❑ We will praise bullies when they are being pleasant. If we have reason to believe that they are lacking in self esteem and get little success from educational and other attainments then it will pay to praise them publicly and privately.
- ❑ We have a booklet on bullying available for parents should the occasion arise.

BULLYING - PARENT GUIDANCE

How can parents tell if their child is being bullied?

Bullying is often referred to as '*the silent nightmare*' because many children (*and quite a few adults*) are too ashamed to admit that they are being bullied. On top of this bullying is a secretive activity - bullies do not take the risk of being spotted by anyone capable of stopping them.

There are signs of distress, however that almost shouts of "*I'm being bullied*".

Warning signs:-

- not wanting to go to school
- avoiding particular lessons or days
- taking long or different routes to and from school
- being late for school, hanging back or returning late from school
- avoiding friends and other children
- having 'mystery illnesses' - non-specific pains, tummy upsets, headaches
- having unexplained cuts and bruises
- torn and damaged clothing and belongings
- 'mislaid' books, equipment and belongings
- asking for extra money or sweets without giving clear reasons
- under achievement
- personality changes - irritable, withdrawn, tired, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness, distractibility
- temper outbursts, abusive language, impulsive hitting out
- lack of confidence, making excuses for not going out to play or meeting other children
- nightmares
- bedwetting

What can parents do about bullying?

- ❑ Discuss it with the child - do not ask straight out, "*Is someone bullying you?*"; the shame associated with bullying is to do with the fact that the child cannot 'stick up for themselves'. Instead ask "*Is anyone in your school being nasty to other children?*" Listen carefully to the answers and try and get the name or names of children who bully other children.
- ❑ Sympathize, listen carefully and try to calmly ascertain the facts.
- ❑ Reassure the child that the bullying will stop.
- ❑ Try to help the child to use it as a learning experience and to see it as a problem to be solved.
- ❑ If the bullying has been going on for a long time or is very unpleasant go straight to the school and discuss it with the Head Teacher, Assistant Head Teacher or SENCo/Lead Behaviour Person.
- ❑ If the bullying is happening in school (*and most bullying does happen during school hours*) or on the way to and from school then try and work out a plan with the teacher for dealing with it.
- ❑ Start to keep a record of the incidents of bullying, listing **WHO, WHEN, WHERE** and **HOW**. This is a painful thing to do but it does provide good 'ammunition' if the bullying does not stop.
- ❑ It is better if the children can overcome the problem for themselves - that is without your direct and obvious help. If you do have to provide direct help do it tactfully. So e.g. if you decide to collect your child from school don't linger outside the school gates; try and wait around the corner instead.
- ❑ Don't advocate a '*Hit them back*' policy. This may be alien to your child's temperament and may involve more shame or a great deal of pain if the bully is bigger and stronger.
- ❑ If, on the other hand, your child decides to fight back and subsequently gets into trouble for fighting use the records you have been keeping to support and explain your child's behaviour.
- ❑ If the bullying is violent and occurs outside of school, let the bully's parents know what is happening, preferably through school. If the situation does not improve be prepared to contact a solicitor, and ask for a letter to be sent to the bully's parents, informing them of the legal consequences.

CODE OF CONDUCT FOR OUR CHILDREN

The one rule for all of us in school is **Everyone will act with courtesy and consideration to others at all times.**

The children are reminded that the bible has 10 commandments which are rules for Christians to live by and South Cave Church of England School has 10 golden rules which are the foundations to keep everyone happy and safe in our school. These rules have been written by the children in the school

Our golden rules

- Walk quietly and safely both inside and outside school (Emily Curtis)
- Look after belongings from home and school (Joshua McDonald)
- Be on time and smart every day (Sam Duckworth)
- Show all school values to all members of school (Isabelle Wilson)
- Always be positive, try your hardest with every task given, including homework (Ben Giles)
- Be independent and mature throughout the day at school (Phoebe Taylor)
- Treat people how you would like to be treated (Josie Howley)
- Follow instructions given by all staff and do it first time (Emily Whittaker)
- Play carefully and care about people on the playground (Oliver Sharman)
- Have fun with friends but concentrate when appropriate (Joe Carter)

CLASSROOM EXPECTATIONS

Classrooms and the halls are your places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

Start of Lessons

- Take off and put away any outdoor wear.
- Put bags away (*not on desks*).
- Enter rooms sensibly and go straight to your workplace.
- Take out books, pens and equipment.
- Remain silent during the register (*except when your name is called!*).

During Lessons

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer, do not call out (*unless you are asked for quick ideas*).
- You are expected to work sensibly with your classmates: do not distract or annoy them.

Finally, but most importantly:

Teachers and Midday Supervisors are in the position of parents while you are in school. *This means in particular that:*

- ❑ There is no excuse for rudeness, disrespect or insolence towards teachers and other adults.
- ❑ Any reasonable request from a teacher and Midday Supervisor should be carried out at once and without argument.

Breaking either of these basic rules will be treated as a **VERY** serious matter.

TEACHERS'S GUIDANCE

Rewards and sanctions

Each class has a chart clearly visible within the classroom, with all children's names stuck in the 'expected' section of the chart at the start of the day. (see appendix 1)

It is expected that the children will display positive learning behaviours and carry out their work to the expected standard and will remain in the 'expected' section throughout the school day.

It is expected that the children will display our school values throughout the school day, including breaks, lunchtimes and extra-curricular activities so that they can remain on the 'expected' section of the chart. (see appendix 2)

Rewards:

- If a child displays exceptional learning behaviours or carries out their work to a greater level than expected the teacher will acknowledge this by moving the child's name to the 'wow' section of the chart and they will receive a certificate to take home. They will also have the privilege of sitting on a bench at the next praise assembly.
- All children who are in the 'expected' section of the chart will go out to lunchtime break before those who have moved down the chart.
- A 'class reward' will be given by the teacher to the class for example: extra playtime; free choice activity session, at the teacher's discretion.
- As well as these rewards that link directly to the class chart, children will receive praise and rewards throughout the day (stickers, certificates) and will be given housepoints for good behaviours, effort, achievement in line with the school housepoint system but may be adapted by each teacher (eg calling the housepoint by another term appropriate to the age of the class).

Sanctions:

We operate one system throughout the day for sanctioning wrong choices in behaviour because it is vital that the children realise that our high expectations are consistent across the school day and are consistently carried out by all members of staff, whatever their role in school.

Sanctions for low level misbehaviour:

- If a child displays any form of misbehaviour that the school has agreed to be 'low level' (see appendix 3 for the list of low and high level behaviours) their name is moved down to the 'wobble' section of the chart.
- If a child displays any form of 'low level' misbehaviour outside their classroom (ie maths groups, break, lunch, clubs) the member of staff dealing with the misbehaviour must ensure that the classteacher is immediately made aware so that they can be moved on the class chart. It is vital that the children realise that our high expectations are consistent across the school day (midday supervisors will record the child's name in a notebook and verbally pass on the information to the teacher at the end of the lunchtime break). *If a child is close to being moved to a 'wobble' the adult on duty can suggest a child has some 'time out' to calm down/move away from a situation.* BUT if a child has a misdemeanour they must be given the correct sanction.
- If a child displays further low level misbehaviour their name is moved down to the 'unacceptable' section of the chart and this will be recorded in the class list (with a '/' mark) so that it is clearly identified that the child is regularly moving to this point, if so the

teacher would need to inform parents of this recurring low level misbehaviours. *Class list to be displayed near the behaviour chart in the classroom.*

- If a child is in the 'wobble' or 'unacceptable' section of the chart and clearly makes an effort to rectify their behaviour, the teacher (and classmates) can agree to move the child back up to the previous section.
- If a child is in the 'unacceptable' section of the chart and carries out further low level behaviours they will be given a period of 'time out' out of the classroom.
- If a child is still in the 'unacceptable' section of the chart by 3pm/ at the end of the day and the teacher (and classmates) agree the child should remain in this section, because they have not made an effort to improve their behaviour, they will receive 10 minutes detention at the end of the day. When the rest of the class is dismissed they will remain at their desk and carry out a task decided by the teacher (eg completion of work missed through previous misbehaviour or completing an age appropriate 4W sheet).
- When a detention is received this will be recorded on the class record sheet (with a 'X' mark) and the parent will be informed verbally by 3pm by office staff. If after 3pm, the detention will be carried out the next day and the office staff will notify parents also.

Sanctions for high level misbehaviour:

- If a child displays any form of misbehaviour that the school has agreed to be 'high level' they will be sent immediately to the headteacher with a sanction card (see appendix 5) , indicating what high level misbehaviour they have displayed. The headteacher will briefly discuss this with the child and will advise the child to go to the nominated staff for a 15 minute detention at the end of the day, in the relevant building. If the headteacher is not available they will be sent to one of the assistant heads.
- If a child displays any form of 'high level' misbehaviour outside their classroom (ie maths groups, break, lunch, clubs) the member of staff dealing with the misbehaviour must ensure that a sanction card is issued and the procedures above carried out, they must also inform the classteacher when handing over so that this can be recorded on the class record. It is vital that the children realise that our high expectations are consistent across the school day.
- The classteacher will send the child at 3.30pm to the relevant adult and will provide the child with a task to complete for the 15 minutes. This may be work relating to a lesson, letter of apology or anything that the teacher feels appropriate to the reason the sanction card has been given.
- The office staff will advise the parent collecting the child that they can be collected at 3.45pm from the relevant building and will give the parent a brief explanation of the reason for the detention. The sanction card will be signed by the adult carrying out the detention and given to SENDCo to confirm that the detention has been carried out.
- The sanction card will be kept by the classteacher as a record of what form of high level misbehaviour the child has displayed. These will be passed to the SENDCo at the end of each half term so that school records can be updated.
- When a detention for high level misbehaviour is received their name will be moved to the 'unacceptable' section of the chart and this will be recorded on the class record sheet (with a 'H' mark).

Informing parents when the classteacher is not in class at the end of the day:

- If a child receives a detention during PPA cover the teacher must be informed by the staff member covering.

After a detention:

- If a child receives a detention they will lose a privilege, for example will not be able to represent the school in the next sporting fixture.
- When a child receives 3 detentions (for low or high level behaviours) within a half term the SENDCo is informed immediately by the classteacher and the SENDCo will contact the parent to arrange a meeting with the parent, classteacher and SENDCo, to set up/review an Individual Behaviour Plan (IBP) where relevant targets, sanctions and rewards specific to the child can be agreed.
- A copy of class record sheets will be passed to the SENDCo at the end of each half term so that school records can be updated and individual children/classes monitored.

Behaviour expectations around school and at timetable transition times

Children regularly have to move long distances from one building to another many times within the course of the day, sometimes as part of a whole class being escorted by a member of staff and sometimes in pairs/small groups unsupervised by staff. It is therefore vital that our expectations of behaviour during these times is very high and is made clear to the children:

- At the start of the day, end of break, start of lunch sitting the children are expected to line up in their class lines on the playground, quietly and one behind the other. The staff member will not take them back to the classroom/to the hall for lunch until they are satisfied that the class is lining up appropriately. If this takes longer than expected, before the start of a lesson, the class will give up their own time to pay back for the learning time missed.
- Children are expected to always walk on the left of a corridor, pavement or steps and if moving as a class or large group will be expected to remain in single file and not overtake anyone in front of them. Any child found doing so will be asked to go to the back of the line.
- The children are expected to walk quietly around the outside of school, down corridors and through the hall. Any child/children/classes seen not doing this will be asked by the member of staff witnessing this to go back and walk quietly from the point they started running/talking loudly.
- When going to Collective Worship each day, the children are expected to line up at their classroom door in silence and walk from their classroom into assembly in silence. If the teacher is not satisfied then they may take them back to the classroom to try again. If this means that they then arrive late for collective worship they will remain at the end of worship for an extra 5 minutes.
- When they arrive at the hall for Collective Worship they will remain standing and join in with the hymn at the start of the Collective Worship and will sit down in silence when asked to do so by the member of staff leading collective worship. All staff on the worship duty rota will be expected to also remain standing and have a clear presence to all children in the hall until the member of staff leading worship asks the children to sit down. Staff on worship duty will remain vigilant with their expectations of behaviour throughout the collective worship and if they are not satisfied with a child's behaviour will ensure that their teacher is informed and they are moved on the class chart.

A BOOKLET FOR ALL STAFF

INSIDE INFORMATION - THE WAY TO GOOD ORDER

THIS OUTLINE OF GOOD PRACTICE AND THE WAYS TO GOOD ORDER IS FOR YOU, PLEASE USE IT.

Acceptable standards of behaviour, work and respect depend on the example of us all. All have positive contributions to make.

Good Order has to be worked for: it does not simply happen. **Set** high standards. **Apply** rules firmly, fairly and consistently.

Most important of all: **Expect** to give and to receive respect.

Everyone at school is here for a purpose. **Respect** every person **Treat** everyone as an individual.

Relationships are vital: relationships between everyone and at every level. **Take the initiative:** greet and be greeted, speak and be spoken to, smile and relate, communicate.

'**Problems**' are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but **by the way we deal with them.**

Don't react: address the problem: avoid confrontation, listen, establish the facts, judge only when certain, use punishments sparingly.

Removal of privilege is the most effective strategy.

OUT AND ABOUT THE SCHOOL

All informal contact contributes to standards of behaviour. **Control** that **behaviour** by taking the initiative at every opportunity.

Expect to:

- start the dialogue
- greet pupils
- deal with all misbehaviour - to ignore it is to condone it!
- set high standards of speech, manner and dress
- enjoy relating to pupils.

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment. **Well prepared**, stimulating lessons generate good behaviour and earn respect.

Expect to:

- arrive before the class and begin on time**
- be prepared for the lesson**
- keep everyone occupied and interested**
- extend and motivate all pupils**
- mark all work promptly and constructively**
- encourage creative dialogue - confidence in discussion is important**
- keep an attractive, clean and tidy room**
- maintain interesting wall displays**
- use first names.**

DO ALL YOU CAN TO AVOID

- humiliating**
it breeds resentment
- shouting**
it diminishes you
- over-reacting**
the problems will grow
- blanket punishments**
the innocent will resent them
- over-punishment**
keep your powder dry, never punish which you can't prove
- sarcasm**
it damages you!

Please never leave pupils outside rooms. The '*problem*' needs a solution not complicating. **Seek help** if you need it. **And do all you can to:**

- use humour**
it builds bridges
- keep calm**
it reduces tensions
- listen**
it earns respect
- be positive and build relationships**
- know your pupils as individuals**
- carry out any threats you have to make**
- be consistent.**

Always apply school rules positively

MAINTAINING DISCIPLINE

Insist on acceptable standards of behaviour, work and respect. **Expect to:**

- ❑ apply school rules uniformly
- ❑ work to agreed procedures
- ❑ insist on conformity and school uniform
- ❑ be noticed and discussed, in school and at home
- ❑ follow up problems to their conclusion.

The majority conform and are co-operative. Deal immediately with the few who present problems.

Establish your authority firmly and calmly.
Separate the problem from the person.

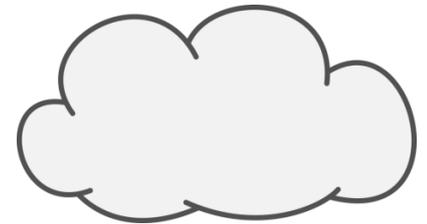
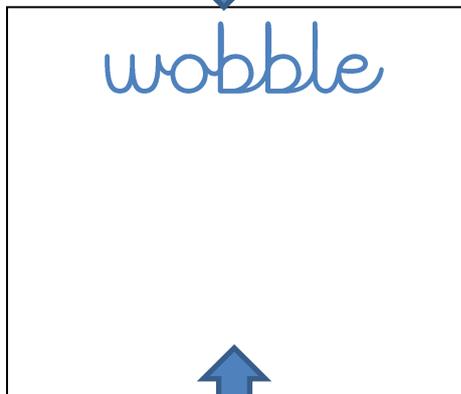
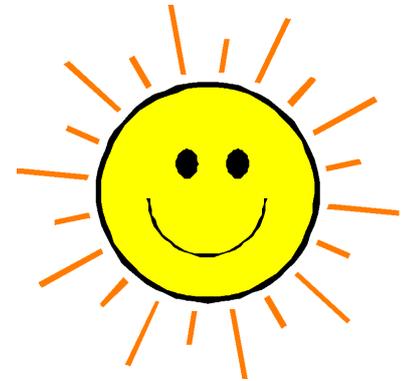
Only if you cannot resolve a problem, refer it on to the **Lead Behaviour Professional**. Make sure it is pursued to a satisfactory conclusion.

RESPECTING THE ENVIRONMENT

Our reputation for cleanliness, attractive rooms and well kept grounds is essential for our success. Maintain high quality in our surroundings, in general spaces and in the classrooms. The visual impact always should be attractive and stimulating. Litter, damage and graffiti have no place here. Accept only the highest standards of cleanliness.

Encourage pride in the school:

- insist on a clean room
- teach in tidiness, encourage tidiness
- deal firmly with offenders
- keep displays fresh and attractive
- keep your desk, shelves and cupboards tidy
- insist on litter-free buildings and site
- deal with offenders: to ignore is to condone!
- report damage immediately, tell the caretaker or the Headteacher.



OUR SCHOOL VALUES

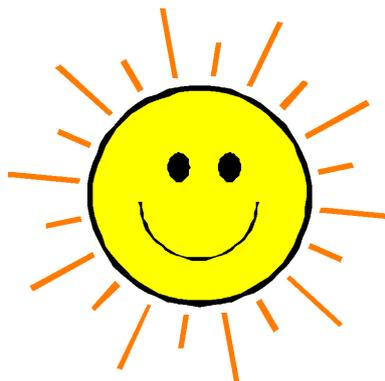
T R U **S** T

T **H** A N K F U L N E S S

C O M P A S S **I** O N

E **N** D U R A N C E

R E S P **E** C T



Levels of misbehaviour

Staff have agreed what is meant by 'low' and 'high' level misbehaviour so that the relevant sanction can be issued.

Below is a list of '**low level misbehaviours**' that may lead to a child moving on the class chart* (although this is not an exhaustive list):

- Talking and chatting in class
- Disturbing other children
- Calling out
- Not getting on with work
- Fidgeting and fiddling with equipment
- Purposely making noises
- Swinging on chair
- Late into lesson
- Dropping litter
- Not tidying up their own workspace
- Not keeping on task
- Leaving seat without permission
- Unkind remarks
- Poor effort
- Continuously unprepared for a lesson
- Leaving the room without permission

Below is a list of '**high level misbehaviours**' that would lead a child to receive a sanction card

- Answering back or questioning instructions
- Disregarding supervisors
- Threatening/aggressive behaviour
- Damage to school property
- Verbally/physically violent outbursts
- Fighting
- Bad language (including homophobic, racist comments)
- Stealing

*Children with identified SEBD/SEN needs where these behaviours are known to be common may be dealt with in a different way and these adjustments will be recorded in their IBP.

The 4W Thinking Sheet

1. What happened?

2. Which school value did you not follow? (explain how)

3. What was the consequence/effect of your action on others?

4. What could you do to make things better in the future?

Date _____

Child's name _____

Issued by _____

EYFS/KS1 Thinking Sheet

Appendix 4a

What happenend?

What could you do to make things better?

Date _____

Child's name _____

Issued by _____

Appendix 5

Sanction card for high level misbehaviour

Name of child _____ class _____ Date/time

Classteacher _____

Staff member issuing sanction if not the classteacher _____

role of staff member issuing sanction (supply / TA / MDS / admin / sports coach / other.....)

reason for sanction:

(tick appropriate misbehaviour)

- Answering back or questioning instructions
- Disregarding supervisors
- Threatening/aggressive behaviour
- Damage to school property
- Verbally/physically violent outbursts
- Fighting
- Bad language (including racist, homophobic comments)
- Stealing

Further details that are useful for the Headteacher/assistant headteacher to know :

During the 15 minute detention the child will carry out the following task:

| Record of sanction | Signed/date/time |
|---|------------------|
| Child has had an initial and immediate discussion with the headteacher/assistant head | |
| Child has carried out a 15 minute detention with the headteacher / assistant head | |
| Class teacher has informed the parent about the detention | |