

Elmfield Rudolf Steiner School

# Educational Visits Policy

Issued by	School Lead
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Approved by Council	
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## Policy statement

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They provide an opportunity to extend the learning of 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. Elmfield encourages all forms of educational visits, which fall into three broad categories:

- Curricular – to support the delivery of the curriculum
- Supra-curricular – to enrich the academic curriculum beyond the minimum requirements
- Co-curricular – activities that fall outside the boundaries of the normal school curriculum such as sports fixtures, expeditions and cultural visits

This policy covers any journey or activity organised by, or for, the School for a group of its pupils that takes place away from the premises. In planning and conducting such journeys and activities, the most important considerations are the safety of the pupils and the promotion of their welfare.

## Persons with management responsibility named in this Policy

The School Lead, Mr Paul Merrell

The Education Manager, Mrs Elaine Sheppard

The Educational Visits Coordinator (EVC) – Mrs Cate Young

The Designated Safeguarding Lead (DSL), Mrs Elaine Sheppard (Education Manager)  
(or in her absence, the Deputy Designated Safeguarding Leads, Mr Paul Merrell or Mrs Margaret Davison)

## Aims and objectives

The aims and objectives of this policy are to:

- Ensure the safety and welfare of every pupil participating in an off-site visit or activity organised by the School.
- Detail the procedures that must be followed in the planning and conduct of any off-site visit to comply with both statutory regulations and the requirements of the School.
- Provide additional guidance to staff, parents and pupils for any off-site visit organised by Elmfield.

## References

- ISI Handbook for the Inspection of Schools: the Regulatory Requirements
- Handbook for Group Leaders (HASPEV Supplement part 3) (DfES 1998)
- Education (Independent Schools Standards) (England) Regulations 2014
- DfE Guidance: Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies 2011

The Health and Safety at Work etc. Act 1974 requires employers to be responsible for the health, safety and welfare at work of their employees. This duty extends to all involved in Educational Visits (to include but not restricted to teachers, volunteers, helpers and pupils). Employers carry out their legal responsibility, amongst other activities, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires them to:

- Assess the risks of activities and record any significant risks
- Introduce measures to control those risks
- Tell their employees about these measures

Employers retain their legal responsibilities under the Health and Safety legislation, but they can delegate the statutory tasks to their employees. Decisions about Educational Visits are usually delegated to the School Lead, from whom permission must be obtained before an Educational Visit takes place. The School Lead may then in turn delegate duties to others such as the EVC and/or the Trip Leader. These duties apply at all times to all Educational Visits in the UK. Educational Visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

Under the Health and Safety legislation, Employees must:

- Take reasonable care of their own and others' health and safety
- Co-operate with their employers over safety matters
- Carry out activities in accordance with training and instructions
- Inform the employer of any serious risks

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where employees specialise in a particular activity or lead more Adventurous Activities there may be a higher duty of care.

The Governing Body will satisfy themselves that risk assessments have been carried out, that appropriate safety measures are in place and that training needs have been addressed. The Governing Body will also:

- Ensure that visits have a clear purpose and objective
- Ensure that the School Lead / EVC / Trip Leader shows how their plans comply with regulations and guidelines, including the School's Health and Safety Policy and the Trip Leader reports back after the visit
- Ensure that they are informed about and assess less routine visits well in advance, and in particular, those visits which involve an overnight stay or travel outside of the UK and hazardous or adventure activities

## **Roles and responsibilities**

### **The role of the School Lead is to:**

- Be satisfied that there is a declared and valid reason for the event. This is delegated to the Education Manager, who approves calendar entries, and the EVC who approves visits on Evolve1  
Permission is granted once all of these have agreed, or consulted with the School Lead if in any doubt. Adventurous activities and foreign trips need permission from the School Lead
- Approve or reject the initial application for any high risk and foreign residential visit.
- Be satisfied that visits comply with the regulations and guidelines as promulgated in this policy, the ISI handbook for the Inspection of Schools, DfE Guidance 2011 Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies and other supplementary guidance
- Ensure that the EVC is competent to oversee the coordination of all off-site educational Visits

**The role of the Education Manager is to:**

- Oversee and manage the impact of pupils and staff out of lessons
- Maintain an overview of the timing of all educational visits and how they integrate with other whole school events
- Check that the proposed dates for the visit or activity are suitable by reference to the School's calendar of events
- Focus on staffing and ratios when approving trips and to discuss in regular meetings with the EVC any concerns arising from trips or planned trips
- Double check all foreign trip paperwork

**The role of the EVC is to:**

- Give advice for, and approve, each step of the planning stages for any trip for which the initial approval has been given
- Ensure that all educational visits are planned meticulously using standardised forms which are uploaded onto Evolve
- Ensure that all members of staff involved in the planning and execution of a visit are aware of the guidelines available
- Ensure that the Trip Leader is competent and possesses the appropriate experience and training to undertake the activity
- Ensure that appropriate vetting of all staff and any volunteers accompanying the party has been checked for foreign and activity trips
- Ensure that visits have appropriate staff support ratios and cover for health and safety, first aid, medication and behaviour management
- Work with the Trip Leader to provide full and timely details of the visit to parents and obtain their consent or refusal.
- Organise the emergency arrangements and ensure there is an emergency contact for each visit
- Ensure that visit evaluation is used to inform future visits and staff training needs.
- Flag up any concerns with the Education Manager or School Lead

### The role of the Trip Leader is to:

- Have full responsibility for the planning and safe conduct of the activity, in accordance with this policy and its supplementary guidance, and for ensuring all participants are aware of their roles. Leaders accompanying pupils are 'in loco parentis' and are responsible for their safety and well-being at all times. The Trip Leader's duty is to exercise the same level of care as a parent. Other supervising adults will also have a duty of care, but the Trip Leader retains overall responsibility. It is the duty of care of the Group Leader to ensure, wherever possible, that the competence of each member of staff is appropriate to her/his role.

**For visits in the local area, Trip Leaders can make use of the Local Visit Module in Evolve and follow the guidelines in the Extended Learning Area Visits appendix below.**

Other than Local visits, Trip Leaders should:

- Submit detailed plans to the EVC via Evolve, which identify the clear purpose and objectives of the visit –
- Ensure that any travel companies, companies organising activities, or venues are reliable, reputable and have no history of any safety concerns
- Check when planning an activity involving climbing, trekking, skiing or water sports that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England Scotland and Wales)
- Check when planning an activity with an external provider that the provider holds the LOTC Quality Mark, and if not, confirms with the provider the details specified in the External Provider Statement
- Carry out, and provide a written record of, a comprehensive risk assessment
- Check with the Operations Manager about the School Insurance Policy
- Arrange briefing meetings with parents, as appropriate, for high risk, residential and foreign visits
- Whilst it is not essential for each group to be accompanied by a qualified First Aider, it is an aspect that should be considered at the planning stage of each event
- Obtain Medical Needs from the appropriate folders on the School Network, and for any residential trips also meet with the Medical Centre to discuss the pupils on the trip in order to ensure that any specific medical and health issues of pupils or accompanying staff are considered within the planning stages and their needs are catered for
- Complete the visit documentation and obtain the appropriate approvals from the School Lead and EVC for any visit off-site, whatever the duration
- Plan the itinerary in sufficient detail to identify every period of the visit including meal, rest and recreational times

- Have or obtain prior knowledge of the venue
- Assess, wherever practicable, the suitability and safety of any accommodation to be used. In addition, the window and room locking policy should be established and communicated to parents
- Inform parents of the detail of the visit, including its nature, purpose and related activities, and obtain their permission/consent for their children to take part
- Ensure that parents are fully informed of the schedule for the collection of payments before any bookings are made
- Allocate supervisory responsibility, to each adult accompanying the visit, for named pupils and ensure that the adults understand that they are responsible directly to the Group Leader
- Ensure that all the pupils in the party and the accompanying adults are fully aware of the risk assessments, emergency plans and the expected standards of behaviour  
Ensure that staff have completed Cover Request Forms and given these in advance to the Cover Coordinator
- When on the visit, continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members, and the suitability of the prevailing conditions
- Ensure that on return from a visit, all pupils are delivered, where appropriate, into the care of a person with parental responsibility or their representative
- Conduct a review of the trip on return, evaluating its success and proposed changes for repeat trips in the future. This report should be lodged with the EVC on Evolve
- Report any accidents or near misses in the usual way by completing the appropriate form in the General Office. They should also keep the EVC up to date

### **The Role of the Parents and Guardians is to:**

- Carefully read all information regarding the proposed visit before giving written consent
- Provide up to date medical and emergency contact details, informing the school in writing before the visit commences
- Support the school in upholding the Code of Conduct for educational visits
- Make all payments by the deadlines given, taking note where payments are non-refundable
- Inform the School immediately if their child has to withdraw from the visit for any reason, honouring any outstanding commitments to further payments
- Arrange, where appropriate, for the prompt collection of their children on her return from the trip

## Procedures

The detailed procedures which must be applied to the planning and execution of every educational visit led by Elmfield staff are provided as a document accessed by staff via Evolve (Educational Visits Guidelines)

## Health and Safety

The safety and welfare of every girl and accompanying adult is the overriding priority at every stage in the planning and conduct of an educational visit. This is embedded in the detailed guidance given in the Educational Visits Guidelines available to staff on Evolve.

## Risk Management

An essential element of visits and outdoor education activities is that they should exercise a pupil's sense of adventure but this must not be achieved by putting pupils at unacceptable physical or psychological risk. Visits and outdoor education activities cannot be entirely risk free but risks must be reduced to the lowest level as far as is reasonably practicable. This is achievable provided that the Group Leader carefully assesses the risks for:

1. The type of activity and, if an outdoor activity, the level at which it is being undertaken.
2. The location and accommodation including occasions when pupils are staying in private households on exchange schemes or on tours. There must be satisfactory arrangements in place for these pupils to communicate with an adult member of the School staff at any time of the day or night.
3. The competence, experience and qualifications of the Group Leader and supervisory staff.
4. The group members' age, competence, fitness and temperament.
5. The ratio of competent, experienced and qualified staff to students.
6. The supervisory arrangements, both for night and day and for structured and unstructured activities.
7. The quality and suitability of the available equipment (clothing, activity equipment and rescue/emergency equipment)
8. Seasonal conditions, weather and timing.
9. Travel arrangements
10. Emergencies – action in event of a serious incident and procedures for contacting sources of assistance.



Most accidents result from a combination of these factors having been assessed inadequately or overlooked altogether.

## Risk Assessment

Comprehensive risk assessments must be conducted for every element of the visit and reviewed regularly throughout the trip or whenever the prevailing conditions or circumstances change unexpectedly. While no risk will ever be eliminated completely, appropriate measures must be put in place to mitigate every risk as far as is reasonably practicable. It is essential that every member of the party, whether adult or pupil, is familiar with and understands the content of every risk assessment.

Risk assessment can be seen as a five-step process that enables members of staff to:

- Identify hazards and dangers
- Decide who might be harmed and how
- Evaluate the risks and decide whether existing precautions are sufficient or whether more should be done
- Record their findings
- Review their assessments and, where necessary, revise them

At Elmfield, risk assessments fall into three categories:

- Generic – permanent risk assessments, which exist within the School for a particular activity, e.g. Use of a Minibus.
- Visit or site-specific – a risk assessment for any off-site visit. For a new venue/destination, this will have to be generated from scratch but, if this visit has taken place before, a previous risk assessment will exist and can be reviewed and amended as appropriate. A detailed Risk Assessment Pro Forma provides guidance on key risks and management opportunities. Staff should consider safeguarding of children and contact the DSL or other member of SLT if there are any concerns relating to Child Protection on a trip. Full details of this are found in the Safeguarding Policy.
- Ongoing – the Group Leader or another nominated supervisory adult reassesses all risks to the group whilst the visit is taking place and as the need arises.

## Other related school policies and procedures

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct for interaction with pupils
- First Aid Policy

## Appendix 1: Coronavirus-related procedures

### Government guidance

Educational trips are allowed, including residential and international trips. The government guidance advises that adequate cancellation insurance is in place.

### Elmfield policy (active from 1st September 2021)

All types of trip may be planned and submitted for outline approval, and advice should be sought from the EVC as normal.

## Appendix 2: Extended Learning Area Visits

### General

Visits in the Extended learning area involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need some additional planning over and beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

Visits/activities within the 'Extended Learning Area' that are part of the normal curriculum and take place during the normal school day must follow the Operating Procedure below.

These visits/activities:

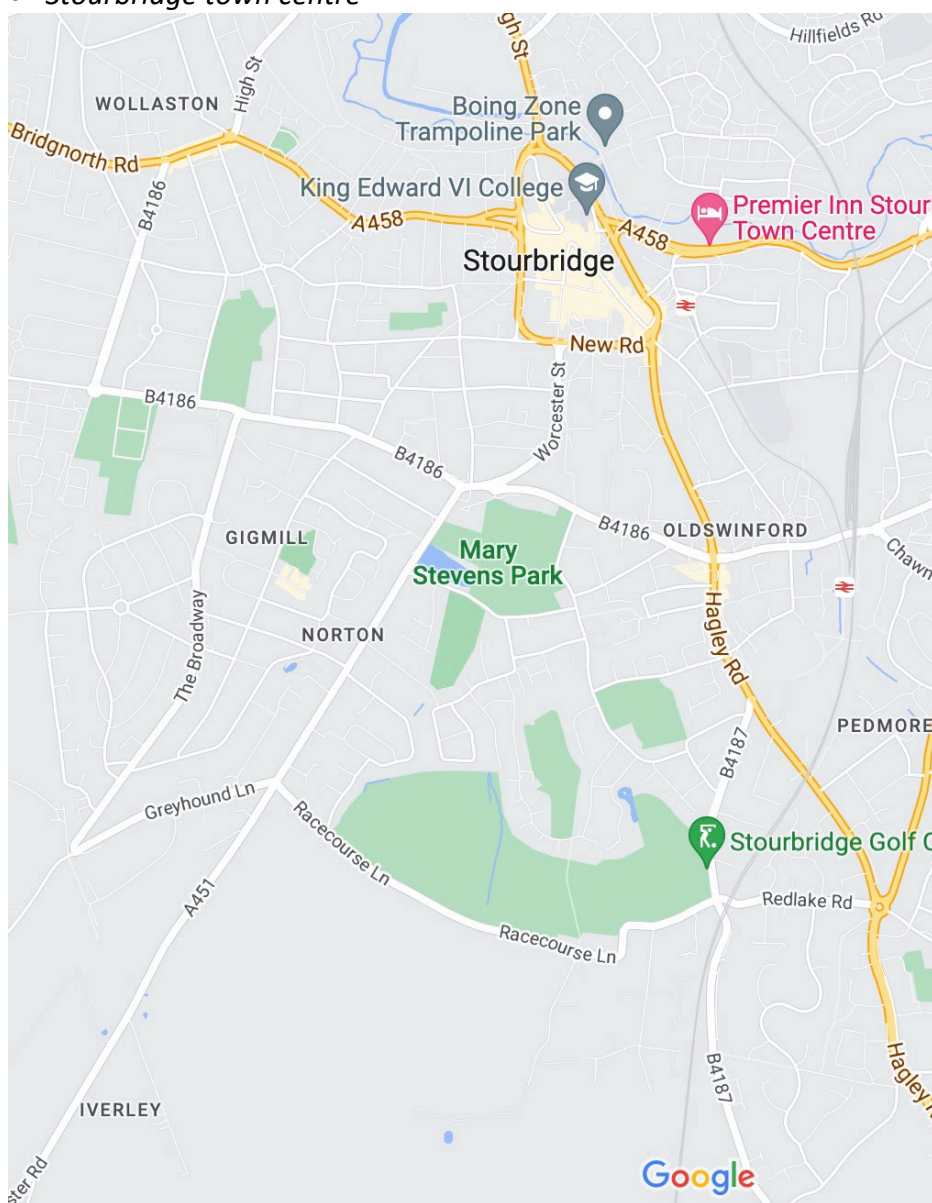
- must be recorded on **EVOLVE** via the 'Local Visit' module in advance of any learning activity.
- Groups must sign out and sign back in via reception
- do not require parental consent. Parents must be informed if any additional equipment is required.

- do not usually need additional risk assessments / notes (other than following the Operating Procedure below and generic risk assessment for the local learning area).

## Boundaries

The boundaries of the Extended Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues: *e.g.*

- *Mary Stevens Park*
- *Stourbridge Library*
- *Lea Vale playing field*
- *Local Nursing homes*
- *Norton Covert*
- *Stourbridge town centre*



### **'No-go' areas within the Boundaries** *e.g.*

- Boing Zone Trampoline Park
- Crystal leisure center
- Train station
- Any area holding a major event

### **Operating Procedure for Extended Learning Area**

**The following are potentially significant issues/hazards within our Extended Learning Area:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- Golf course
- Waterways (canal and river)
- Ponds
- Train lines

**These are managed by a combination of the following:**

- The Head, Education or EVC must give verbal approval before a group leaves.
- Staff must have read the local learning area policy and inform EVC and HR
- *The concept and Operating Procedure of the 'Extended Learning Area' is explained to all new parents when their child joins the school, and a synopsis is on the school website.*
- All classes, from Class One onwards must be accompanied by a minimum of two adults. Early Years will need to adhere to the Statutory framework for the early years foundation stage.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Any walks must use well signed pathways and be no more than a 10 minute walk from a road suitable for normal vehicular access.
- Pupils are aware of and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. *This must be determined in advance and will depend on a number of factors, such as location, size and age of class.* Options available include return to school, wait where they are, go to x and ask for help, etc. strategy to be noted in comments section local visits form.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.

- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will record the activity on EVOLVE (Local visits module). Activities will be briefly outlined in the comments section along with any relevant group specific details.
- Group will sign in and out of school at reception.
- A school mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves,) and a first aid kit.

**IMPORTANT**

- *Ensure your activities are covered in the Local Learning Area generic risk assessment. For other activities the EVOLVE trip process needs to be followed.*

**ACTIVITY and/or ENVIRONMENT TO BE ASSESSED: Extended Learning Area****DATE: 03/01/23**

KEY (People at risk)	Likelihood (L)	Severity (S)	Risk Calculation	Risk Rating
E = Employee YP = Young Persons P = Public C = Contractors V = Visitors/volunteers EM = Expectant Mothers	1. Very Low (rare/very unlikely) 2. Low (unlikely) 3. Medium (could occur/possible) 4. High (likely to occur/probable) 5. Very High (near certain to occur)	1. Insignificant (nuisance/discomfort) 2. Minor (no lost time) 3. Moderate (time loss) 4. Significant (serious/incapacity to work) 5. Major (Death)	Likelihood x Severity = Rating	1- 6 <b>LOW RISK</b> Monitor 8-12 <b>MEDIUM RISK</b> Monitor, review & reduce risk where possible 14-25 <b>HIGH RISK</b> Further Action Required

1.Hazards Identified and potential harm it could cause	2. People At Risk	3.Controls in Place	4.Risk Rating				5. Further Action Required/ Recommendations	6.Target Date for Completion
			L	S	Score	Risk		

Slips, trips and falls- injury.	E YP	<ul style="list-style-type: none"> <li>Lead adult to remind everyone to walk carefully on pavements and footpaths avoiding any hazards.</li> <li>Leading adult to scan path and seek alternative route as necessary.</li> </ul>	2	2	4	L	Close supervision of all children during this activity to reduce risk of bumps and trips.	
Crossing the road- injury, death	E YP	<ul style="list-style-type: none"> <li>Children should be briefed/reminded about road safety before trip.</li> <li>Lead teacher to assess whether roads are safe to cross.</li> <li>Use designated crossing points on A roads</li> <li>Pupils are closely supervised while crossing the roads.</li> <li>One adult at front to tell/show pupils where to wait.</li> <li>One adult to be in road checking approaching traffic.</li> </ul>	2	5	10	M	Avoid busy roads where possible. Children will be reminded of behavioural expectations.  Staff members are familiar with the route and all students aware of behavioural expectations during this activity.  Students all made aware of the risks of the environment	
Pupil missing, lost or separated		<ul style="list-style-type: none"> <li>Children are briefed before trip re:</li> </ul>	2	5	10	M	Staff will have access to a mobile	

from group- abduction, injury, death	YP	<p>Safety in public.</p> <ul style="list-style-type: none"> <li>Agreed lost pupil strategy will be used. (see Extended Local Area visits policy)</li> <li>Staff carry out regular head counts</li> </ul>		15			<p>phone to summon assistance in cases of emergency.</p> <p>The activity will be cancelled immediately and the group returned to school if behaviour is inappropriate.</p>	
Special needs of specific young people—medical, SEND – illness, injury	YP	<ul style="list-style-type: none"> <li>Obtain information from parents/carers and/or GP/Consultant as appropriate</li> <li>Individual risk assessments to be carried out if required if not ISP is not sufficient</li> <li>Additional supervision to be arranged if required</li> </ul>	1	3	3	L	Speak to SEND department if further guidance is needed	
Medical emergency leading to illness, injury or death	E YP	<ul style="list-style-type: none"> <li>First aid kit to be taken and mobile phone available to summon emergency services if needed.</li> <li>Two extra staff to accompany the group so there would be a staff member to accompany the pupil to hospital, if needed.</li> </ul>	1	5	5	L	Staff to have access to a mobile phone in order to call for assistance in the event of an emergency.	
Animals- bites, injury, illness	E YP	<ul style="list-style-type: none"> <li>All present reminded not to approach any animals including pets.</li> <li>Adults to closely supervise pupils while in vicinity of the public with animals or when wild animals are around.</li> </ul>	2	3	6	L	Staff will have access to a mobile phone to summon assistance in cases of emergency.	

		<ul style="list-style-type: none"> <li>● Supervising adults to carry out dynamic risk assessments regarding animals in the area, and vacate if the risks are deemed too high</li> <li>● the group is briefed about the dangers of infection from animal faeces (E coli), and what precautionary measures can be taken</li> <li>● food/rest stops are based away from potentially hazardous areas</li> <li>● group members are briefed to wash hands before eating</li> </ul>		16			
Exposure to weather- illness	E YP	<ul style="list-style-type: none"> <li>● Ensure everyone on trip is dressed for the weather and has adequate protection from sun or rain.</li> <li>● Staff to check forecast before the trip and monitor weather during the activity.</li> <li>● If the weather forecast suggests excessive heat/sunshine might be a problem, the Visit Leader will ensure that the group members have: <ul style="list-style-type: none"> <li>● Sun hats</li> <li>● Sun cream</li> <li>● water/drinks</li> <li>● shade available for rest stops</li> </ul> </li> </ul>	2	3	6	L	<p>If weather changes for the worse during the activity the trip will be cancelled and the group returned to school.</p> <p>During a thunderstorm no one will be allowed to shelter under or near trees.</p>
Waterwater, lakes and ponds- slips, falls, immersion/drowning	E YP	<ul style="list-style-type: none"> <li>● no access to steep or slippery banks</li> <li>● no access to unstable banks that are likely to collapse</li> <li>● good visibility for Leaders to</li> </ul>	1	5	5	L	Staff to know where lifesaving equipment is located and how it should be used.



		<p>supervise/monitor whole area</p> <ul style="list-style-type: none"> <li>● each group member wears appropriate footwear</li> <li>● close supervision is provided by experienced Leaders</li> <li>● the group are briefed regarding behaviour/ conduct required</li> <li>● the group are briefed not to throw stones</li> <li>● the group are briefed not to push others into water</li> <li>● the group are briefed to be particularly careful if close to the water's edge</li> <li>● no diving/jumping into water is allowed</li> <li>● Fish ponds supervised at all times and young people briefed regarding dangers</li> </ul>		17			
Play areas-slips, trips & falls, illness, dizziness	YP	<ul style="list-style-type: none"> <li>● follow safety instructions given by the park staff and or Leaders and those responsible for each play apparatus</li> <li>● Pupils instructed to behave and act sensibly whilst on play apparatus or they will be removed from equipment</li> <li>● Inform Leaders and get assistance if group members feel dizzy, sick, or faint</li> </ul>	3	2	6	L	
Countryside – slips, trips & falls, illness	E YP	<ul style="list-style-type: none"> <li>● Hazards in the environment to be highlighted to the group</li> <li>● Walk on marked paths</li> <li>● Do not climb fences and gates</li> </ul>	3	2	6	L	Staff has a good level of knowledge of plants and berries of foraging is going to take place.

		<ul style="list-style-type: none"> <li>● Pupils do not pick and eat produce unless staff has said it is safe to do so</li> <li>● If sticks need to be carried they are to be carried at the side of the body and pointing to the floor.</li> <li>● Those with allergies carry medication</li> </ul>		18			<p>First aid kit is taken in case of ant cuts or abrasions</p> <p>Location must be left as it was found</p> <p>Medication to be checked before leaving the school site</p>	
General public – injury, abduction, death	E YP	<ul style="list-style-type: none"> <li>● Pupils not allowed to be on their own</li> <li>● Brief pupils not to leave with members of the public and to alert member of staff is if they have been approached</li> <li>● Regular head counts when moving locations</li> <li>● Staff to be vigilant to any members of the public who are acting suspiciously and remove group from location if necessary</li> </ul>	1	5	5	L		
Adverse events – injury, death	E YP	<ul style="list-style-type: none"> <li>● An awareness of where drivers could mount the pavement and be extra vigilant in those areas.</li> <li>● Check and brief pupils on fire evacuation procedures for any building the group uses</li> <li>● Have a chosen meeting point if an adverse occurs and group to move to their as quickly as possible. Staff to inform school</li> <li>● Know how to contact emergency services</li> </ul>	1	5	5	L	Do not go to areas with organised events, with an increased number of people	
Crossing golf course – injury, death	E YP	<ul style="list-style-type: none"> <li>● Only cross on marked footpaths</li> <li>● Check if any golfers are about to</li> </ul>	1	5	5	L		

		<p>tee off at each hole, if so, wait then cross the course</p> <ul style="list-style-type: none"> <li>● If the shout 'fore' is heard, everyone needs to duck and cover their head</li> </ul>		19			
Risk of residents acting inappropriately leading to anxiety	E YP	<ul style="list-style-type: none"> <li>● Teacher to assess needs of the residents in liaison with the care home manager;</li> <li>● pupils to be advised of possible behaviours they might see and what strategies to employ, should anything untoward occur.</li> </ul>	1	1	2	L	

