



Anti-bullying Policy

Anti-Bullying Policy (Including EYFS)

Policy Review Date: September 2019
Reviewed By: M Ashton & SLT
Next Review: September 2020 (or
following incident, legislation or
interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is also made available on the school website.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Sept 2017	Policy statement	Updated to reflect DfE guidance 'Preventing and Tackling Bullying' . (July 2017)	4

Table of Contents

Policy Statement	4
Aims of the Policy.....	4
Definitions	5
Cyber bullying	5
Signs and symptoms of bullying	6
Action against bullying	6
Role of DSL.....	8
Role of staff.....	8
Role of children	9
Role of parents	9
E safety policy.....	10

Policy Statement

This policy applies all staff, volunteers and pupils in the school, including in the EYFS & Wraparound

This policy applies all pupils in the school, including in the EYFS and Wraparound.

Designated Safeguarding Lead (DSL) Joanna Callaway

Deputy Designated Safeguarding Lead: Martin Ashton

Designated Safeguarding Lead for EYFS: Alison Prandle

Governor Safeguarding: Dr Catherine Kidd

This policy has regard to the DfE guidance '[Preventing and Tackling Bullying](#)'. (July 2017), and [Cyberbullying Advice for Headteachers and School staff \(2014\)](#)

"It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective."

DP Tattum

Aims

The overall aims of this policy are the prevention of bullying and, should instances of bullying occur, to help staff and pupils to deal with it effectively.

In this respect the school seeks:

- ✿ To ensure that pupils learn in a supportive, caring and safe environment, without fear of being bullied
- ✿ To ensure that everyone connected with the school is aware of the nature and types of bullying that may occur, both in and out of school, and their causes and effects
- ✿ To ensure high expectations of pupils' behaviour, as detailed in the school's behaviour policy
- ✿ To use all pupils, staff and parents as a positive resource in the elimination of any form of bullying, drawing on peer pressure as a means of preventing bullying
- ✿ To ensure that everyone connected with the school is aware that bullying is totally unacceptable
- ✿ To ensure that everyone is aware of their responsibilities in addressing bullying issues
- ✿ To provide staff with appropriate training in relation to the prevention of and response to bullying
- ✿ To develop effective strategies to prevent bullying
- ✿ To provide a consistent school response to any bullying and have clear procedures for dealing with incidents
- ✿ To provide support for both victim and bully

Definition

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school. Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can take various different forms, including:

- ✿ Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- ✿ Sexual/sexist - bullying based on something specifically linked to gender.
- ✿ Homophobic - bullying based on sexual orientation
- ✿ Special Needs or Disability - any exploitation of a particular aspect of a child's disability and/or special educational need
- ✿ Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs.
- ✿ Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Cyber Bullying

Increasing availability to children of electronic devices that give unrestricted access to the internet, schools should consider online safety as part of both safeguarding and anti-bullying arrangements. Active management of hardware, software and connectivity and the vigilance of teachers and parents have a part to play in the safeguarding and protection of pupils. Some children, who would not behave this way in person, may do so online because conversations or actions take place from behind a screen. Moreover, children of this age do not realise that it is difficult, once something is posted, to take it back, because content can be printed, copied, saved, and forwarded to others. Children also need to understand how we leave our 'digital footprint' and this will include the use of social networking sites. Education and support for children in this area comes during Computing lessons with our e-safety coordinator, Mrs Ellsmoor vellsmoor@avalon-school.co.uk further information is available in our e-safety policy which is appended to this document.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- ✿ Is unwilling to go to school
- ✿ Is frequently absent from school
- ✿ Regularly has homework which is not done or lost
- ✿ Changes his or her usual routine
- ✿ Becomes anxious, withdrawn or is lacking in confidence
- ✿ Starts stammering
- ✿ Attempts or threatens suicide or runs away
- ✿ Cries him - or herself to sleep at night or has nightmares
- ✿ Feels ill in the morning
- ✿ Begins to achieve less well in school work
- ✿ Comes home with clothes torn or books damaged
- ✿ Has possessions which are damaged or “go missing”
- ✿ Asks for money or starts stealing money (to pay the bully)
- ✿ Has tuck money or other money continually “lost”
- ✿ Has unexplained cuts or bruises
- ✿ Stops eating
- ✿ Becomes aggressive, disruptive or unreasonable
- ✿ Is bullying other children or siblings
- ✿ Is frightened to say what’s wrong
- ✿ Is afraid to use the internet or mobile phone
- ✿ Is nervous or jumpy when an online message is received
- ✿ Is evasive or gives improbable excuses in relation to any of the above

These signs and behaviours could indicate other problems or circumstances, but bullying should be considered a possibility and should be investigated.

Action against Bullying

It is essential that all adults in the school community know what to do when they suspect that a child is being bullied and which member of staff to contact. A contact sheet should be completed by staff if they are aware of any bullying within the school.

Staff will have a range of appropriate strategies on which to call:

- ✿ Skilled observation to recognise and respond to the symptoms noted above.
- ✿ Read receipt of reports of bullying behaviour, which are then investigated, acted upon and the information relating to the alleged bully and their victims reported as appropriate.
- ✿ Use of the school curriculum, for example in subjects such as PSHCEE, Circle time, story time, drama, English and history, to embrace the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs.
- ✿ Use, as above, of other elements of school life, including assemblies, form periods, house meetings, school council and visiting speakers.
- ✿ Use, as above, of focussed projects, for example in safe use of the internet.
- ✿ Availability of this policy on the school’s website to enable parents to understand the school’s approach and work together with staff.

- ✿ Close parent/teacher liaison to ensure that both home and school work together to help and support the victim and moderate the behaviour of the bully.
- ✿ Where appropriate and following discussion with the headteacher, engagement with outside assistance, such as an educational psychologist, social worker or the police - in helping children who bully others.
- ✿ Ensuring that staff are fully aware of times and places when bullying is most likely to occur;
- ✿ Organisation of the school day and supervision arrangements reduce the likely incidence of bullying.
- ✿ This includes supervision of changing and showering areas, monitoring the use of washrooms and cloakrooms at break times and the regular coverage of secluded areas at break times by duty staff.
- ✿ All children given the opportunity to speak to their form teacher or tutor. This person is someone they feel comfortable with, who knows the child well and understands that the child may turn to him or her. Where it is recognised that a child may not be comfortable turning to his form teacher or tutor, alternative arrangements will be put in place.
- ✿ Raising the awareness of all staff to the dangers of bullying and how to prevent it, through staff training and by regular discussion at staff meetings.
- ✿ Dove-tailing this policy with the school behaviour policy so that all concerned are aware of the appropriate procedures and sanctions.
- ✿ In extreme cases, bullying may lead to exclusion

Procedures to Follow

This policy only works if it ensures that the whole school community understands that bullying is not to be tolerated and understands the steps that will be taken both to prevent and to respond to bullying.

The Role of the Head teacher and Designated Safeguarding Lead (DSL)

The Headteacher will be informed of any incidents of bullying and will ensure that all incidents are thoroughly investigated and properly logged. The Headteacher will then collaborate with the Designated Safeguarding Lead (DSL) or her deputy in ensuring that an investigation takes place in every case and each situation is treated seriously. If bullying is found to have definitely occurred, the parents of any children involved will be contacted and informed of what action the school is to take by the Headteacher or Designated Safeguarding Lead (DSL) or her deputy.

The Headteacher will ensure that the Designated Safeguarding Lead (DSL) or her deputy and all staff undertake appropriate training in taking action against bullying.

The main roles of the Designated Safeguarding Lead (DSL) or her deputy in respect of bullying are:

- ✿ Managing and monitoring practices to ensure alignment with the school anti-bullying policy and procedures.
- ✿ Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies.
- ✿ Liaison with the Headteacher and between all parties involved, including parents.
- ✿ Ensuring that contact sheets are completed by staff in all cases and that a copy is stored in the incident file.
- ✿ On a regular basis, analysis of the incident file so that patterns and trends can be identified and the analysis used to improve policy and practice.
- ✿ Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life.
- ✿ Deployment of appropriate strategies to ensure that bullies change their behaviour.
- ✿ The Designated Safeguarding Lead (DSL) or her deputy will be fully briefed by the Headteacher, who will ensure that he or she receives appropriate training, guidance and information.

The Role of the Staff

It is essential that all members of staff contribute to creating a school ethos which does not tolerate bullying and minimises the likelihood of incidents ever occurring.

- ✿ Staff must ensure that they have read and understand this policy.
- ✿ Staff must ensure that their training in taking action against bullying remains up to date.
- ✿ Staff will be aware of and exploit aspects of the curriculum and wider aspects of school life where they can embrace the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs.

In any case where bullying is reported or suspected, staff must follow this procedure:

- ✿ In most cases the incident should be dealt with immediately by the member of staff who is approached.
- ✿ Listen carefully and intently.
- ✿ Reassure the child that you are sympathetic and that the problem will be resolved.
- ✿ Do not ask any leading questions.
- ✿ Do not promise to keep the issue confidential – it is important to maintain the pupils' trust by remaining honest.

- ✿ Make a clear account of the conversation on a contact form as soon as it has ended, but try to avoid taking notes during discussion.
- ✿ Report the matter as soon as is practical to the Designated Safeguarding Lead (DSL) or her deputy (ies).
- ✿ Discuss with the Designated Safeguarding Lead (DSL) or her deputy how to proceed with, for example, further interviews, liaison with parents and what action is to be taken, in accordance with the school's behaviour policy.
- ✿ Continue to address the incident as agreed with the Designated Safeguarding Lead (DSL) or her deputy (ies)
- ✿ Ensure that the incident continues to be fully recorded on the contact form, together with details of what action has been taken.
- ✿ Liaise with the Designated Safeguarding Lead (DSL) or her deputy to ensure that all staff are kept informed of the incident and action taken, as appropriate
- ✿ Remember that staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person. Staff should refer to the section in the Safeguarding Policy on physical restraint Ensure that appropriate support is provided for all parties concerned

Information and Guidance for Pupils

- ✿ As a member of the school, we expect you not to have to put up with any form of bullying behaviour.
- ✿ We can and will help to put a stop to it.
- ✿ You should feel free to speak out to your mum or dad or any teacher if you are being bullied.
- ✿ When someone else is being bullied or is in distress, inform a member of staff immediately.
- ✿ Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bully.
- ✿ Do not put up with bullies in your group of friends. Bullies will soon stop if they are left out or are by themselves.
- ✿ Take care how you speak and act towards other pupils. Always aim to be considerate and helpful.

Information and Guidance for Parents

- ✿ You may not recognise that your child is being bullied. However, changes in their manner, behaviour and general state of health can sometimes be explained by bullying.
- ✿ Encourage your child to talk about it, but be patient. It is quite natural for him or her not to want to discuss the matter and not to want you to do anything about it.
- ✿ Listen and try not to interrupt.
- ✿ Reassure them that you are sympathetic and that it is a problem that can be solved. It happens to most people at some time.
- ✿ Ask him or her if there are ways of changing things and help them to try to develop strategies to cope, strategies which should then be practised.
- ✿ Try to keep the situation in proportion and so remain good-humoured.
- ✿ Encourage your child to talk to their form teacher or tutor about the matter.
- ✿ You should feel free to contact your child's teacher to discuss the matter if you are concerned.
- ✿

Reviewed M Ashton September 2019

Next Review September 2020

E –Safety Policy

This policy applies all staff, volunteers and pupils in the School, including in the EYFS & Wraparound.

Computing Coordinator: Mrs V Ellsmoor
Designated Safeguarding Lead: Mrs J Callaway

Internet Policy

Avalon School believes in the educational benefits of curriculum Internet use. Good planning and management that recognises the risks will help to ensure appropriate, effective and safe pupil use. In delivering the curriculum, teachers need to plan to integrate the use of communications technology such as web-based resources and e-mail in order to enable pupils to learn how to locate, retrieve and exchange information using ICT. Computer skills are vital to access life-long learning and for future employment.

Most technologies present risks as well as benefits. Internet use for home, social and leisure activities is expanding and being used by all sectors of society. This brings young people into contact with a wide variety of influences, some of which could be unsuitable. It is important that Schools, as well as parents, adopt strategies for the responsible and safe use of the Internet.

Core Principles of Internet Safety

The Internet has become as commonplace as the mobile phone or TV and its effective use is an essential life-skill. Unmediated Internet access brings with it the possibility placing of pupils in embarrassing, inappropriate and even dangerous situations. This policy aims to help to ensure responsible use and the safety of pupils. It is built on the following five core principles:

Guided Educational Use

Significant educational benefits should result from curriculum Internet use including access to information from around the world and the ability to communicate widely and to publish easily. Internet use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful Internet use will also reduce the opportunities for activities of dubious worth.

Risk Assessment

21st Century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time they need to learn to recognise and avoid these risks - to become "Internet Wise". Pupils need to know how to cope if they come across inappropriate material.

Responsibility

Internet safety depends on staff, Schools, governors, advisers, parents and, where appropriate, the pupils themselves taking responsibility for the use of Internet and associated communication technologies. The balance between education for responsible use, regulation and technical solutions must be judged carefully.

Regulation

The use of a limited and expensive resource, which brings with it the possibility of misuse, must be regulated. In some cases access within School is denied, for instance unmoderated chat rooms present immediate dangers and are banned. Fair rules, clarified by discussion and prominently displayed help pupils make responsible decisions for both School and home access.

Appropriate Strategies

This document describes strategies to help to ensure responsible and safe use. They are based on limiting access, developing responsibility and on guiding pupils towards educational activities.

There are no straightforward or totally effective solutions and staff, parents and the pupils themselves must remain vigilant.

1) The Importance of Internet Use

- ✿ The purpose of Internet use in School is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the School's management information and business administration systems.
- ✿ Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- ✿ The Internet is an essential element in 21st Century life for education, business and social interaction.
- ✿ The School has a duty to provide students with quality Internet access as part of their learning experience.

2) How the Internet benefits education

Benefits of using the Internet in education include:

- ✿ access to world-wide educational resources including museums and art galleries;
- ✿ educational and cultural exchanges between pupils world-wide;
- ✿ cultural, vocational, social and leisure use in libraries, clubs and at home;
- ✿ access to experts in many fields for pupils and staff;
- ✿ staff professional development through access to national developments, educational materials
- ✿ and good curriculum practice;
- ✿ communication with support services, professional associations and colleagues;
- ✿ improved access to technical support including remote management of networks.

3) How Internet use enhances learning

- 👉 The School Internet access is designed expressly for pupil use and will include filtering
- 👉 appropriate to the age of pupils.
- 👉 Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.
- 👉 Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- 👉 Staff will guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- 👉 Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

4) Pupils Evaluation of Internet content

Inappropriate material should not be visible to pupils using the Web. This is not easy to achieve and cannot be guaranteed. It is a sad fact that pupils may be confronted with inappropriate material, despite all attempts at filtering. Pupils will be taught what to do if they experience material that they find distasteful, uncomfortable or threatening. For example, to close the page and report the URL to the Computing Coordinator for inclusion in the list of blocked sites. More often, pupils will be judging reasonable material but selecting that which is relevant to their needs, for instance to answer a homework question. Pupils should be taught research techniques including the use of subject catalogues and search engines. They will be encouraged to question the validity, currency and origins of information – key information handling skills. They should also use alternative sources of information for comparison purposes. Effective guided use will reduce the opportunity pupils have for exploring unsavoury areas.

Using Internet derived materials in pupils' own work requires at least an understanding that straight copying is worth little without a commentary that demonstrates the selectivity used and evaluates significance.

Respect for copyright and intellectual property rights, and the correct usage of published material needs to be taught.

- 👉 If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the
- 👉 Internet Service Provider via the Computing Coordinator.
- 👉 The use of Internet derived materials by staff and by pupils in School must comply with copyright law.
- 👉 Pupils are taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- 👉 Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.

5) Management of e-mail

- ✎ pupils may only use approved e-mail accounts on the School system;
- ✎ pupils must immediately tell a teacher if they receive offensive e-mail;
- ✎ pupils must not reveal details of themselves or others, such as address or telephone number, or
- ✎ arrange to meet anyone in e-mail communication;
- ✎ access in School to external personal e-mail accounts is not allowed except where a teacher; has specifically requested it for example to retrieve a piece of work emailed from home.

6) Management of Website content

- ✎ The point of contact on the Website is the School address/School Email and telephone number.
- ✎ Staff or pupils' home information will not be published.
- ✎ Web site photographs that include pupils will be selected carefully and will not enable individual pupils to be identified.
- ✎ Pupils' full names will not be used anywhere on the Web site, particularly associated with photographs.
- ✎ Written permission from parents or carers will be obtained before photographs of pupils are published on the School Web site.
- ✎ The copyright of all material must be held by the School, or be attributed to the owner where permission to reproduce has been obtained.

7) Newsgroups and chat

- ✎ Pupils will not be allowed access to public or unregulated chat rooms in School.
- ✎ Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.
- ✎ A risk assessment will be carried out before pupils are allowed to use a new technology in School.

8) Management of emerging Internet uses

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in School is allowed.

9) Authorisation for Internet access

At EYFS and Key Stage 1, access to the Internet will be by adult demonstration and with supervised access to specific, approved on-line materials. Parents will be informed that pupils will be provided with supervised Internet access. In Key Stage 2, Parents and pupils will be asked to sign and return a consent form.

10) Assessing the risks of Internet Use and Management of filtering

In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The School will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a School computer.

- ☞ Methods to identify, assess and minimise risks will be reviewed regularly.
- ☞ The Computing Coordinator will ensure that the Internet policy is implemented and compliance with the policy monitored.
- ☞ The School will work in partnership with parents, the DfES and our Internet Service Provider to ensure systems to protect pupils are reviewed and improved.

11) Introduction of the policy to pupils

- ☞ Rules for Internet access will be posted near all computer systems.
- ☞ Pupils will be informed that Internet use will be monitored.
- ☞ Instruction in responsible and safe use should precede Internet access.

12) Staff consultation

- ☞ All staff must have familiarised themselves fully with this policy before using any Internet resource in School.
- ☞ All staff including teachers, supply staff, classroom assistants and support staff, will be provided with this policy, and its importance explained.
- ☞ Staff development in the safe and responsible Internet use, and on School Internet policy will be provided as required.

13) Maintenance of ICT system security

- ☞ The School ICT systems will be reviewed regularly with regard to security in conjunction with Pro Networks.
- ☞ Virus protection will be installed and updated regularly by Pro Networks
- ☞ Memory sticks may be brought into School when specific permission has been given.
- ☞ Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.

Copies of templates for Children and Parents are found in Appendix 1 of this policy.

Appendix 1 - Letters to Parents and Children Regarding Internet Use

Letter to Parents

Acceptable Computer Use

Dear Parents & Children

As part of your child's curriculum and the development of Computing skills, Avalon School provides supervised access to the Internet. We believe that the use of the World Wide Web and Email is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read the attached Rules for Acceptable Computer Use Policy and talk about them with your child as appropriate to their age. Then sign and return the consent form so that your child may use the Internet at School.

We take positive steps to deal with this any risk of the children in our School having access to undesirable materials, including our Internet provider operating a filtering system that restricts access to inappropriate materials.

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the School cannot be held responsible for the nature or content of materials accessed through the Internet. The School will not be liable for any damages arising from your child's use of the Internet facilities.

Our rules also concern the types of communications that children make using computers and other technology. We would like your support in helping to ensure that the children at the School are using technology in a responsible and polite manner and never in a way that could upset another person or spoil their work.

A full copy of our E-safety policy is on the School website or available in School should you require a copy.

Should you wish to discuss any aspect of Internet use please contact Mrs Ellsmoor, our Computing Coordinator, or you child's class teacher in the first instance.

Kind regards

Mr Martin Ashton

Deputy Headteacher

Appendix 2 Avalon School - Acceptable Computer Use Policy

Please read and discuss with your child then sign and return to the School.

- ✿ Children must ask permission before accessing the Internet.
- ✿ We expect all children to be responsible for their own behaviour on the Internet, just as they are anywhere else in School. This includes materials they choose to access, and language they use.
- ✿ Children must only use websites and search engines as directed by staff.
- ✿ Children are expected not to use any rude language in their email communications and contact only people the staff have approved.
- ✿ Children should not access other people's files unless permission has been given.
- ✿ Computers should only be used for schoolwork and homework unless permission has been granted otherwise.
- ✿ No program files may be downloaded to the computer from the Internet.
- ✿ No programs on disc, memory drives etc. may be brought in to School and used without approval from staff first.
- ✿ Children not complying with these expectations will be warned, and subsequently, may be denied access to Internet resources.

Child:

Class:

✿ **EYFS / Infant Children**

I have read through the agreement and gone through it as appropriate with my child and agree to adhere to it.

Signed by parent on behalf of the Child:

Date:

✿ **Junior Children**

I have read and understand the School Rules for Responsible Internet Use. I will use the computer system and Internet in a responsible way and obey these rules at all times.

Signed:

Date:

✿ **Parent's Consent for Internet Access**

I have read and understood the School rules for responsible Internet use and give permission for my child to access the Internet. I understand that the School will take all reasonable precautions to ensure children cannot access inappropriate materials. I understand that the School cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the School is not liable for any damages arising from use of the Internet facilities.

Signed:

Date: