



The Winns Primary

Educational Trips & Visits Policy

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1. Definition & Aims

Trips, visits, and learning off-site comprise an essential part of the school curriculum. Successful trips provide memorable learning experiences and enhance the children's education in ways that are not possible in the classroom.

The Winns Primary School is committed to providing school visits as a positive tool to develop pupils' independent, investigative learning, and to build their experience of the local and wider world.

Within school responsibility rests with the Governing Body, Headteacher, and the Educational Visits Co-ordinator (EVC). However, all school employees have a responsibility to:

- Take reasonable care of their own others' healthy and safety
- Co-operate with their employer
- Carry out activities in accordance with training and instruction
- Inform the employer of any serious risk

For the purposes of this policy, an 'educational visit' means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Headteacher. This includes the following applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Forest School
- Sporting activities including swimming lessons
- Outwood bound and aadventurous and activities
- Residential trips organised by the school

- Trips abroad organised by the school

The aims of our off-site visits are to:

- Enhance curricular and recreational opportunities for our children
- Provide a wider range of experiences for our children than could be provided on the school site alone
- Promote the independence of our children and learners, and enable them to grow and develop in new learning environments.

At The Winns, these visits begin with short excursions into the local area in the Early Years, and progress to a residential experience towards the end of Key Stage 2.

2. Roles and responsibilities

2.1 Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing body to approve residential trips of more than 24 hours

2.2 The educational visits co-ordinator (EVC)

The EVC at The Winns Primary School is Brennan Millen.

The role of the EVC is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and designate suitable trip lead for each visit
- Assess outside activity providers
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements
- Informing the Local Authority using EVOLVE.

2.3 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

- Ensure pupils and staff are wearing necessary hi-vis tabards or identification bands.

2.4 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the headteacher or deputy headteacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate

2.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

2.6 Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

2.7 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

3. Planning and preparation

The decision on whether or not a visit will take place will be made by the Headteacher and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school

- Health and safety considerations
- Staff-to-pupil ratio

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteer, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

4. Risk Assessments

A full risk assessment must be completed two weeks prior to a trip, which must be approved by the school's EVC, using the school's risk assessment template. Risk assessments must include details of any specific medical issues, additional support for individual children and details of adult volunteers. Risk assessments should be carried out for different activities, such as, the venue itself, any particular activities that have an element of risk such as high ropes or orienteering and the mode of transport. Where possible a risk assessment from the venue should be referred to and held on file.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

A copy or copies should be kept on file in an agreed location* and taken on the day.

*All risk assessments and trip documents should will be kept in the shared drive:

Teacher Share – Trip Risk Assessment (Academic year)

5. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 2 weeks before the proposed date of the trip. Communication will be via letter and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Pupil-to-staff ratios and staff qualifications, where relevant
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

We will always get written consent before taking nursery and reception age children off-site.

Parents/carers may be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

5.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability, statement of special educational needs (SEN) or an education health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

5.2 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- At least 1 supervising adult able to administer first aid is present on all trips
- In nursery and Reception, at least 1 qualified paediatric first aider is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls

5.3 Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.4 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Where possible, parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour. See **appendix 4** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times.

Where necessary, we may ask for a contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the governing body, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities hold the LOTC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every 3 years by the Curriculum Committee. At every review, the policy will be shared with the full governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy

- Behaviour policy
- Child protection policy
- First aid policy
- Supporting pupils with medical conditions policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy

13. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2022](#)
- Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

Appendix 1: proposed visit planning information

To be completed by the staff member proposing the educational visit, and submitted to Educational Visits Co-Ordinator and saved in

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit / educational benefits		
Number and age of pupils		
Transportation options		

	TRIP INFORMATION	ADDITIONAL COMMENTS
Cost breakdown, including multiple options where available		
Resources required, including: <ul style="list-style-type: none"> ➤ Staffing ➤ Volunteers ➤ Physical supplies ➤ Transportation 		
Accommodation options, where needed		
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
[Insert additional information as required]		

Appendix 2: Visit Checklist

Complete the Proposed Visits Planning Sheet

On approval of the proposed visit planning information

- Complete a risk assessment
- Applications for approval of visit
- Liaise with booking administrator
- Obtain support from parents if required
- Fully plan activities to take place
- View the accommodation plan if necessary

Consult with Medical

- Inform medical and welfare with the details of those attending
- Discuss any medical implications or requirements for those attending
- Advise on number of high vis vests required for both pupils and adults

Medical Administrator Checklist

- Check Health Care Plans and provide any medicines that may be required
- Ensure First Aid boxes/bags are up to date
- Ensure High Vis vests are clean and ready to use

Booking Administrator

- Confirms information such as:
 - Names and classes of those attending
 - Contact details are up to date

- Permissions forms are obtained in necessary (note visits with the M25 do not require a permission slip)
- Adds the information to the shared and school calendar
- Arranges travel
- Advises kitchen staff of lunches required and number of children attending not requiring a school lunch
- Posts trip to parent pay if necessary
- Informs the Business manager of any related costs (before the trip takes place)
- Provide the Business Manager with relevant invoices
- Ensure mobile phones are charged and working
- Provide spare letters of trip details if parents request
- Ensure Educational trips and Visits guidance is up to date and provide to those attending on the day.

On the day

- First Aid Kits obtained
- Medicines and Inhalers obtained and clearly labeled.
- High Vis vest for staff and pupils worn
- Collect mobile phones
- Ensure volunteers and leaders have guidance and group information
- Ensure register taken and list of those attending confirmed with the booking administrator and copy taken on the visit and held by lead person



Appendix 3a: Visit Checklist

GEENERIC RISK ASSESSMENT 1 – ALL EDUCATIONAL VISITS

Date of assessment:

Date(s) of trip:

Trip leader:

Assessor:

Trip destination:

Other risk assessments provided? (name)

Checked by:

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> Ensure supervising staff competent and understand their roles. Sufficient supervision Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). Discuss itinerary and arrangements with pupils. Briefing to all on what to do if separated from group. Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. High Vis Vests worn by all. 	Plan supervision before visit and brief staff and pupils.	Low

Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • 1st aid cover accessible and appropriate • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. • Mobile phones carried if available. • Emergency contacts arranged 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from Welfare if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use parental consent form.	Low
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 	Included in information to parents	Medium
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers') families join group, pupil supervision must not be compromised.</p> <ul style="list-style-type: none"> • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low

GENERIC RISK ASSESSMENT 3b – TRAVEL ON EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> Coach from a reputable supplier. Coaches have seat belts that staff ensure are used. Buses without seatbelts are avoided if possible and never used on high speed roads. Sufficient supervision Suitable embarkation points used (for example, coach park, on to wide pavement). Close supervision and head counts during any breaks in journey and getting on and off coach. 	Discuss with H&S Officer	Low
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> All use in compliance with Driving at Work Policy. Seatbelts worn at all times. Specific permission obtained from parents. 	Refer to Driving at Work Policy	Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> All use in compliance with Minibus Policy and legal requirements Care always taken in parking in suitable place for disembarkation. Close supervision and head counts during any breaks in journey and getting in and out of bus. 	Refer to Minibus Policy	Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils	<ul style="list-style-type: none"> Brief pupils on: <ul style="list-style-type: none"> purpose and timings of stop. how and where to contact staff. Remain in pairs or threes (buddy system – each responsible for named other) Remind about moving traffic (driving on right abroad). Careful head count before departure. 		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> Close supervision on vehicle deck. 'Rules' established and pupils briefed, especially about open deck area. Remain in pairs or threes (buddy system – each responsible for named other). 	Arrange procedures with staff and pupils before arrival at ferry.	Low

			<ul style="list-style-type: none"> • Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). • Careful head count before disembarkation. • Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 		
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. • Pupils are briefed about hazards and behaviour required. 	Planning	Medium
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified. • Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s). • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	Planning	Low



Parental Volunteer Guidance

Thank you so much for volunteering to accompany us on our trip out of school today.

Please remember that in an emergency the staff member responsible for leading the trip will make clear decisions about the children's safety. As such, their instructions are followed at all times.

To ensure the day runs smoothly for everyone we have set out a few simple guidelines below.

When walking as a whole class please help to keep the children safe by:

- Please make sure you have read and understood a copy of the risk assessment.
- Please ensure you wear your high visual vest.
- You must not at any time take photographs of any of the children while on a school trip.
- In order to ensure your focus and attention is with the children in your group, phone calls/text should not be made/taken unless they are an immediate emergency. If you do need to do so, please make a member of staff aware so that they can supervise the children you have been allocated.
- All parent/helper groups should stay close to a member of staff so that they can ask for support if needed, eg: with first aid.

- Staff members will ensure that the day/events are timetabled so that you are not in a situation whereby you are left alone with a child, for safeguarding reasons. If such a situation arises, eg: a child asks to be escorted to the toilet, please seek guidance from a member of staff.
- Close physical contact such as hugging or sitting a child (on your lap should not be made.
- If a child tells you something that concerns you in anyway, please tell a member of staff rather than trying to deal with the disclosure.
- If you have any concerns or questions on the trip regarding your role or what to do, please do not hesitate to ask.

When walking as a whole class please help to keep the children safe by:

- Reminding them to stay in the line one behind each other and hold their partners hand
- Ensuring they stay away from the road and the edge of the kerb by keeping close to fences and walls – this also enables others to pass more easily
- Reminding children to keep voices low so as not to disturb other members of the community and to hear instructions
- Encouraging them to stay together as a group rather than allowing the line to become drawn out and get longer and longer
- Ensuring they listen and follow instructions.

When crossing roads - please wait for instructions from the class teacher or another member of school staff to ensure safe crossing for all.

Once again, we really do appreciate you coming with us. We couldn't do it without you!

