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1. AIMS AND OBJECTIVES

This policy outlines Aycliffe School's approach to allergy management, including how the whole-school community works to reduce the risk of an allergic reaction happening and the procedures in place to respond if one does. It also sets out how we support our learners with allergies to ensure their wellbeing and inclusion, as well as demonstrating our commitment to being an allergy aware school.

This policy applies to all staff, learners, parents, carers and visitors to the school and should be read alongside these other policies:

- Medication Policy
- Child Protection and Safeguarding Policy and Procedure
- Children with medical conditions that cannot attend school
- Asthma Policy

2. WHAT IS AN ALLERGY?

Allergy occurs when a person reacts to a substance that is usually considered harmless. It is an immune response and instead of ignoring the substance, the body produces histamine which triggers an allergic reaction.

Whilst most allergic reactions are mild, causing minor symptoms, some can be very serious and cause anaphylaxis, which is a life-threatening medical emergency.

People can be allergic to anything, but serious allergic reactions are most commonly caused by food, insect venom (such as a wasp or bee sting), latex and medication.

3. DEFINITIONS

ANAPHYLAXIS: Anaphylaxis is a severe allergic reaction that can be life-threatening and must be treated as a medical emergency.

ALLERGEN: A normally harmless substance that, for some, triggers an allergic reaction. You can be allergic to anything. The most common allergens are food, medication, animal dander (skin cells shed by animals with fur or feathers) and pollen. Latex and wasp and bee stings are less common allergens.

Most severe allergic reactions to food are caused by just 9 foods. These are eggs, milk, peanuts, tree nuts (which includes nuts such as hazelnut, cashew nut, pistachio, almond, walnut, pecan, Brazil nut, macadamia etc), sesame, fish, shellfish, soya and wheat.

There are 14 allergens required by UK law to be highlighted on pre-packed food. These allergens are celery, cereals containing gluten, crustaceans, egg, fish, lupin, milk, molluscs, mustard, peanuts, tree nuts, soya, sulphites (or sulphur dioxide), and sesame.

ADRENALINE AUTO-INJECTOR: Single-use device which carries a pre-measured dose of adrenaline. Adrenaline auto-injectors are used to treat anaphylaxis by injecting adrenaline directly into the upper, outer thigh muscle. Adrenaline auto-injectors are commonly referred to as AAIs, adrenaline pens or by the brand name EpiPen. There are two brands licensed for use in the UK: EpiPen and Jext Pen. For the purposes of this Policy we will refer to them as Adrenaline Pens.

ALLERGY ACTION PLAN: This is a document filled out by a healthcare professional, detailing a person's allergy and their treatment plan. Where a learner does not have an

allergy action plan, education settings must follow this up to ensure one is available. This will be requested in the welcome pack.

DESIGNATED ALLERGY LEAD: The member of staff responsible for overseeing allergy management across the school and acting as the main point of contact for learners, parents and staff.

NEFFY: Neffy (official name in the UK is EURNeffy) is a nasal spray which delivers adrenaline. It is a needle-free alternative to an adrenaline auto-injector approved.

STEP Plan: Medical Information (INDIVIDUAL HEALTHCARE PLAN): A detailed document outlining an individual learner's medical conditions, history, treatment, risks and action plan. This document is created by schools in collaboration with parents/carers and, where appropriate, learners. All learners with an allergy should have information held within their STEP plan which should be read in conjunction with their Allergy Action Plan.

RISK Management Plan (STEP Plan): A detailed document outlining an activity, the risks it poses and any actions taken to mitigate those risks. Allergy should be included on all risk assessments for events on and off the school site.

SPARE ADRENALINE PENS: School has purchased spare adrenaline pens. These are held as a back-up, in case learners' prescribed adrenaline pens are not available. They can also be used to treat a person who experiences anaphylaxis but has not been prescribed their own adrenaline.

4. ROLES AND RESPONSIBILITIES

Aycliffe School takes a whole-school approach to allergy management.

4.1 Designated Allergy Lead

The Designated Allergy Lead is Tracey Clements, reporting to Tracey Train – Director of Education. The Named Trustee for North East Autism Society is Lisa Waller, who has overall responsibility for governance and oversight of this Allergy Policy. They are responsible for:

- Ensuring the safety, inclusion and wellbeing of learners and staff with an allergy;
- Taking decisions on allergy management across the school;
- Championing and practising allergy awareness across the school;
- Being the overarching point of contact for staff, learners and parents and carers with concerns or questions about allergy management;
- Ensuring allergy information is recorded, up-to-date and communicated to all staff
- Making sure all staff are appropriately trained, have good allergy awareness and realise their role in allergy management (including what activities need an allergy risk assessment);
- Ensuring staff, learners and parents and carers have a good awareness of the school's Allergy and Anaphylaxis Policy, and other related procedures.
- Reviewing the school's stock of spare adrenaline pens (check the setting has an appropriate number for the setting, that they hold the correct dose, that spare adrenaline pens are stored appropriately) and ensuring staff know where they are;
- Keeping a record of any allergic reactions or near-misses, reporting these to the appropriate authority (e.g.under RIDDOR) where necessary and ensuring the circumstances are investigated and learnings shared;

- Regularly reviewing and updating the Allergy and Anaphylaxis Policy; and
- Ensuring there is an anaphylaxis drill annually.

At regular intervals the Designated Allergy Lead will check procedures and report to the SMT.

4.2 Allergy Lead, supported by the Safeguarding and Family Liaison Officer is responsible for:

- Collecting and coordinating the paperwork (including Allergy Action Plans and STEP plan) and information from families (this is likely to involve liaising with the admissions team for new joiners);
- Disseminate this information to all school staff, including the catering team, occasional staff and those running clubs
- Ensuring the information from families is up-to-date, and reviewed annually (at a minimum) Coordinating medication with families and ensuring medication is in date.
- Keeping an adrenaline pen register to include adrenaline pens prescribed to learners and the setting's stock of spare adrenaline pens, including brand, dose and expiry date. The location of spare adrenaline pens should also be documented;
- Regularly checking spare adrenaline pens are where they should be, and that they are in date;
- Replacing the spare adrenaline pens when necessary;
- Providing on-site adrenaline pen training for staff and learners and refresher training as required e.g. before school trips; and

4.3 Administration Team

The administration team is likely to be the first to learn of a learner or visitor's allergy. They should work with the Designated Allergy Lead and Safeguarding and Family Liaison Officer to ensure that:

- There is a clear method to capture allergy information or special dietary information at the earliest opportunity, gained via the enrolment Welcome Pack and annual (or sooner) review.
- There is a clear structure in place to communicate this information to the relevant parties (i.e. Designated Allergy Lead, catering team);

4.4 All staff

All staff are responsible for:

- Championing and practising allergy awareness across the school;
- Reading, understanding and putting into practice the Allergy and Anaphylaxis Policy and related procedures, and asking for support if needed;
- Being aware of learners (and staff, when necessary) with allergies and what they are allergic to;
- Considering the risk to learners with allergies posed by any activities and assessing whether the use of any allergen in activity is necessary and/or appropriate;
- Ensuring learners always have access to their medication or carrying it on their behalf

- Being able to recognise and respond to an allergic reaction, including anaphylaxis, after appropriate training;
- Taking part in training and anaphylaxis drills as required (at least once a year). Whilst it is the setting's responsibility to ensure staff have received annual training, if the member of staff is aware they have not received any allergy training in the last 12 months they should alert a manager;
- Considering the safety, inclusion and wellbeing of learners with allergies at all times. Preventing and responding to allergy-related bullying, in line with the school's anti-bullying policy;
- Forwarding any communication or information that comes directly to them from parents regarding allergens to the Designated Allergy Lead and Safeguarding and Family Liaison Officer; and
- Ensuring that learners have their medication and their Allergy Action Plan or Medical Grab Sheet with them when leaving site.

4.5 All parents and carers

All parents and carers (whether their child has an allergy or not) are responsible for:

- Being aware of and understanding the school's Allergy and Anaphylaxis Policy and considering the safety and wellbeing of learners with allergies;
- Providing the school with information about their child's medical needs, including dietary requirements and allergies, history of their allergy, any previous allergic reactions or anaphylaxis. They should also inform the school of any related conditions, for example asthma, hay fever, rhinitis or eczema;
- Considering and adhering to any food restrictions or guidance the school has in place when providing food, for example in packed lunches, as snacks or for fundraising events;
- Refraining from telling the school their child has an allergy or intolerance if this is a preference or dietary choice; and
- Encouraging their child to be allergy aware.
- Aycliffe school strives to be a nut free school.

4.6 Parents and carers of children with allergies

In addition to point 4.5, the parents and carers of children with allergies should:

- Work with the school to fill out a detailed STEP Plan and provide an accompanying Allergy Action Plan;
- If applicable, provide the setting or their child with two labelled adrenaline pens and any other medication, for example antihistamine (with a dispenser, ie. spoon or syringe), inhalers or creams;
- Ensure medication is in-date and replaced at the appropriate time;
- Ensure their child has access to their allergy medication, including two adrenaline pens if prescribed, on the journey to and from school;

- Update school with any changes to their child's condition and ensure the relevant paperwork is updated too;
- Where possible, support their child to understand their allergy diagnosis and to advocate for themselves and to take reasonable steps to reduce the risk of an allergic reaction occurring eg. not eating the food to which they are allergic.

4.7 All learners

All learners at the school, as appropriate, should:

- Be allergy aware;
- Understand the risks allergens might pose to their peers and respect measures to support them;
- Learn how they can support their peers and be alert to allergy-related bullying;
- Older learners will learn how to recognise an allergic reaction and support their peers and staff in case of an emergency; and
- If learners are likely to be buying or bringing in food from home and are old enough to check the ingredients include a line about adhering to food restrictions or guidance about food being brought in.

4.8 Learners with allergies

In addition to point 4.7, learners with allergies, where appropriate, are responsible for:

- Knowing what their allergies are and how to mitigate personal risk
- Avoiding their allergen as best as they can;
- Understanding the importance of following the school specific processes of lunch and snack services and how that mitigates risk;
- Understanding that they should notify a member of staff if they are not feeling well, or suspect they might be having an allergic reaction;
- Carrying two adrenaline auto-injectors with them at all times, if age and capability appropriate. They must only use them for their intended purpose;
- Understanding how and when to use their adrenaline auto-injector;
- Talking to the Designated Allergy Lead or a member of staff if they are concerned by any school processes or systems related to their allergy;
- Raising concerns with a member of staff if they experience any inappropriate behaviour in relation to their allergies;
- Learners permitted to leave the school site should know what to do if they have an allergic reaction off school premises. This should include how to treat themselves and raise the alarm to get help; and
- If age and capability appropriate, ensuring they have their medication with them on the journey to and from school.
- Learners who are unable to manage their own medication will be supported by trained staff.

5. INFORMATION AND DOCUMENTATION

5.1 Register of learners with an allergy

The school has a register of learners who have a diagnosed allergy. This includes children who have a history of anaphylaxis or have been prescribed adrenaline pens, as well as learners with an allergy where no adrenaline pens have been prescribed.

5.2 STEP Plans

Each learner with an allergy has an individual STEP Plan. The information on this plan includes:

- A letter is sent to parents and carers outlining the use of emergency Epi-pens for learners who require emergency treatment and have no known allergies.
- Known allergens and risk factors for allergic reactions;
- A history of their allergic reactions;
- Detail of the medication the learner has been prescribed including dose, this should include adrenaline pens, antihistamine etc;
- A copy of parental consent to administer medication, including the use of spare adrenaline pens in case of suspected anaphylaxis;
- A photograph of each learner; and
- A copy of their Allergy Action Plan.

6. ASSESSING RISK

Allergens can crop up in unexpected places. Staff (including visiting staff) will consider allergies in all activity planning and include it in risk assessments. Some examples include:

- Classroom activities, for example craft using food packaging, science experiments where allergens are present, food lessons or cooking;
- Bringing animals into the school, for example a dog or hatching chick eggs can pose a risk;
- Running activities or clubs where they might hand out snacks or food “treats”. Ensure safe food is provided or consider an alternative non-food treat for all learners; and
- Planning special events, such as cultural days and celebrations.

Inclusion of learners with allergies must be considered alongside safety and they should not be excluded. If necessary, adapt the activity. The School will ensure compliance with the Equality Act 2010.

7. FOOD, INCLUDING MEALTIMES & SNACKS

7.1 Catering in school

The school is committed to providing a safe meal for all students, staff and visitors, including those with food allergies.

- Due diligence is carried out with regard to allergen management when appointing catering staff;
- All catering staff and other staff preparing food will receive relevant and appropriate allergen awareness training;
- Anyone preparing food for those with allergies will follow good hygiene practices, food safety and allergen management procedures;
- The catering team will endeavour to get to know the learners with allergies and what their allergies are, supported by school staff;
- The catering team will endeavour to provide varied meal options to students and staff with allergies;
- The school has robust procedures in place to identify learners with food allergies. These include, a visual check from a member of staff familiar with the learners who have allergies and photos of learners with allergies available in the catering areas.
- Food containing the main 14 allergens (see Allergens definition) will be clearly labelled . Other ingredient information will be available on request.
- Pre-packaged food will comply with PPDS legislation (Natasha's Law) requiring the allergen information to be displayed on the packaging;
- Where changes are made to the ingredients this will be communicated to learners with dietary needs by kitchen staff.

7.2 Food brought into school

Food Brought Into School and on School Trips

To minimise the risk of allergic reactions, all food brought into school or taken on school trips must be carefully considered. Parents/carers are required to inform the school of any known allergens in packed lunches or snacks. Where a pupil has a severe allergy, the school may implement restrictions on specific foods (e.g. nuts) within classrooms or across the school.

Staff and pupils must not share food under any circumstances. On school trips, risk assessments must include consideration of food allergens, and staff must ensure that safe food options are available for all pupils. All food consumed during school activities should be appropriately labelled where possible, and staff must remain vigilant to prevent cross-contamination.

The school will work in partnership with parents/carers to ensure that all reasonable steps are taken to provide a safe environment for pupils with allergies and those at risk of anaphylaxis.

7.3 Food bans or restrictions

- This school is an Allergen Aware school. We have students with a wide range of allergies to different foods, so we encourage a considered approach to bringing in food;
- We try to restrict peanuts and tree nuts as much as possible on the site and check all foods coming into the kitchen; and
- All food coming onto school premises or taken on a school trip should be checked to ensure peanuts and tree nuts are not an ingredient in another product. Please check

the label on all foods brought in. Common foods that contain these goods as an ingredient include: packaged nuts, cereal bars, chocolate bars, nut butters, chocolate spread, sauces.

7.4 Food hygiene for learners

- We will encourage learners to wash their hands before and after eating;
- Sharing, swapping or throwing food is not allowed;
- Water bottles and packed lunches should be clearly labelled; and
- Measures to limit cross-contamination in the preparation and storage of food with good hygiene practice. All staff at Aycliffe school complete Level 2 Food Hygiene as part of their mandatory induction training.

8. EDUCATIONAL VISITS

- Staff leading the trip will have a register of learners with allergies and details of their medication. Staff should notify the trip leader of any allergies;
- Allergies will be considered on the risk assessment and catering provision put in place;
- Parents and carers, and learners where appropriate, may be consulted if considered necessary, or if the trip requires an overnight stay;
- Staff (and some learners, if appropriate) accompanying the trip will be trained to recognise and respond to an allergic reaction;
- Allergens will be clearly labelled on catered packed lunches.

9. INSECT STINGS

- Avoid walking around in bare feet or sandals when outside and when possible keep arms and legs covered;
- Avoid wearing strong perfumes or cosmetics; and
- Keep food and drink covered.

The setting's Caretaker will monitor the grounds for wasp or bee nests. Learners (with or without allergies) should notify a member of staff if they find a wasp or bee nest in the school grounds and avoid them.

10. ANIMALS

It's normally the dander (flakes of skin) saliva or urine that causes a person with an animal allergy to react.

Precautions to limit the risk of an allergic reaction include:

- A learner with a known animal allergy should avoid the animal to which they are allergic;
- If an animal comes on site a risk assessment will be done prior to the visit;

- Areas visited by animals will be cleaned thoroughly;
- Anyone in contact with an animal will wash their hands after contact;
- School trips that include visits to animals will be carefully risk assessed.

11. ALLERGIC RHINITIS/ HAY FEVER

- Monitor pollen levels and limit outdoor activities when high.
- Keep windows closed during high pollen periods where possible.
- Encourage handwashing and use of tissues.
- Clean classrooms regularly (dusting and vacuuming).
- Reduce dust by keeping rooms tidy and cleaning soft furnishings.
- Ensure good ventilation where appropriate.
- Keep records of pupils with allergies.
- Make sure prescribed medication is available and staff are aware.
- Communicate with parents about learners' allergy needs.

12. INCLUSION AND MENTAL HEALTH

Allergies can have a significant impact on mental health and wellbeing. Learners may experience anxiety and depression and are more susceptible to bullying.

- No child with allergies should be excluded from taking part in a school activity, whether on the school premises or a school trip;
- Learners with allergies may require additional pastoral support including regular check-ins from their class teacher etc;
- Affected learners will be given consideration in advance of wider school discussions about allergy and school Allergy Awareness initiatives; and
- Bullying related to allergy will be treated in line with the school's anti-bullying policy.

13. ADRENALINE PENS

See the government guidance on Adrenaline Pens in Schools.

13.1 Storage of adrenaline pens

- Learners prescribed with adrenaline pens will have easy access to two, in-date pens at all times;
- Adrenaline pens are to be carried by staff supporting learners, unless the learner is able to take responsibility for their own pen. If stored centrally, state where this is and ensure access at all times. When stored centrally, whilst the learner is not in school, they should be labelled alongside the learner's Allergy Action Plan. Learners must also have access to two adrenaline pens as they travel to and from school;
- Adrenaline pens must not be kept locked away;
- Adrenaline pens should be stored at moderate temperatures (see manufacturer's guidelines), not in direct sunlight or above a heat source (for example a radiator); and
- Used or out of date pens will be disposed of as sharps.

13.2 Spare adrenaline pens

This school has 4 spare adrenaline pens to be used in accordance with government guidance (x2 150mcg child dose and 2x 300mcg adult dose).

The locations of spare adrenaline pens are clearly signposted. At Aycliffe school these are located in the main dining hall and post-14 communal area.

The Allergy Lead is responsible for:

- Deciding how many spare pens are required.
- What dosage is required, based on the Resuscitation Council UK's age-based guidance (see page 11);
- Which brand(s) to buy. Schools are recommended to buy a single brand if possible to avoid confusion;
- The purchasing of spare adrenaline pens which can be obtained at low cost from a local pharmacy. See government guidance above; and
- Distribution around the site and clear signage.

13.3 Adrenaline pens for off-site activities

- No child with a prescribed adrenaline pen will be able to go on a school trip without two of their own devices. It is the trip leader's responsibility to check they have them;
- Spare adrenaline auto-injectors will be taken on school outings following a risk assessment by the Allergy Lead, Tracey Clements, where deemed appropriate. This may include situations where access to emergency services could be delayed or where mobile telephone signal may be limited or unreliable.
- Adrenaline pens will be kept close to the learners at all times e.g. not stored in the hold of the coach when travelling or left in changing rooms;
- Adrenaline pens will be protected from extreme temperatures;
- Staff accompanying the learners will be aware of learners with allergies and be trained to recognise and respond to an allergic reaction; and

14. RESPONDING TO AN ALLERGIC REACTION /ANAPHYLAXIS

See appendices on recognising and responding to an allergic reaction

If a learner has an allergic reaction:

- Treat the learner in accordance with their Individual Allergy Action Plan/ STEP plan;
- Instigate the school's Emergency Response Plan [Appendix 2];
- If anaphylaxis is suspected administer adrenaline without delay;
- Treat the learner where they are. Lie them down with their legs raised and bring medication to them;
- Use learner's own prescribed medication if immediately available;
- Learner can administer the adrenaline pen themselves [if able to] or a member of staff can administer pen. Ideally the member of staff will be trained, but in an emergency, anyone can administer adrenaline;

- If the learner's own adrenaline pen is not available or misfires, then use a spare adrenaline pen;
- If anaphylaxis is suspected but the learner does not have a prescribed adrenaline pen or Allergy Action Plan, lie the learner down with their legs raised, call 999 and explain anaphylaxis is suspected. Inform the operator that spare adrenaline pens are available and follow instructions from the operator. The MHRA says that in exceptional circumstances, a spare adrenaline pen can be administered to anyone for the purposes of saving their life;
- If, after 5 minutes, there is no improvement, use a second adrenaline pen and call the emergency services again and inform them that a second dose of adrenaline has been given;
- Do not move the learner until a medical professional/ paramedic has arrived, even if they are feeling better; and
- Anyone who has had suspected anaphylaxis and received adrenaline must go to hospital, even if they appear to have recovered. A member of staff should accompany them in an ambulance until a parent or guardian arrives.

15. TRAINING

15.1 The school is committed to training all staff annually to give them a good understanding of allergy.

This includes:

- Understanding what an allergy is;
- How to reduce the risk of an allergic reaction occurring;
- How to recognise and treat an allergic reaction, including anaphylaxis;
- How the school manages allergy, for example Emergency Response Plan, documentation, communication etc;
- Where adrenaline pens are kept (both prescribed pens and spare pens) and how to access them;
- The importance of inclusion of learners with food allergies, the impact of allergy on mental health and wellbeing and the risk of allergy related bullying;
- Understanding food labelling; and
- Taking part in an anaphylaxis drill.

15.2 The school will carry out an anaphylaxis drill once a year.

This includes:

- An exercise simulating an event where a learner or member of staff has an allergic reaction and testing the whole school response.

16. ASTHMA

It is vital that learners with allergies keep their asthma well controlled, because asthma can exacerbate allergic reactions. [See Asthma Policy].

17. REPORTING ALLERGIC REACTIONS

The school will log allergic reaction incidents and near-misses in the Allergy Incident Log:

Pupil name	
Date, time, and location	
Staff present	
Known allergies	
Symptoms observed	
Suspected trigger	
Medication administered	
Parent notification time	
Outcome	

Appendix 1

MANAGING ALLERGIC REACTIONS

ALLERGIC REACTIONS VARY

Allergic reactions are unpredictable and can be affected by factors such as illness or hormonal fluctuations.

You cannot assume someone will react the same way twice, even to the same allergen.

Reactions are not always linear. They don't always progress from mild to moderate to more serious; sometimes they are life-threatening within minutes.

MILD TO MODERATE ALLERGIC REACTIONS

Symptoms include:

- Swollen lips, face or eyes
- Itchy or tingling mouth
- Hives or itchy rash on skin
- Abdominal pain
- Vomiting
- Change in behaviour

Response:

- Stay with learner
- Call for help
- Locate adrenaline pens
- Give antihistamine
- Make a note of the time
- Phone parent or guardian
- Continue to monitor the learner

SERIOUS ALLERGIC REACTIONS / ANAPHYLAXIS

The most serious type of reaction is called **ANAPHYLAXIS**. Anaphylaxis is uncommon, and children experiencing it almost always fully recover.

In rare cases, anaphylaxis can be fatal. It should always be treated as a time-critical medical emergency.

Anaphylaxis usually occurs within 20 minutes of eating a food but can begin 2-3 hours later.

People who have never had an allergic reaction before, or who have only had mild to moderate allergic reactions previously, can experience anaphylaxis.

Appendix 2

RESPONDING TO ANAPHYLAXIS

SYMPTOMS OF ANAPHYLAXIS

A – Airway

- Persistent cough
- Hoarse voice
- Difficulty swallowing
- Swollen Tongue

B – Breathing

- Difficult or noisy breathing
- Wheeze or cough

C - Circulation

- Persistent dizziness
- Pale or floppy
- Sleepy
- Collapse or unconscious

IF YOU SUSPECT ANAPHYLAXIS, GIVE ADRENALINE FIRST BEFORE YOU DO ANYTHING ELSE.

DELIVERING ADRENALINE

1. Take the medication to the patient, rather than moving them.
2. The patient should be lying down with legs raised. If they are having trouble breathing, they can sit with legs outstretched.
3. It is not necessary to remove clothing but make sure you're not injecting into thick seams, buttons, zips or even a mobile phone in a pocket.
4. Inject adrenaline into the upper outer thigh according to the manufacturer's instructions.
5. Make a note of the time you gave the first dose and call 999 (or get someone else to do this while you give adrenaline). Tell them you have given adrenaline for anaphylaxis.
6. Stay with the patient and do not let them get up or move, even if they are feeling better (this can cause cardiac arrest).
7. Call the learner's emergency contact.
8. If their condition has not improved or symptoms have got worse, give a second dose of adrenaline after 5 minutes, using a second device. Call 999 again and tell them you have given a second dose and to check that help is on the way.
9. Start CPR if necessary.
10. Hand over used devices to paramedics and remember to get replacements.