**ALL HALLOWS RC HIGH SCHOOL**

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**EQUALITY SCHEME**

**Committee responsible for review: Welfare Committee**

**Review date: May 2024**

**Date of next review: May 2026**



**EQUALITY SCHEME**

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**1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equality, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is to create inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first Equalities Scheme for All Hallows RC High School. This document sets out our school’s overall commitment to equality, diversity, human rights and community cohesion, which permeates all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly, it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name …………………………….. Signed………………………… Date……………

Signed by Chair of Governors

Name …………………………….. Signed………………………… Date……………

**2. Introduction**

The role of anEqualities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantages.Our equality schemeincludes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To further these aims, the school will choose and publish equality objectives.

This document meets the requirements under the following legislation:

[The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

**3. School Values, Ethos/Mission Statement**

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

##### Our Mission is to offer a high-quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

##### Gospel Values are what Jesus said, what Jesus did and what Jesus told us to do, so we will:

##### o Provide a safe, supportive and pleasant environment with a warm and welcoming atmosphere where all are supported, valued and respected.

##### o Live the Gospel values of life and truth, love and service, justice and peace, forgiveness and reconciliation.

##### o Provide a personalised curriculum with the highest quality of learning and teaching.

##### o Equip pupils for life-long learning and enable them to develop their full potential and sense of self-worth in preparation for their journey of life, knowing that God walks with them each step of the way.

##### o Recognise that everyone is unique and celebrate their differences.

##### o Create a community which promotes tolerance, respect and sensitivity to the needs of others so that pupils realise their duties and responsibilities to their neighbour as well as their personal rights and freedoms.

Through the gospel values we aspire for all members of our school family to feel a sense of belonging and for each one of us to bring about positive change in our communities. We will integrate diversity, equity, inclusion and fairness into all aspects of our school life. We will continue to create a fully inclusive school free of discrimination, harassment, bullying and victimisation where dignity and respect are promoted and where individual differences and diversity are recognised and celebrated. We want all members of our school family to feel respected and in turn able to give their best each day. We will not tolerate any discriminatory conduct or behaviour which compromises our school aims, approaches or commitments to equality, diversity and inclusion.

Our approach to equality is based on the following 6 key principles

1. All members of our school community are of equal value.
2. We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to equality. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school family to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve their highest potential.
6. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

**4. School Profile**

To meet our equality objectives it's important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

We are a small inner-city Catholic school (11-16) that, unusually, does not serve the local geographical area, instead prioritising those children who live in the inner-city of Salford. We are over-subscribed and this has been the case for the last 7 years. There are currently 742 pupils at All Hallows, 19 of whom are members of the Enhanced Resource Provision, the Aquinas Centre (MLD and S&L). The School serves a community facing significant economic and social challenges, 63% of students live in areas within the lowest 10% IDACI core nationally, compared to 35% across Salford as a whole. 39% of our pupils are eligible for Pupil Premium funding, compared to 23.8% nationally. We attract a large number of pupils with SEND. Our EHCP numbers are almost twice the national average in mainstream, and 3.6 times the national average overall. 6% (45) of our pupils have an EHCP, over half of which are mainstream, 24% (180) of our pupils have identified SEND. Our school enjoys a very diverse ethnic community with only 41% being White British, 27 % of pupils are EAL and 42 different ‘home’ languages are spoken.

At All Hallows, we see our diverse family as one of our biggest strengths, staff and pupils respect and embrace their similarities and differences and this is reflected in our most recent Ofsted report[[1]](#footnote-1). We are a strong catholic family which reaches out beyond the school grounds and into our community.

Our curriculum is broad and ambitious and all pupils including those with SEND learn a body of knowledge that prepares them well for their next step in education and the future. The curriculum has time dedicated to personal development, the programme ensures pupils are taught about important issues, such as s discrimination, diversity and equality.

All members of the school family feel a strong sense of belonging and this is clear to see in our attendance, data collected from our pupils and staff voice and through our All Hallows Charter data. All Hallows Whole School attendance has been above the National Average for the last 4 years, this is true for all year groups (except for Y11 2021-22). This is also true for all groups including Gender, PP, SEND (for SEN support and EHCP. Pupil voice surveys show that pupils feel safe in school and have a trusted adult they can talk to if something is worrying them. Pupils feel that they are encouraged to respect people from other backgrounds and to treat people equally and the majority of pupils at All Hallows would recommend their school to a friend. Pupils and staff share that the All Hallows Way Charter allows pupils to be rewarded and recognised for their involvement in school life and data shows that all groups of pupils are represented.

**5. Equalities Objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

1. Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.
2. To continue to improve attendance by;
   * Narrow the attendance gap between boys and girls.
   * Narrow the attendance gap between EAL and non-EAL.
   * Improve the attendance of the current year 10 cohort.
3. To improve progress and attainment for the following groups of pupils;
   * Narrow the progress gap between boys and girls.
   * Improve the attainment and progress of disadvantaged pupils.
4. To continue to develop the All Hallows Way Charter;
   * Maintain the representation of SEND pupils in the Charter Rewards
   * Improve the number of PP pupils achieving an award
   * Maintain the level of enthusiasm from pupils in years 7 and 8 into year 9.
5. To be re-accredited in the following areas;
   * Leading Parent Partnership Award
   * Emotionally Friendly Status
   * SENDIA Award

A more details action plan can be found in APPENDIX A

**6. Accessibility Action Plan**

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increasing the accessibility of our school environment.

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

A more details action plan can be found in APPENDIX B

**7. Community Cohesion**

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

* Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
* Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
* Using our support for the voluntary and community sector to promote good race relations;
* Countering myths and misinformation that may undermine good community relations;
* Teaching pupils about hate crimes and that hate crimes are unacceptable.

**8. Human Rights**

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN Convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

* An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
* A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
* Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies
* Student involvement in debates about change
* An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
* Rich learning experiences about human rights inside and outside of the classroom

**9. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

**10. Roles and Responsibilities for Implementing the Equality Scheme**

The Governing Board, Headteacher, Senior Leadership Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will**:**

* ensure that staff and parents are informed about the Equality Scheme
* ensure that the scheme is implemented effectively
* Encourage staff to give their individual equalities information in monitoring forms annually
* Through knowing the composition of the workforce, aim to identify any areas for development
* manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
* ensure staff have access to training which helps to implement the Scheme
* monitor the scheme and report to the Governing Body annually, on its progress and effectiveness
* ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
* provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
* evaluate, review and update the Scheme annually
* evaluate, review and update the objectives at least every 4 years
* report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors

The Governing Body will:

* designate a Governor with specific responsibility for the Equality Scheme
* establish that the action plans arising from the Scheme are part of the school improvement plan
* support the headteacher in implementing any actions necessary
* inform and consult with parents about the Scheme
* ensure that the action plans arising from the Scheme are part of the school development plan
* evaluate and review this scheme regularly

The Senior Leadership Team will**:**

* have general responsibility for supporting other staff in implementing this Scheme
* provide a lead in the dissemination of information relating to the Scheme
* identify good quality resources and training and development opportunities to support the Scheme
* with the Headteacher, provide advice/support in dealing with any incidents/issues
* assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will**:**

* have access to the Scheme
* be encouraged to support the Scheme
* have the opportunity to attend any relevant meetings/awareness-raising sessions related to the scheme
* have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

* accept that this is a whole school issue and support the Equality Scheme
* be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
* be aware of the implications of the Scheme for their planning, teaching and learning strategies
* teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
* ensure pupils from all groups are included in all activities and have full access to the curriculum
* challenge inappropriate or discriminatory language or behaviour
* know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
* know procedures of reporting harassment and bullying
* keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
* make known any queries or training requirements

Pupils will:

* have the opportunity to contribute to the Scheme
* be made aware of the Scheme, appropriate to age and ability and how it applies to them
* be expected to act in accordance with the Scheme
* experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

**11. Annual Report and Review**

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

**12. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

[allhallows@salford.gov.uk](mailto:allhallows@salford.gov.uk)

**Appendix A: Equality Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Objective | How will we meet this objective | Success Criteria | Date to be achieved |
| Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups. | * Quality assurance process into their curriculums with leadership support from MB and BLC * Focus on Smaller departments that have not yet been scrutinised by external teams * Training for all staff to support pupils who have vulnerabilities. * T&L team to continue to provide training for staff including how to support SEND pupils in their classes. * Ensure that TA resources are deployed effectively * A SEND workbook scrutiny to happen annually to ensure consistency in the curriculum for SEND | * All departments have up to date curriculum plans, detailing support for those who need it. * All departments have a consistent expectation and assessment plan. * Lesson Obs and WBS show a consistent approach to the delivery of the curriculum for all. * Smaller Departments curriculums can evidence the journey of their curriculum development and will work with external support if needed. * EBSA training for all staff * Insets to have SEND focus training delivered by SEND team * T&L sessions to focus on supporting SEND pupils in the classroom. * NJ to observe TA support in classrooms during LW and observation window. * SEND workbook scrutiny to show consistency in the delivery of each curriculum for all pupils, Summer 2024 as a benchmark. | * Ongoing 2023-2025 * Start by September 2025 * December 2024 * Ongoing * Ongoing * Start by September 2025 * Each summer term with Summer 2024. |
| To continue to improve attendance by;   * + Narrow the attendance gap between boys and girls.   + Narrow the attendance gap between EAL and non-EAL.   + Improve the attendance of the current year 10 and year 8 cohort. | * Attendance to remain high profile in school. * Monday form time to have a focus on attendance. * Attendance data to remain on the charter criteria. * Continue to reward good attendance. * Monitoring of attendance through the attendance officer and responding to changes in attendance quickly and effectively. | * All Hallows will continue to remain above the national average for attendance for all groups of pupils. * Form time observation evidence discussions of attendance. * We will see the gap narrowing between boys and girls, EAL and Non EAL. * The attendance of the current year 10 cohort will improve. | * Reported on each term. * Autumn 2024-Summer 2025 * Autumn 2024-Summer 2025 |
| To improve progress and attainment for the following groups of pupils;   * + Narrow the progress gap between boys and girls.   + Improve the attainment and progress of disadvantaged pupils. | * Morning interventions to prioritise pupils from identified groups. * Catch up sessions to focus on identified groups. * PP pupils to be monitored by PP Co-ordinator. * Continue intensive revision and intervention programme. * Continue with school initiatives with key focus groups. | * Identified pupils have good attendance to sessions. * Data shows improvement in line with their starting point and peers. * Termly reports for PP pupils show the impact of the interventions. * P7 data show pupils' attendance to sessions is in line with their peers. * Bronze award, GCSE pathway to success continues to run with key groups. | * Reported on each term. * KS3 catch up reports each term. * Reported on each term. * Reported on each term. |
| 1. To continue to develop the All Hallows Way Charter;    * Maintain the representation of SEND pupil in the Charter Rewards    * Improve the number of PP pupils achieving an award    * Maintain the level of enthusiasm from pupils in year 7 and 8 into year 9.    * Encourage staff to offer a wider selection of eXtras. | * Monday form time to have a focus on charter data. * Staff training on how to identify areas for pupils to meet the charter. * Student council to support the eXtras timetable ensuring it has a wide range of activities. * PP Co-ordinator to support removing barriers for PP pupils. * SEND team to support continued success for SEND pupils. * Reward to continue to captivate pupils' interest. | * Form time observation evidence Charter Discussions with pupils. * Inset training for Staff on Charter data, including new form teachers throughout the year. * Student council meetings to evidence eXtras discussions. * Pupil involvement in eXtras is stable throughout the year. * All groups of pupils represented in eXtras data. * All groups of pupils represented in Charter Rewards * Yearly pupil voice on charter shows pupils enjoy the rewards provided. | * Autumn 2024-Summer 2025 * September 2025 * Start September 2025 * Ongoing * Reported termly * Reported termly * Summer 2025 |
| To be re-accredited in the following areas;   * + Leading Parent Partnership Award   + Emotionally Friendly School Status   + SENDIA Award | * MT and LT to prepare and showcase to the LPPA accreditor what we do at All Hallows. * MD, LG and NJ to collate evidence to meet the criteria for EFS.   + Continue to use the LSC to support pupils' needs.   + Ensure all RAMPS are kept up to date and pupils and staff have regular input into these.   + Continue to offer additional transition for those who need it.   + Student and staff voices are collected yearly. * NJ to prepare and showcase to the SENDIA Award accreditor what we do at All Hallows. | * LPPA re-accredited * EBSA training for all staff. * Action plan developed with the EFS team * Pupils' voices show that pupils feel safe and cared for in school. * Pupils voice shows that pupils especially those in vulnerable groups have a key worker and feel they are listened to and supported. * Staff development to support their own wellbeing and enable them to support student (emotion coaching training, trauma informed training) * Evidence collected to be submitted to the Educational Psychology team * SENDIA Award re-accredited. | * February 2024 * December 2024 * January 2024 * Yearly * Yearly * Ongoing * Summer 2025 * February 2024 |

**Appendix B: Accessibility Plan**

**Planning duty 1: Curriculum**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Issue | What | Who | When | Outcome | Review |
| **Short term** | Time adequate for students to use adapted equipment in practical work. | Lesson organisation is adequate to ensure time and TA support is made for students with physical difficulties. | Teachers, Support staff | Ongoing with continuous review on individual basis | All students complete given tasks, and are fully included. |  |
| Provide more information to staff regarding specific needs of named students | Raise awareness of students’ needs through Pupil passports and recording of interventions on provision map    Staff training on graduated approach to identifying and supporting SEN students | SENCO | Ongoing throughout the year  Updates provided on individual basis | Staff will have a clear understanding of the needs of identified students with disabilities and the requirements for accessibility. |  |
| **Medium term** | Provide Staff training to further improve outcomesfor students with SEN | TA training to be directly linked to areas of student need.  Incorporate staff CPD into Appraisal review forms  Training to be offered to teaching staff by specialists as identified through assessment section of graduated response process    Support departmental areas in developing differentiation strategies    Use student shadowing and learning walk data to highlight training needs | SENCO  HODS  SLT | Termly or as identified on individual basis | Pupils with SEND and disabilities are making progress in line with their ability. |  |
| **Long term** | Increase reading ability of pupils who are identified to be over 12 months below their chronological age | Staff training on the delivery of reading intervention    Twice weekly reading intervention sessions in small groups on evidenced based reading programme (Lexia) | SENCO  Teaching Assistants | Twice weekly sessions over a half term  Reviewed half termly. | Pupils' reading ages will have increased therefore improving access to reading material in the classroom. |  |

# Planning duty 2: Physical environment

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Ensure any hearing impaired persons are aware of alarms/ intruder alert. | Vulnerable students made aware and given 1:1 support in order to vacate areas if necessary.  Teachers to be aware of those pupils in class | Teachers and support staff | Ongoing  As necessary | All users of the site have clear indication of use and routes which they can access.  All users are aware of fire emergencies and can escape out of emergency exits.  No child is vulnerable due to hearing disability. |  |
| **Medium term** | Review training needs on staff to ensure better coverage of skill when using specialist equipment | Training for staff using Evac chairs in case of an emergency. | Relevant teachers and support staff | Termly  Routine practice during fire drill | All pupils with disabilities are able to safely evacuate during an emergency  Staff are confident in using the specialist equipment |  |
|  |  |  |  |  |  |
| **Long term** | Ongoing building work to increase physical space in school takes into consideration the access for disabled pupils | Liaison with building company to ensure the works are compliant with disabled access.    Ensure that any areas that become unaccessible in school during the building works do not affect the routes that pupils take to get to their classroom | Site team  Business manager | 2022-2024 | Pupils will be able to continue to have full access to the school building during building works and have full access to the extension of the school building on completion. |  |

# Planning duty 3: Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Ensure that visually and hearing impaired students and those with co-ordination difficulties can access all information and learning opportunities within the school. | Training to teaching and support staff on effective strategies for supporting VI/HI pupils in the classroom | Use LA’s specialist adviser as necessary. Use physiotherapists and occupational therapists when necessary. Train staff as needed. | INSET sessions regular throughout the year | All students with every possible need have access to all information required for school life as well as access to learning. |  |
| **Medium term** | Enhance the communication between primary schools on transition to ensure necessary information is shared on pupils with SEND, disabilities or medical conditions | Provide additional transition sheet to primarys that outlines current needs, requirements, agency involvement so relevant details are shared | SENCO    Transition co-ordinator    Admissions co-ordinator | During transition periods    In year admissions | Relvent details shared that enables appropriate prvovision to be provided upon arrival to school. |  |
| **Long term** | Improve the communication of information to pupils, parents, carers with disabiltiies/EAL | Continue to develop the use of Edulink to provide information on pupil progress, recognition and behaviour  Regular signposting of the app to view information  Homework log for pupils with VI to view on their device. | Assistant Headteacher  Data Manager  Teachers | Ongoing | Pupils, parents and carers have enhanced access to information on pupil progress, achievement and behaviour  Pupils with VI can use app to view homework and adapt size where appropriate.  Parents will be able to view pupil homework. |  |

1. “Pupils develop academically and socially at All Hallows RC High School. There is a strong family ethos.” Ofsted October 2022

   “Pupils’ positive and supportive relationships with each other and with staff help to cultivate an atmosphere where everyone is treated kindly and with respect. This helps pupils to feel safe and secure in school.” October Ofsted 2022 [↑](#footnote-ref-1)