



## **MAINSTREAMING REPORT & EQUALITY OUTCOMES 2025**

### **1. INTRODUCTION**

As a grant-aided special school, Harmeny is subject to the public sector equality duty (PSED) and the associated special duties. Part of that duty requires us to publish information on how we mainstream the equality duty, i.e. integrate equality into our day-to-day operations.

This report outlines:

- the progress that we have made since our last mainstreaming report;
- outcomes for the next four years that will enable us to better perform our duty;
- gender pay gap information;
- our equal pay statement and associated occupational segregation data;
- recruitment equality monitoring data; and
- data in relation to the composition of our employees and our board of trustees.

### **2. REVIEW OF PROGRESS**

#### **2.1. Progress against previous outcomes**

##### **a. Incorporation of equality and diversity issues into the curriculum and lifespace**

We had several opportunities to bring equality, diversity, and inclusion (EDI) into the curriculum and lifespace over the last reporting period.

From October 2021 into the summer of 2022, the children had lived experience of three members of staff who were pregnant. This allowed them to observe them taking on a specific role and being respected to contribute to their lives (arranging theme nights/presents for Christmas/Pinky Promise/Kindness Week). It showed them how the adults cared for them and valued their participation to their lives, whilst pregnant.

In 2021 we helped a child to deepen their understanding of religion by supporting them to attend church.

In June 2022 we had Jubilee celebrations, which helped the children to learn about the Queen, her age, and her ability to lead the country.

In 2022 we did some work to promote understanding of hairstyles in other cultures, with a focus on afro hair. We went to a specific hairdresser for advice on combing, products, and washing, and helped the children to learn these skills too. Books and learning about African Caribbean culture have also been made available to all. Moisturising skin and relaxation methods were part of the routine in the lifespace in cottage so that adults and children could recognise that the right self-care for one person is not the same as for them.



In 2002 and 2003 we arranged for a group of Harmeny children to attend the Who Cares? Scotland 'Time to Shine' event. This went beyond simply providing these young people with an opportunity to develop important social skills as they explore their wider world; it was also about using the event to network with peers from a care-experienced background. The events marked a celebration of the resilience and bravery that the young people have displayed to manage the adversities that they have faced, providing an outlet for the young people to feel valued for who they are. Our appreciation of this is enhanced when it is considered within the context of supporting the young people to develop a sense of belonging and build a positive identity.

As part of our children's learning, we took part in an initiative called Show Racism the Red Card. This educated the children about how to value and be kind to everyone and helped them to understand the impact of racism. It also allowed some adults to then lead on promoting an inclusive culture.

Following the use of racist language by a child, we used a story book about being unfriendly to refugees to help the child to reflect. The phrase 'go back home' was used as a tool to talk about this. The child meaningfully reflected on this and was able to talk about how her choice of language was unkind. The child also reminded other children about not using racist language following this.

In May 2023 we completed a class project on India. We had the pleasure of welcoming a student who was at Harmeny on a social work placement into our Primary 2/3 classroom on a weekly basis. During these classroom sessions the children became very curious about the student's heritage and background.

The class were about to plan their topic activity for the block and decided to find out more about India, from where the student originated. Over the next four weeks the student took the children on a journey in the classroom around her homeland of India by sharing her culture.

The children were immersed in the country's language, food culture, dress and living environments over the duration of the student's stay. The children then went onto lead a whole school assembly on India, sharing the knowledge and understanding from this experience.

We have undertaken some work in relation to gender identity and sexual orientation. For example, we work with CAMHS when these queries arise for our children and have used key times to support a child who was questioning his sexual orientation.

We use calendar events as opportunities to teach the children about diverse cultures, such as Burns Day and St Patrick's Day. From April to July 2022 the children participated in cooking recipes from around the world during their Food and Nutrition class. This prompted lifespace discussions around the ingredients, the variety of food, and sustainability of produce and products, all raising awareness of other countries cultures and experiences.

In addition to this, in the cottage lifespace, we have taught about other cultures through food, with theme nights focusing on cuisine from other parts of the world and encouraging the children to try different foods when out on trips. This is often informed by the children, or by staff, who use it as an opportunity to share their lived experiences.

We have made links with Sadia Hussain-Şavuk, an Education Consultant from TIDE (Time for Equality, Diversity, and Inclusion), whose particular focus is on EDI, as well as anti-racism.



Sadia is currently looking at our policies with a view to updating them in relation to EDI where appropriate. Sadia will then deliver workshops for staff and young people within the school on those areas.

#### **b. Learning and development (L&D) initiatives**

We have made EDI a focus throughout the employee lifecycle, beginning with the induction. Our induction programme was revamped in 2023, and since then the Head of HR has delivered a session on dignity at work, which ensures that all new staff are taught about EDI and their role in maintaining a positive culture.

We also require all staff to undertake an annual refresher on EDI using our e-learning platform. Other learning opportunities that we have delivered include:

- dementia awareness;
- menopause awareness and support;
- age inclusion for managers;
- mental health matters;
- mental health for managers;
- digital disability and neurodiversity; and
- showing racism the red card.

As well as training, we have delivered resources to staff across several areas to increase understanding of diverse needs. For example, in October 2022, we provided resources to inform staff around dementia awareness, and how to support people as they grow older.

Our L&D team issues a quarterly magazine, and we have used this as a way of sharing resources and information with staff. The L&D team also shares resources across the calendar year, often coordinated with national initiatives. Topics that we have shared resources on include:

- mindfulness and mental health;
- dyspraxia and dyslexia;
- alcohol awareness;
- disabilities;
- world religions;
- Alzheimer's;
- menopause;
- gender issues (celebrating International Women's Day and Women's History Month); and
- LGBT issues (celebrating LGBT History Month).

In addition to the above, we issued resources to staff during inclusion week 2021. Themes covered included EDI, gender, sexuality, age and religion, marriage and civil partnership, maternity, paternity and pregnancy, disability, and race.



### **c. Greater diversity in the organisation**

For this outcome we have endeavoured to take steps to increase diversity in both the workforce and the Board. In relation to the latter, we have had some success over the reporting period through engaging an organisation called Changing the Chemistry, who support Board diversity in recruitment.

Due to movements into and out of the Board, we do have a Board that is not diverse across most protected characteristics other than gender, but we will continue to try to diversify the Board when vacancies arise.

In terms of the wider workforce, we have maintained diversity across some protected characteristics, including age, gender, and sexual orientation, and we have also had some success in increasing the number of staff from ethnically diverse backgrounds.

On that note, we were successful in obtaining a licence to sponsor foreign migrants, which has resulted in us being able to retain three employees from India, who otherwise may have had to leave their roles following the termination of their graduate visas.

Another successful campaign that we delivered relates to promoting age inclusion in the workplace. Throughout 2022, we worked with Age Scotland to review our policies and practices, with a view to improving age inclusion, and recognising the benefit that comes from retaining an older workforce.

As part of this, we created a team of representatives from across the workforce to agree areas for review, which met regularly to discuss progress and how we could make the work meaningful for staff. This work resulted in several changes, including:

- revising our flexible working policy to promote flexible retirement;
- providing training and resources on financial planning and wellbeing; and
- highlighting age-related issues such as dementia and Alzheimer's.

In 2023, following a discussion at our staff engagement group, we carried out a consultation with staff in relation to maternity rights, which resulted in us amending our maternity policy to make it more supportive. This included paying enhanced maternity leave during maternity leave and not after, increasing the amount of enhanced maternity pay, and shortening the return period needed to retain the enhanced pay. This was well-received by the workforce.

Linked to this has been a revision of our standpoint in relation to flexible working. In the past, we have been more rigid in terms of the rota, which resulted in us not accommodating certain requests to work flexibly. Over this reporting period, this has changed, and we now accommodate many flexible working arrangements for staff, and primarily for returning mothers.

To improve the data that we hold in relation to protected characteristics, during the reporting period we introduced a new applicant tracking system, that more easily captures equality monitoring information.

### **d. More discussion of equality and diversity issues across the organisation**



There are several ways in which we have embedded EDI discussions across the organisation. It is important to note that 'celebrating difference' is mentioned specifically in our values, to emphasise to staff how important EDI are to Harmeny.

We ensure that EDI is discussed regularly as part of the senior leadership team (SLT) agenda, including a review of the PSED and how we are meeting it.

We have also encouraged discussions in other fora, such as supporting a member of the staff engagement group to create a menopause support group. To complement this, we invited in a specialist speaker, Ruth Devlin, to chat to teams about the menopause with a view to breaking some of the stigma or discomfort in addressing it, to allow staff to feel more supported. We also created a new policy on the menopause, highlighting the importance of open conversations.

Most recently, two managers from the Care and Education teams have worked together to discuss racism, following use of racist language from some of our young people. This has included canvassing the cottages to determine what steps are being taken to discuss EDI and challenge the language that is being used, while not demonising the children for using it.

To support this work, members of staff attended an anti-racism summit in Dundee, which again will give us the tools that we need to promote discussions on EDI.

The school held a focused assembly on a variety of athletes who were competing in the Paralympic Games. This not only provided the children with the knowledge of a variety of sports that the Paralympics includes, but an understanding of how the athletes competing overcame their own challenges and barriers to compete at such a high level. This incentivised our young people to think of their own motivation when attending sports clubs or simply when they found something tricky within their own lives.

Black History Month was brought to life during a school assembly where famous black sportspeople, actors, authors, politicians, and others were highlighted to highlight the changes in society regarding racism over the years. Following on from this our Deputy Head of Education used the children's knowledge of the famous people to challenge any racial language that they used during the school day. For example, one of the boys who is an avid football fan was using a derogatory word, so the Deputy Head asked, "What would Mbappe say to that?" This immediately encouraged the child to think, and he refrained from using the language as he remembered Mbappe being one of the sportspeople that we had discussed at the assembly.



#### **e. The display of equality-related materials across the organisation**

We have notice boards placed throughout the organisation, close to office spaces, classrooms, and in the staff areas of the cottages. Given the nature of our work, and some staff roles that are not office-based, it is sometimes challenging for staff to read all emails, so we also share news and materials on notice boards to allow all staff to see them.

We share a range of materials on notice boards. For example, our L&D quarterly newsletter is placed on the notice boards, as are the minutes from staff engagement group meetings.

If we have focused on a particular topic, such as dementia, we have shared resources on boards and used them to signpost staff to other learning or resources.

When highlighting the story of Rosa Parks at an assembly, the young people were encouraged to discuss their own thoughts and feelings that they had about her story and create an anti-racism poster sharing how the colour of someone's skin should not impede their rights. It also inspired one of our teachers who oversees our playroom to purchase dolls with a variety of skin colouring so further discussions around Rosa Parks story could take shape during play between the children.

### **3. EQUALITY OUTCOMES**

We acknowledge our duty to take reasonable steps to involve people who share a relevant protected characteristic and anyone who appears to us to represent the interests of those people when preparing equality outcomes.

To comply with this requirement, we have carried out consultation in several ways. Please see above in relation to the discussions that we have encouraged in relation to racism in the workplace. We also discuss EDI as part of our staff engagement group.

More recently, we have begun to develop our strategy for 2025-2028, including considering our strategic aims in relation to EDI and meeting the PSED. As part of this, we issued a survey to staff to ask them for their views on EDI within Harmeny, and whether they would like to see us focus on a particular area.

Staff were asked to rate us on the following statements:

- Harmeny promotes a culture of equality, diversity, and inclusion
- I feel confident discussing EDI topics with our young people
- I feel safe from sexual harassment while working at Harmeny
- I know how to report any concerns about sexual harassment at Harmeny
- How frequently are EDI topics discussed with young people in the classroom?
- How frequently are EDI topics discussed with young people in the lifespace?

The data gathered from the survey has been considered as part of our review of the feedback from the wider consultation and used to inform the outcomes that we wish to set for the coming four years. Our outcomes for 2025 to 2029 are outlined below.



### **3.1. Outcome 1**

We received some feedback that, while Harmeny is recognised by staff as promoting a culture of EDI, we could do more to engage and consult with staff in relation to policies, practices, and initiatives related to EDI. We therefore will create a new EDI working group and will seek to involve staff from diverse backgrounds and experiences to take part.

This will allow staff with lived experiences to contribute to policy and decision-making and will also allow us to focus conversations on evaluating how Harmeny is managing tricky situations, such as the use of racist language from the children.

### **3.2. Outcome 2**

Our survey results highlighted an interest in neurodiversity, both in relation to supporting our children, and as an area of development for staff. We will therefore focus on neurodiversity in the coming years, considering how we can incorporate this into our curriculum, potentially with a view to being recognised in this area, as well as how we can provide development for staff in this field.

### **3.3. Outcome 3**

Sexual orientation is another area of interest in the survey results, and now that we are working with children who are becoming older and moving into adolescence, we consider it relevant to our strategic aims to encourage more discussions on this topic in the classroom and lifespace.

We will also consider working towards being recognised as an LGBT-friendly employer.

### **3.4. Outcome 4**

While most of the survey responses indicated that staff feel confident in discussing EDI with the children, the feedback suggests that we could do more to encourage conversations on EDI in the classroom and lifespace. We therefore will continue this outcome from the last reporting period into the next.

### **3.5. Outcome 5**

Our L&D team continues to play a vital role in supporting our EDI agenda, including arranging coaching and development for staff, and sharing resources that support our EDI outcomes. As such, we will continue the work that has been done over the last reporting period and consider new ways to support the sharing of knowledge with our teams. For example, we can consider engaging with external speakers on individual areas of EDI.



### 3.6. Fulfilling the general equality duty

We consider that the outcomes above fulfil our general equality duty in relation to all protected characteristics, as follows:

- We will help to eliminate unlawful discrimination, harassment, and victimisation by having more scrutiny from staff over our policies, practices, and initiatives, ensuring that those with lived experiences help us to understand where this can occur, and how we can respond.

We will also continue to offer training and development for staff to ensure that our rules and values are understood, and that there is a shared understanding of accepted practice and behaviours across Harmeny.

- We will advance equality of opportunity between people who share a relevant protected characteristic and those who do not by focusing on neurodiversity and sexual orientation, with a view to determining any improvements that we could make to policy and practice, both in relation to our children and young people, and our staff.
- We will foster good relations between people who share a protected characteristic and those who do not by creating a new group to discuss EDI issues affecting everyone at Harmeny to share understanding, as well as promoting discussions on EDI with our children and young people in the classroom and lifespan.

## 4. GENDER PAY GAP INFORMATION

Gender	Number of employees	Average hourly pay	% pay gap
Female	138	£17.98	
Male	64	£18.84	
			4.58%

The gender pay gap data above includes all employees and is not broken down by full and part-time. Our gender pay gap is well below the national gender pay gap of 13.1% at April 2024<sup>1</sup>.

Our gender pay gap can be explained by us having significantly more females in our catering and domestic roles, which are along the lowest paid roles in the organisation.

We are however confident that our pay practices are fit for purpose as we have a transparent pay scale in place with no additional remuneration for bonus or commission. As such, there is no scope for arbitrary pay decisions that could benefit males more than females.

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<sup>1</sup> Office of National Statistics data

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2024>



## **5. EQUAL PAY STATEMENT**

### **5.1. Policy statement**

Harmeny is committed to promoting equality and fairness in all its practices, including in relation to pay. We recognise that all employees are entitled to fair and transparent pay systems, regardless of age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

We understand that equal pay for similar work or work of equal value is an intrinsic right for all our employees, and we have structured our pay and benefits systems accordingly.

We will take all necessary steps to reduce pay inequality as far as possible, as outlined below in our actions.

### **5.2. Actions**

We will provide and maintain equal pay in our organisation by:

- (a) using transparent pay structures with pay rates/scales and benefits for each post regardless of any protected characteristic of the post-holder;
- (b) avoiding arbitrary or subjective pay decisions;
- (c) making objective decisions on pay for new employees based on qualifications, skills, and experience, and not any protected characteristic;
- (d) regularly reviewing our pay systems, including gender pay gap reporting, to highlight any areas for development and take any necessary or appropriate action;
- (e) providing guidance to any employee involved in determining pay and benefits; and
- (f) ensuring that employees can ask questions about their pay or our pay structures.

### **5.3. Complaints**

We have a grievance policy in place that outlines how employees can raise concerns or complaints on any employment matter, including in relation to pay. Employees can do so by speaking informally to their line manager, or by raising a formal grievance.

Any complaints raised will be quickly investigated where necessary, with a response given and the opportunity to appeal any formal grievance outcome. Records of any grievances regarding equal pay will be retained confidentially for monitoring purposes.

A copy of our grievance policy can be found on our employee database (Breathe) or by contacting the HR team.

### **5.4. Responsibility**

The Head of HR has primary responsibility for ensuring equal pay within the organisation and will review and ensure compliance with this policy at regular intervals. Reports will be provided for the Board of Trustees as required.



Individual managers also have responsibility for ensuring that equal pay is maintained, particularly in relation to hiring decisions, but all decisions are overseen by the HR team to ensure consistency and compliance with the law and best practice.

## 5.5. Monitoring

As outlined above, we will regularly review our pay policies and practice to ensure that they are fit for purpose. We will share information with employees where appropriate, including in relation to any gender pay gap.

## 5.6. Occupational segregation (by gender, as of 31 March 2025)

	Males	Females
SLT	2	4
Middle Management	11	12
Teachers	3	5
Education Support	9	16
Care (Day and Night)	20	61
Support Services	7	10
Catering and Domestic	4	13

As can be seen, there are more females in senior positions in both senior and middle management. This is evidence of us making recruitment and promotion decisions based on merit and not gender.

We do however have more females working in our lower paid roles too, but overall, we are confident that our segregation figures do not highlight any bias against females in our organisation.

We have carried out an analysis of both disability and ethnicity by seniority, but due to the small number of employees with those characteristics across the organisation, we are unable to provide the information. This is to prevent identification of anonymised individuals within the data, which would be a potential breach of data protection legislation.

## 6. RECRUITMENT / EMPLOYEE INFORMATION

### 6.1. Recruitment

In relation to recruitment, we capture the protected characteristics of those applying for roles in our organisation using equal opportunities monitoring, which is captured as part of our online recruitment system. Equality data are not seen by the interview panel and do not form part of the decision-making process but are used to allow data analysis and to consider how the data can be used to better perform the general equality duty.

It should be noted that it is not compulsory for candidates to provide this information; accordingly, we may not have data for every applicant.

Information on applicants is broken down for 2024/2025 in appendix 1. Our recruitment system has purged the data before that time, but we realise that it is helpful for us to have data over a longer period, so we have updated the system settings to retain equality data for three years.

### 6.2. Composition of employees



The composition of our employees is broken down for 2024 and 2025 in appendices 2 and 3. The information in those appendices uses 31 March as a snapshot date.

To allow us to better understand the composition of our employees, we issue an annual questionnaire to employees with the purposes of obtaining information relating to protected characteristics. However, as above, many employees choose not to provide this.

We are therefore unable to guarantee the accuracy of the information in appendices 2 and 3, albeit the size of our organisation and the close relationships between employees has allowed us to 'sense-check' and amend the data in some cases.



## 7. APPENDIX 1 – RECRUITMENT MONITORING DATA 2024/2025

Gender		Applied	Interview	Offer	Hired	Rejected
	Male	8	12	4	10	104
	Prefer not to say	0	0	0	0	0
	Female	13	11	5	19	230
	Non-Binary	0	0	0	1	5
	Genderfluid	0	0	0	0	1
	Other gender	0	0	0	0	1

Gender Identity		Applied	Interview	Offer	Hired	Rejected
	Intersex	0	0	0	0	0
	Transsexual	0	0	0	0	0
	Prefer Not To Say	0	0	0	0	0
	Male	8	12	4	10	103
	Female	13	11	5	19	228
	Transgender	0	0	0	1	3

Ethnicity		Applied	Interview	Offer	Hired	Rejected
	White British	8	16	7	21	162
	Prefer not to say	0	0	0	0	0
	White Irish	1	0	0	0	7
	Black British	1	1	0	0	2
	Black African	0	1	0	2	48
	Black Caribbean	1	0	0	0	2
	Black And White Caribbean	0	0	0	0	2
	Black And White African	0	0	0	0	5
	Asian And White	2	1	0	1	7
	Chinese	1	0	0	0	9
	Bangladeshi	0	0	0	0	0
	Indian	5	1	0	0	29
	Pakistani	0	0	0	0	3
	Other Ethnicity	2	3	2	6	57



Sexual Orientation		Applied	Interview	Offer	Hired	Rejected
	Heterosexual	14	21	7	24	258
	Bisexual	4	1	0	2	27
	Homosexual	1	1	0	2	9
	Lesbian	0	0	1	1	9
	Other sexual orientation	1	0	1	1	13

Religion and belief		Applied	Interview	Offer	Hired	Rejected
	No religion or belief	10	16	6	21	164
	Jewish	0	0	0	0	1
	Christian	5	5	3	9	105
	Muslim	2	0	0	0	13
	Buddhist	0	0	0	0	4
	Hindu	3	0	0	0	18
	Jain	0	0	0	0	0
	Sikh	0	1	0	0	1
	Other Religion	1	0	0	0	13

Marriage and Civil Partnership Status		Applied	Interview	Offer	Hired	Rejected
	Single	10	8	4	15	139
	Registered Partnership	0	0	0	0	0
	Cohabiting	2	1	3	5	50
	Married	8	14	1	7	106
	Widowed	0	0	0	0	3
	Divorced	0	0	0	2	11
	Separated	0	0	1	0	8
	In a civil partnership	1	0	0	1	10

Age		Applied	Interview	Offer	Hired	Rejected
	16-24	2	2	0	8	46
	25-34	8	6	3	7	147
	35-44	4	4	4	6	85
	45-54	3	8	2	6	40
	55-64	4	3	0	3	15
	65+	0	0	0	0	2



Disability		Applied	Interview	Offer	Hired	Rejected
	Yes	1	1	3	3	24
	No	20	22	6	27	309

Preferred Pronouns		Applied	Interview	Offer	Hired	Rejected
	She/Her/Hers	9	11	4	15	212
	Other	0	0	0	0	0
	He/Him/His	6	11	4	8	79
	They/Them/Theirs	0	0	0	1	3
	No Pronouns (Use My Name)	5	1	1	6	41



## 8. APPENDIX 2 – EMPLOYEE COMPOSITION DATA AT 31 MARCH 2024

### Age

29 or under		30 - 39		40 - 49		50 - 59		60 and over	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
11	21	6	33	13	30	12	20	3	12

### 8.1. Disability

Disabled	Not disabled / not known
2	159

### 8.2. Gender reassignment

Cisgender / not known	Transgender
161	0

### 8.3. Marriage and civil partnership

Cohabiting	Divorced	Married	Separated	Single	Unknown
5	0	37	1	9	109

### 8.4. Race

Black	Asian	White	Unknown / Prefer not to say
1	4	45	111

### 8.5. Religion and belief

Christian	Humanist	Jehovah's Witness	No religion or belief	Prefer not to say
4		1	7	149

### 8.6. Sex

Female	Male	Other
115	46	0

### 8.7. Sexual orientation

Heterosexual	Gay	Not known
11	3	147



### 8.8. Part or full-time

Full-time (male)	Full-time (female)	Part-time (male)	Part-time (female)
27	70	19	45

### 8.9. Board of Trustees

Male	Female
5	6

29 or under	30-39	40-49	50-59	60 and over
0	1	3	2	5



## 9. APPENDIX 3 – EMPLOYEE COMPOSITION DATA AT 31 MARCH 2025

### 9.1. Age

29 or under		30 - 39		40 - 49		50 - 59		60 and over	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
11	27	9	30	16	32	15	19	6	12

### 9.2. Disability

Disabled	Not disabled / not known
3	174

### 9.3. Gender reassignment

Cisgender / not known	Transgender
177	1

### 9.4. Marriage and civil partnership

Cohabiting	Divorced	Married	Separated	Single	Unknown
3	0	35	1	7	131

### 9.5. Race

Black	Asian	White	Unknown / Prefer not to say
1	4	44	128

### 9.6. Religion and belief

Christian	Humanist	Jehovah's Witness	Other	No religion or belief	Prefer not to say
4	0	1	0	8	164

### 9.7. Sex

Female	Male	Other
120	56	1

### 9.8. Sexual orientation

Heterosexual	Gay	Not known
12	3	162



### 9.9. Part or full-time

Full-time (male)	Full-time (female)	Part-time (male)	Part-time (female)
19	73	37	47

### 9.10. Board of Trustees

Male	Female
4	5

30-39	40-49	50-59	60 and over
1	1	2	5