

Gillotts Equality Duty Statement (with Proposed Action Plan)



Equality Duty Introduction

This duty was first developed in 2012 and new objectives were set in 2016, 2020 and 2024

Gillotts School is committed to exercising its functions in compliance with its Public Sector Equality Duty (“the Duty”) under the Equality Act 2010 (“the Act”). It will therefore exercise its functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day to day work, in developing policy, in delivering education to our students, and in relation to our own employees. These commitments apply to our students, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to students).

We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and in the context of disability, by failing to make reasonable adjustments. We realise that Gillotts School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled students/staff being given more favourable treatment when compared with individuals not suffering from disabilities.

Further, the School recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, students and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling/encouraging equality.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- Students, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students and others with special educational needs
- Students, staff and others with a range of disabilities
- Children looked after and their carers
- Students and staff who are gay or lesbian
- Students and staff who are pregnant or have just given birth

- Students and staff who are undergoing, have undergone or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all students prosper is indicated by an analysis of the standards particular groups of students achieve and a measure of the progress they make. Exam performance is analysed by sub-group, using data published by Oxfordshire County Council and Ofsted, by Subject Leaders, Heads of House and the Leadership Team. It is reported in Subject Exam Reviews, Subject and House Quality Assurance reports, reports to Governors and in the school Self Evaluation Form.

The School has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Through the manner in which it exercises its functions, Gillotts School endeavours to tackle the above barriers.

Development of Gillotts' Equality Duty:

Gillotts' School, acting through its Governing Body, its Headteacher, staff, students and associated third parties is committed to playing its part in making society fairer by not only tackling and eliminating unlawful discrimination but also by advancing equality of opportunity to those connected to the exercise of the School's functions and by fostering good relations between all who are connected with the School. The School accepts that it is incumbent upon it to examine its policies and the outcome of its policies and practices to guard against disadvantaging any section of its community.

The School appreciates that this is a continuing and developing Duty. In addition to the three aims of the Duty, there are now specific duties in force which provide further criteria and guidance for the School, in meeting the Duty. There is also a statutory Code of Practice ("the Code") on the Equality Duty (which can be viewed at http://www.equalityhumanrights.com/uploaded_files/EqualityAct/employercode.pdf) which provides invaluable information. The specific duties require the School to publish annually information relating to students who share a relevant protected characteristic in order to demonstrate its compliance with the Duty. The other requirement of the specific duties is to set and publish, at least every four years,

specific and measurable equality objectives which are designed to help the School achieve its statutory equality objectives. Although the School is not required to publish information in relation to its employees, the Duty Action Plan nevertheless includes measurable goals to analyse its workforce and ensure that the aims of the Duty are being complied with to the extent that it is possible.

In reviewing the Duty in December 2020, we took into account updated information available through the Equality and Human Rights Commission (EHRC) including the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and the EHRC's Guidance on Equality Objective.

Overarching Principles for Implementation of the Equality Duty:

As is demonstrated by the detail set out in the following strategies, policies and proposed action plan, Gillotts School realises that this Duty under the Equality Act touches every strand of its functions. Before looking at how the Duty will be met in practice, we set out in summary the following overarching principles which we consider are essential for the Duty to be fulfilled:

Understanding the characteristics of the Duty:

The School understands that the Duty is a duty of consideration, not results. The Duty is for the School, in the performance of its functions to give "due regard" to the goals of eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations as defined in the Act ("the equality goals"). The School however appreciates that these equality goals are not simply relevant considerations to be considered along with other, often competing, matters. The goals are described as "needs" and as such, the School understands that the equality goals have an enhanced status as compared to other considerations and it is therefore incumbent on it to formulate policy with an intended course of meeting those goals.

The School also understands that it is insufficient simply to take the equality goals into account as the requirement is to give them "due regard" and this means that the degree of regard should be proportionate to the circumstances, taking into account the importance of the policy or decision to the achievement of the equality goals and the likely extent of its effects upon the protected groups. It follows from this that the School will approach the question of equality impact of a particular decision or of formulating/reviewing a particular policy, with rigour and an open mind and will thus obtain sufficient information as to the likely impact of the decision/policy. The School will conduct a proper assessment of the level of information required depending on the circumstances of the decision/policy being considered/formulated/reviewed. Where a potential discriminatory impact is identified, a higher level of information will be required and such information may well include information gleaned from consulting with affected groups.

Knowledge:

It is essential that knowledge of the School's pre-emptive Duty is disseminated to the Governing Body, the Headteacher, the Leadership Team, all staff, to students and to associated third parties (including those carrying out functions on the School's behalf), so that all understand that the Duty must be

complied with **before or at the time that** a particular decision is taken or policy/procedure is under consideration. This knowledge is imparted and reinforced through a number of mechanisms including (but not limited to):

Through the School Development Plan

The Staff Handbook

The Parent Handbook

An explanatory note given to all Governors

The School's website

Through training

Through Student policies e.g. Behaviour for Learning Policy, Anti-bullying Policy; Y9 Options Booklet

Through the curriculum, including visits and trips

Through focussed weeks such as Anti-bullying Week

Through Student Voice

Responsibility:

As well as ensuring that the School complies with its Duty, the School understands that it is also responsible for ensuring that any third parties which exercise functions on behalf of the School are also capable of complying with the Duty and do so in practice. The School has concluded that the Headteacher will take responsibility for overseeing compliance with the Duty and in particular ensuring consistency of approach across the School so that the Duty forms an integral part of all relevant decision-making processes, with sufficient information being obtained in advance to give due regard to the equality goals.

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
<p>1.</p>	<p>Progress</p> <p>To improve progress for identified groups: (SDP 12/13)</p> <p>Students with high prior attainment</p> <p>Students on the special educational needs register at School Action</p>	<p>Within 12 months Gaps narrowed for high prior attainment</p> <p>Within 2 years Gaps removed for high prior attainment and narrowed for SA</p> <p>After 4 years Gaps removed for high prior attainment and removed for SA</p>	<ol style="list-style-type: none"> 1. To improve the proportion of outstanding teaching and eliminate satisfactory teaching 2. To ensure all students reach their potential, through embedding the use of Assessment for Learning 3. Increase student progress monitoring at KS3 through, eg subject progress reviews, 2+3 programme, cross year assessments 4. Ensure that SIMS is used by staff to help track, monitor and raise achievement for all students 	<p>Advance equality of opportunity</p>	<p>Disability</p> <p>Sex</p>
<p>2.</p>	<p>Exclusions</p> <p>To reduce exclusions for all students, but particularly for those with special educational needs (SDP12/13)</p> <p>Current: 2011-12, 77 fixed term exclusions (all five days or fewer) administered to a total of 37 students (4% of school population)</p>	<p>Within 12 months Redeveloped After-School School provision providing a more effective alternative to exclusion</p> <p>Within 2 years Redeveloped caretaker's cottage as a dedicated base for KS4 alternative provision</p>	<ol style="list-style-type: none"> 1. Working with OCC's Social Inclusion Team, explore the potential for a range of alternative curriculum provisions, eg Meadowbrook satellite, tutoring at NOMAD, accessing existing part-time provision (BCA, Reading) 2. Introduce a Skillforce provision for male students in Year 9 at risk of permanent exclusion 3. In collaboration with the Didcot Hub, develop a coordinated programme of parenting support for students aged 3-16 and 	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p>	<p>Disability</p> <p>Sex</p>

		<p>After 4 years Alternative provision at Gillotts linked into overarching programme for Oxfordshire's young people</p>	<p>develop a website to bring together resources to support parents' needs</p>		
3.	<p>Diversity of the workforce</p> <p>Analyse our data so we understand the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can explore issues of pay equality, including the gender pay gap</p>	<p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p>	<ol style="list-style-type: none"> 1. Improve systems of data collection 2. Conduct analyses 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Sex</p> <p>Age</p>

EQUALITY OBJECTIVES – Monitoring progress

	Equality Objective	Success Criteria	December 2013	December 2014	December 2015	December 2016																												
1	<p>Progress</p> <p>To improve progress for identified groups: (SDPI2/13)</p> <p>Students with high prior attainment</p> <p>Students on the special educational needs register at School Action</p>	<p>Within 12 months Gaps narrowed for high prior attainment</p> <p>Within 2 years Gaps removed for high prior attainment and narrowed for SA</p> <p>After 4 years Gaps removed for high prior attainment and removed for SA</p>	<p>A*/A 2011 26% 2012 29% 2013 33%</p> <p>5+ A*/A 2011 28% 2012 32% 2013 37%</p> <table border="1"> <tr> <td>Best</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>8</td> <td>-11</td> <td>-12</td> <td>-13</td> </tr> <tr> <td>Non-SEN</td> <td>374</td> <td>381</td> <td>388</td> </tr> <tr> <td>K</td> <td>-</td> <td>284</td> <td>310</td> </tr> </table>	Best	2010	2011	2012	8	-11	-12	-13	Non-SEN	374	381	388	K	-	284	310	<p>A*/A 2014 42%</p> <p>5+A*/A 2014 46%</p> <table border="1"> <tr> <td>2013</td> </tr> <tr> <td>-14</td> </tr> <tr> <td>386</td> </tr> <tr> <td>313</td> </tr> </table>	2013	-14	386	313	<p>A*/A 2015 24%</p> <p>5+A*/A 2015 23%</p> <table border="1"> <tr> <td>2014</td> </tr> <tr> <td>-15</td> </tr> <tr> <td>365</td> </tr> <tr> <td>261</td> </tr> </table>	2014	-15	365	261	<p>A*/A 2016 30%</p> <p>5+A*/A 2016 30%</p> <table border="1"> <tr> <td>2015</td> </tr> <tr> <td>-16</td> </tr> <tr> <td>362</td> </tr> <tr> <td>298</td> </tr> </table>	2015	-16	362	298
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December 2014 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	9	£31,056	7	£41,005	11	£16,038
Female	11	£30,309	26	£39,734	39	£17,682

December 2015 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	4	£23,385	9	£40,917	10	£16,567
Female	13	£27,192	24	£40,214	44	£18,081

December 2015 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£5949	1	Withheld
Female	12	£6650	12	£24,864

December 2016 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	5	£25,563	10	£37,438	10	£18,458
Female	12	£27,899	30	£37,661	43	£21,424

December 2016 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	7	£6373	1	Withheld
Female	13	£6268	11	£28,709

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	<p>Progress</p> <p>To improve achievement for identified groups: (Ofsted 2016)</p> <p>Disadvantaged students</p> <p>Students with SEND</p>	<p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps with national non-SEND narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps with national non-SEND removed</p>	<ol style="list-style-type: none"> 1. Ensure all students reach their potential, through embedding the use of Assessment for Learning 2. Develop further Heads of House as lead champions for PP students, supported by tutors 3. Focus on improving the quality of teaching, not increasing the number of interventions. 4. Appraisal objective to include specified outcomes for PP and SEN students 5. Develop further learning walks focussed on the progress of PP and SEN students 	<p>Advance equality of opportunity</p>	<p>Disability</p> <p>Sex</p>
2.	<p>Diversity of the workforce</p> <p>Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap</p>	<p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> <p>After 4 years Analysis complete</p>	<ol style="list-style-type: none"> 1. Conduct analyses 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Sex</p> <p>Age</p>

EQUALITY OBJECTIVES – Monitoring progress

	Equality Objective	Success Criteria	December 2017	December 2018	December 2019	December 2020																																																																																
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December 2017 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	6	£26,274	10	£38,152	7	£19,531
Female	11	£29,269	27	£38,153	47	£21,421

December 2017 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	8	£6,817	1	Withheld
Female	13	£6,627	11	£29,042

December 2018 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	4	£27,065	10	£38,871	6	£21,432
Female	7	£31,001	32	£38,883	47	£21,592

December 2018 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	8	£6,573	2	£26,654
Female	13	£6,760	8	£29,875

December 2019 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	4	£28,570	10	£40,171	7	£19,986
Female	12	£32,717	32	£40,086	49	£23,301

December 2019 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£7,884	1	Withheld
Female	16	£5,750	8	£31,960

December 2020 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	7	£27,885	7	£41,419	9	£21,751
Female	6	£33,007	34	£41,129	46	£23,692

December 2020 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	7	£7,008	2	£27,888
Female	18	£5,396	7	£31,789

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
<p>I.</p>	<p>Progress</p> <p>To improve the impact of the curriculum on identified groups:</p> <p>Disadvantaged students</p> <p>Students with SEND</p>	<p>Within 12 months Gaps with national non-disadvantaged narrowed</p> <p>Within 2 years Gaps with national non-disadvantaged removed and gaps for SEND with all national narrowed</p> <p>After 4 years Gaps with national non-disadvantaged removed and gaps for SEND with all national removed</p>	<ol style="list-style-type: none"> 1. Develop the practice of each subject team (and the individuals within it) to embed Assessment for Learning and hence improve progress 2. Continue to develop the Curriculum and Assessment statement in each subject 3. Plan a systematic approach to revision for major exams 4. Develop systematic teaching of vocabulary 5. Develop the English curriculum to ensure students have the cultural capital they need to access the English curriculum, and hence the wider curriculum. Explore links with the curricula of other subjects 6. Ensure the culture is that 'Attendance is everyone's business' 7. Monitor and develop the range, quality and take-up of extra-curricular activities offered by the school with a particular focus on disadvantaged students and students with SEND 	<p>Advance equality of opportunity</p>	<p>Disability</p> <p>Sex</p>

2.	<p>Diversity of the workforce</p> <p>Analyse our data so we monitor changes the diversity of our workforce (eg age, gender, ethnicity)</p> <p>Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap</p>	<p>Within 12 months Analysis complete</p> <p>Within 2 years Analysis complete</p> <p>After 4 years Analysis complete</p>	1. Conduct analyses	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Sex</p> <p>Age</p>
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EQUALITY OBJECTIVES – Monitoring progress

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Analyse our data on pay so we can monitor issues of pay equality, including the gender pay gap		Age	Percentage	Age	Percentage	Age	Percentage	Age	Percentage
		<25	1	<25	2	<25	3	<25	2
		25-34	14	25-34	14	25-34	11	25-34	14
		35-44	27	35-44	25	35-44	24	35-44	23
		45-54	40	45-54	41	45-54	42	45-54	37
		55-64	18	55-64	18	55-64	17	55-64	22
	≥65	1	≥65	1	≥65	3	≥65	2	
	Pay equality – see below			Pay equality – see below			Pay equality – see below		

December 2021 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	8	£28,721	7	£41,497	7	£22,893
Female	5	£30,853	37	£41,188	46	£23,798

December 2021 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£8,099	2	£28,461
Female	18	£5,409	7	£32,467

December 2022 – Pay equality

NB Calculated using FTE salaries

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	8	£32,450	7	£43,685	6	£22,730
Female	7	£33,280	34	£43,434	50	£25,771

December 2022 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	5	£7,634	0	-
Female	13	£7,853	7	£34,783

December 2023 – Pay equality*NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	8	£35,279	7	£46,059	4	£27,073
Female	6	£32,569	37	£46,291	45	£25,700

December 2023 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	6	£7,848	1	Withheld
Female	14	£7,771	6	£32,770

*Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts***December 2024 – Pay equality***NB Calculated using FTE salaries*

	Teachers - Main		Teacher - Upper		Support staff	
	Number	Average salary	Number	Average salary	Number	Average salary
Male	7	£37,740	8	£48,329	6	£28,405
Female	6	£38,740	36	£49,000	45	£28,826

December 2023 – Analysis of managers by gender

	Teachers – TLR holders		Support staff – designated line manager	
	Number	Average TLR	Number	Average salary
Male	5	£9,257	1	Withheld
Female	15	£7,878	7	£37,490

Note analysis of Leadership Team pay is not included due to small numbers and separate reporting in the school's accounts

	Equality Objective	Success Criteria	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
<p>I.</p>	<p>Attendance</p> <p>To improve the attendance of identified groups, in comparison with schools with similar levels of deprivation (FSM quintile 1):</p> <p>Students eligible for FSM</p> <p>Students with SEND</p> <p>Baseline data for 2023/24:</p> <p>Overall 93.4% FSMQI 92.9%</p> <p>School FSM 84.9% FSMQI 86.5%</p> <p>School SEN K 91.7% FSMQI 89.2%</p> <p>School EHCP 85.8% FSMQI 85.4%</p>	<p>Within 12 months Improve school FSM attendance to match national FSM Q I</p> <p>Within 2 years Maintain attendance of all groups in line with or above FSM Q I</p> <p>After 4 years Gap between school FSM attendance and school overall attendance has reduced significantly</p>	<ol style="list-style-type: none"> 1. Close monitoring of attendance of key groups 2. Use of attendance meetings with Attendance administrator to discuss concerns and possible actions and interventions 3. Use of all attendance strategies to support better attendance 4. Engage and upskill HoH/tutors to support early intervention in making contact with home 5. Regular attendance sessions during tutor time to show impact of attendance on learning 6. Regular engagement with Attendance trackers, FFT Attendance and VYED (DfE) to sport early concerns 7. Attendance briefings, and reports to Governors 8. Weekly attendance update on staff bulletin 9. Attend all relevant training/county wide network opportunities through OCC 	<p>Advance equality of opportunity</p>	<p>Disability</p> <p>Sex</p>

<p>2.</p>	<p>EDI practice</p> <p>To ensure the promotion of strong EDI practice, in line with the expectations of the River Learning Trust (RLT)</p>	<p>Within 12 months Train school leaders to increase their understanding of EDI issues</p> <p>Within 2 years Use RLT resources and training materials to support the training of staff on EDI issues</p> <p>After 4 years Use RLT materials and training to review curriculum content and implement any changes necessary</p>	<ol style="list-style-type: none"> 1. Train school leaders to increase their understanding of EDI issues 2. Use RLT resources and training materials to support the training of staff on EDI issues 3. Use RLT materials and training to review curriculum content and implement any changes necessary 	<p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>All</p>
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