# EQUALITY SELF-EVALUATION TOOL FOR SCHOOLS

Feb 2013, version 7

| **Achievement** | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
|---|---|---|---|---|
| **Closing gaps between groups**<br><br>***Children's right to education:*** *United Nations Convention on the Rights of the Child (CRC), Article 28* | There are wide gaps in attainment or in learning and progress between different groups of pupils and of all pupils nationally that are showing little sign of closing or are widening.<br><br>Annual publication of school equality information does not meet the requirements of the Public Sector Equality Duty. | Some equality information is gathered *e.g. raw data on boys/girls or FSM achievement*<br><br>However, there is no planned cycle of evaluation to ensure equity in provision.<br><br>Attainment is monitored by e.g. gender but not by ethnicity or disability | The school holds and analyses up-to-date data on its pupils, broken down by year group, ethnicity and gender, and by proficiency in English. This includes detail about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.<br><br>Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing. | Almost all pupils, including disabled pupils and those with special educational needs, are making rapid and sustained progress in most subjects over time given their starting points.<br><br>Where standards of attainment of any group of pupils are below those of all pupils nationally, the gap is closing rapidly (as shown by a wide range of attainment indicators) and there is a strong improving trend. |

***Evidence examples***

- school equality information published annually
- record of standards attained and progress made by different groups of pupils, compared with pupils nationally
- progress made by disabled pupils and those with special educational needs compared with pupils nationally

| <u>Teaching</u><br><br>**Meeting a range of needs**<br><br>***Children's right to freedom from discrimination:*** *United Nations Convention on the Rights of the Child (CRC), Article 2* | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
|---|---|---|---|---|
| | There is an ethos of "one-size-fits-all".<br><br>Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.<br><br>Evidence from parental questionnaires reveals prejudice or discrimination of a group or individual. | Account is taken of the experience and not just the performance of different groups of pupils.<br><br>The school uses entry and transition information to shape provision to meet the diverse needs of pupils.<br><br>There are clear procedures for supporting the educational achievement of pregnant pupils and young parents. | Pupil groups are kept under regular review for evidence of institutional discrimination.<br><br>Steps are taken to address the mental health needs of vulnerable groups *(e.g. families affected by domestic abuse)*<br><br>Effective teaching strategies and appropriately targeted support and intervention match most pupils' individual needs so that pupils learn well across the curriculum. | Inclusive pedagogy, with person-centred planning for disabled pupils.<br><br>Focused attention is paid to the needs of specific groups and there is extra or special provision for certain groups, as appropriate to the school and its circumstances.<br><br>Case studies show the positive experiences in school of people with different protected characteristics. |

***Evidence examples***

- monitoring data on attendance, exclusion and bullying by equality target group
- Gypsy/Roma/Traveller experiences
- English for Speakers of Other Languages (ESOL) opportunities
- Individual Education Plans (IEPs)
- Data shared by partner agencies, e.g. care plans and health statistics
- Achievement of SEND pupils since joining the school
- Case studies of the experience of particular individuals and groups, including pupils with mental health needs

| Teaching | Focusing | Developing | Establishing | Enhancing |
|---|---|---|---|---|
| **Fostering good relations**<br><br>***Goals of education:***<br>*United Nations Convention on the Rights of the Child (CRC), Article 29* | An insular ethos: no engagement with difference<br><br>A school-linking arrangement, but with unequal expectations, or a charity focus.<br><br>No vision of community cohesion.<br><br>School itself not a cohesive community. | Occasional visits and visitors<br><br>A more equal school-linking arrangement, but with only occasional contacts<br><br>Seating and grouping arrangements help to foster good relations and respect between different groups of pupils. | Moral, social and cultural development includes the clear practice of tackling prejudice and promoting understanding in the curriculum.<br><br>Pupils interact on an individual basis with people from different backgrounds, beliefs and cultures.<br><br>Boys and girls are able to develop safe, healthy and respectful relationships. | There is an ethos of open-ness to difference and opportunities for pupils to form genuine friendships with people from different backgrounds.<br><br>Pupils understand and appreciate the range of diversity within school and further afield.<br><br>Pupils intervene to tackle prejudice. |

***Evidence examples***

- mail, e-mail, video-conferencing, teacher exchange or other school-linking information
- activities on identity e.g. Escape To Safety (from Global Link, Lancaster); or the four questions from Schools Linking Network
- extended school activities
- Rights-Respecting School Award (Unicef)
- active citizenship initiatives involving people of different faiths, or none
- other examples relating to the pupils' spiritual, moral, social and cultural development (SMSC)

| Teaching | Focusing | Developing | Establishing | Enhancing |
|---|---|---|---|---|
| **Global dimension**<br><br>***Universality of children's rights:*** *United Nations Convention on the Rights of the Child (CRC), Article 1* | Work on other countries typified by a "charity" approach.<br><br>Staff have little or no awareness of strategies for dealing with the implications of the wider world beyond the UK. | Ad hoc curriculum topics or theme weeks include other countries. | Topic weeks etc are planned as part of the wider curriculum.<br><br>Staff make explicit use of the 8 key concepts of the global dimension, i.e.:<br>*Global citizenship*<br>*Conflict resolution*<br>*Social justice*<br>*Values and perceptions*<br>*Sustainable development*<br>*Interdependence*<br>*Human rights, and*<br>*Diversity* | Principles of democracy, active citizenship and sustainable development permeate the life of the school.<br><br>The school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences |

***Evidence examples***

- curriculum planning
- displays
- evidence of local action (*think global, act local*)
- International School Award (currently British Council)

| Teaching | Focusing | Developing | Establishing | Enhancing |
|---|---|---|---|---|
| **Controversial issues**<br><br>***Children's right to freedom of thought, religion or belief:*** *United Nations Convention on the Rights of the Child (CRC), Article 14* | Staff have little or no awareness of strategies for dealing with sensitive or controversial issues such as same-sex marriage, extremism, immigration or domestic violence.<br><br>Issues may be responded to but are not planned for in the curriculum, *e.g. topical news items of Anti-Semitism or Islamophobia* | Some staff use appropriate strategies for dealing with sensitive or controversial issues as they arise, *e.g. use of ground rules*<br><br>Identified staff make appropriate referrals in cases of disclosures or incidents. | Most staff use appropriate strategies and deal confidently with sensitive or controversial issues, not only as they arise but also on a planned basis, *e.g. in the RE curriculum*.<br><br>There is a school policy, supported by governors, that no topic is taboo. The school responds appropriately to any extremist behaviour shown by pupils. | Pupils are positively encouraged to explore the news, including controversial and sensitive issues.<br><br>Controversial and sensitive issues are planned for as part of critical thinking across the whole curriculum, but topical examples are still grasped when possible.<br><br>Students use multiple perspectives to see a bigger picture |

***Evidence examples***

- availability of guidance, including ground rules for safe discussions
- schemes of work, including critical thinking skills
- mechanism for referrals where necessary, *e.g. pupils vulnerable to extremism*
- response to parental withdrawal from visits
- school council minutes
- Philosophy For Children (P4C) methodology
- Open Spaces for Dialogue and Enquiry (OSDE) methodology
- ways of dealing with racist views expressed during lessons

| <u>Teaching</u><br><br>**Resources**<br><br>***Children's right of access to information from mass media:*** *United Nations Convention on the Rights of the Child (CRC), Article 17* | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
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| | There are few up-to-date resources specifically to promote equality, or none.<br><br>What is available is limited in terms of pupil needs and a fair representation of diversity. | Some resources are available specifically to promote equality.<br><br>Due regard is paid to equality when selecting resources | Funding is allocated to equality, diversity and cohesion resources.<br><br>There is a wide range of resources available to teachers and pupils, based on audit outcomes and including web-based and community materials.<br><br>Where appropriate, resources challenge stereotypes.<br><br>Resources are reviewed and updated regularly. | All resources are matched to pupil needs, and reflect the diverse world in its broadest sense. *e.g. interactive displays; key contacts on display/readily accessible*<br><br>Materials in all subjects have positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds. |

***Evidence examples***

- school library and artefacts
- wall displays, teaching materials and books in classrooms
- ICT
- inventory of learning resources, with comments as to their effectiveness

| **Behaviour and safety**<br><br>**Managing behaviour to ensure an equal and fair chance to thrive and learn**<br><br>**An atmosphere of respect and dignity**<br><br>***Children's right to education:*** *United Nations Convention on the Rights of the Child (CRC), Article 28* | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
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| | Careless remarks by adults and pupils go un-noticed,<br>*e.g. 'maths is gay'*<br><br>Pupils and staff are not respectful of each other.<br><br>Some behaviour disrupts the learning of others. | Staff and pupils are aware of stereotypes,<br>*e.g. girls and boys not spoken to in stereotypical ways*<br><br>Minority groups referred to respectfully in their absence,<br>*e.g. Gypsies or Jehovah's Witnesses*<br><br>Pupils are confident that staff will address all issues of discrimination and prejudice including the use of derogatory language. | There is clear evidence of an inclusive environment and school culture,<br>*e.g. avoidance of disablist language or disparaging comments about men in general*<br><br>Adults and children show confidence in challenging inappropriate behaviour, discrimination or harassment<br><br>No pupil is denied an equal and fair chance to thrive and learn by the behaviour of others | School explicitly celebrates an overt ethos of equality, diversity and good relations. All groups of pupils feel safe at school at all times.<br><br>Learners have a strong sense of common values, and are respectful of others' differences<br>Pupils feel it's OK to be different in this school,<br>*e.g. "gay" not used as a term of abuse*<br><br>External support is signposted for students questioning their own sexuality. |

***Evidence examples***

- Lesson observations
- Pupil voice surveys

| Behaviour and safety | Focusing | Developing | Establishing | Enhancing |
|---|---|---|---|---|
| **Prejudice-related bullying and other incidents**<br><br>***Children's right to protection from mistreatment:*** *United Nations Convention on the Rights of the Child (CRC), Article 19* | There is an assumption that there are no incidents or very few, but no information has been gathered.<br><br>Few pupils and staff are aware of appropriate responses to allegations of prejudice-based bullying related to special educational need, sexual orientation, gender, ethnicity, religion or belief, gender identity or disability<br><br>Only racist incidents are recorded. | There are clear procedures for dealing with prejudice-related bullying and incidents.<br><br>Most pupils and staff are aware of the procedures that should be followed in the case of such allegations.<br><br>Most prejudice-related incidents are recorded, including those which are not bullying, e.g. one-off, unintentional or lacking a specific victim.<br><br>There is appropriate staff training that equips staff to identify and deal with this effectively. | All pupils and staff are aware of the procedures.<br><br>All prejudice-related incidents are recorded.<br><br>Questionnaires and focus groups give pupils opportunities to indicate how safe they feel from all kinds of oppressive behaviour. The gap between pupil and staff perceptions of numbers of incidents is narrow.<br><br>The different evidence from inspection confirms effectiveness of a school's approach. | A climate free from prejudice, in which it is OK to be different<br><br>The school takes highly effective action to prevent and tackle all forms of bullying and harassment. Pupils have confidence in the school's ability to address all types of bullying and derogatory language.<br><br>The level of incidents recorded matches the level of incidents identified by pupils in regular surveys. |

***Evidence examples***

- consultation with staff and pupils
- availability of anti-bullying guidance
- incident records
- pupil surveys, e.g. during Anti-Bullying Week in November
- questionnaires and focused discussion groups show that all pupils feel safe from all kinds of bullying, harassment and oppressive behaviour.

| **Behaviour and safety** | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
|---|---|---|---|---|
| **Pupils' views on respect for and courtesy towards others**<br><br>**Pupils' understanding and response to risk**<br><br>***Respect for the views of the child:*** *United Nations Convention on the Rights of the Child (CRC), Article 28* | Pupils show only a superficial understanding of respect and good relations.<br><br>Pupils have an uninformed understanding of the risks relevant to their age.<br><br>Pupils' views are not sought on these matters. | Pupils say they believe in respect and courtesy towards diversity, but this may not be borne out in their behaviour. | Different groups of pupils can express some views on harassment, racism, homophobia and different types of bullying. | Informed views are expressed by different groups of pupils on harassment, racism, homophobia and different types of bullying.<br><br>Pupils show signs of independent thinking about risk. |

***Evidence examples***

- Results of pupil surveys
- Assessment of RE, drama, PSHE and Citizenship lessons
- Discussion of extremism, gangs and relationships (including sexual relationships)
- School Council observation

| **Leadership and management**<br><br>**Curriculum provision**<br><br>***Children's right to knowledge of human rights*: *United Nations Convention on the Rights of the Child (CRC), Article 42*** | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
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| | The curriculum fails to meet the needs of all pupils or particular groups of pupils.<br><br>Issues of diversity, stereotyping, bias etc are dealt with in the curriculum on an ad-hoc basis only<br>*e.g.*<br>*one-off assemblies after an incident* | The curriculum generally meets the needs, aptitudes and interests of pupils so that it promotes high levels of achievement and good behaviour and promotes their spiritual, moral, social and cultural development.<br><br>Stereotypical views (for example of learning and work opportunities) are challenged. | There is coverage in the curriculum of equality issues, particularly with regard to tackling prejudice and promoting understanding of diversity.<br><br>There is explicit teaching of equality concepts, e.g. similarity, diversity, discrimination, bias, harassment, rights, responsibilities | Equality and respect for diversity are embedded in the school ethos and this is clearly reflected in the curriculum. |

***Evidence examples***

- long-term plans, e.g. Sex & Relationships Education (SRE)
- medium-term plans / schemes of work
- pupil assessment
- same-sex parents or famous Lesbian, gay and bisexual (LGB) people reflected in the curriculum
- multi-faith Religious Education (RE), refugee awareness, disability awareness etc

| **Leadership and management**<br><br>**Supporting disabled pupils and pupils with SEN**<br><br>***Rights of disabled children:*** *United Nations Convention on the Rights of the Child (CRC), Article 23* | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
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| | Medical model: approach typically starts with a "label", seen as a deficit<br><br>Adjustments for individuals are typically seen as tiresome and expensive obstacles to be avoided.<br><br>The learning, quality of work and progress of disabled pupils and those with special educational needs show that this group is underachieving. | Integration: the child is kept in the mainstream<br><br>The school makes some adjustments for disabled pupils.<br><br>The school has data on its disabled pupils broken down by types of impairment and special educational need.<br><br>Relevant staff show some impairment-specific knowledge of barriers | Inclusion: the mainstream changes to meet the child's needs; a recognition of the importance of restructuring school culture to remove barriers beyond the child, rather than just focusing on individuals<br><br>Well organised, imaginative and effective opportunities for learning for all groups of pupils including disabled pupils and those with special educational needs. | Full social model: change the practice, not the child.<br><br>A strong ethos of inclusion, with a welcoming attitude to difference and the right to be "ordinary"<br><br>Disabled pupils and those who have special educational needs have achieved well since joining the school, and any gaps are narrowing. |

***Evidence examples***

- Reasonable adjustments
- SEN statements and reviews
- Disaggregated attainment data
- Views of parents
- School Access Plan

| **Leadership and management** | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
|---|---|---|---|---|
| **Engaging with parents, carers and others on equality-related issues**<br><br>***Children's right to parental guidance***: *United Nations Convention on the Rights of the Child (CRC), Article 5* | There is no evidence from parents, carers or other stakeholders that the school's procedures for consulting and involving parents/carers and for engaging with local groups have regard for the concerns and requirements of the Equality Act 2010. | There is some evidence of equality engagement. *e.g. with disabled people, trade unions, parents from minority groups, school council*<br><br>Results of monitoring and analysis of equality information communicated to parents/carers<br><br>A task group has been set up to set school equality objectives | Engagement on equality issues forms part of the evidence base for setting the school's equality priorities.<br><br>Consultees receive feedback on the school's response to their comments. *e.g. annual report on progress with equality objectives; systematic analysis based on equality information gathered* | There is regular and planned engagement across a range of protected characteristics *e.g. national data, local comparators, research publications, info from prof. associations*<br><br>Evidence from parents and carers and other stakeholders shows: the effectiveness of the school's procedures for involving parents; and a positive "can-do" attitude from school leaders |

***Evidence examples***

- statement of overarching policy
- school website/prospectus, routine bulletins and newsletters
- records of meetings, focus groups, interviews
- school council minutes
- letters to parents and carers
- comment/evaluation forms, questionnaires, compliments and complaints
- comments written on school report reply slips, IEPs or annual review

| **Leadership and management** | **Focusing** | **Developing** | **Establishing** | **Enhancing** |
|---|---|---|---|---|
| **Preparation for life in modern democratic Britain and a global society**<br><br>***Children's right to freedom of association:*** *United Nations Convention on the Rights of the Child (CRC), Article 15* | There is an insular or parochial attitude to life outside the school. | The school itself is a cohesive community but pupils are unaware of UK cohesion issues *e.g. immigration, terrorism, racism, segregation* | Good opportunities are provided to help pupils understand and appreciate the range of different cultures within school and further afield.<br><br>Provision for social and cultural development is as strong as that for spiritual and moral development. | The school makes best use of the differing skills and talents of individual pupils and clearly fosters good relations with diverse groups in the UK and abroad.<br><br>Pupils take up opportunities for active citizenship and are enabled to participate fully and positively. |

***Evidence examples***

- assessment of students' work in Citizenship Education
- published equality information showing, in particular, examples of actions to foster good relations
- International School Award (currently British Council)
- involvement with the Schools Linking Network
- mock elections, and other political literacy initiatives
- opportunities for voting, e.g. class councils, school council

| Overall effectiveness | Focusing | Developing | Establishing | Enhancing |
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| **Spiritual, moral, social and cultural development**<br><br>***Children's right to play and cultural activity:*** *United Nations Convention on the Rights of the Child (CRC), Article 31* | Pupils develop little personal insight, purpose or understanding to nurture their growth as principled individuals.<br><br>Pupils are not developing the skills, personal qualities or understanding to engage constructively with people from other cultures and backgrounds.<br><br>Pupils have little understanding of, or interest in, their own culture or that of others. | Pupils show some interest in other people's feelings, values and beliefs, although this is mainly confined to that which is introduced in lessons.<br><br>They are able to engage with people from different ethnic, religious and socio-economic backgrounds and understand that they share common values.<br><br>The school has regard for the Human Rights Act | Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities.<br><br>They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas.<br><br>Understanding and appreciation of the range of different cultures within school and further afield | Pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience.<br><br>They resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs.<br><br>They are open to new ideas, appreciate cultural diversity and challenge discrimination proactively. |

***Evidence examples***

- Assessment of Philosophy for Children or Circle Time sessions
- Reflective journals/diaries
- Participation rates in voluntary activities and volunteering
- The views of parents and adults, including members of the local community, about the pupils' interaction with them
- Evidence that the school has regard for the Human Rights Act by promoting respect for human rights

| Statutory requirements | Not in place | Partly in place | Fully in place |
|---|---|---|---|
| **Paying "due regard" to equality**<br>*i.e.*<br>1. *discrimination*<br>2. *equal opportunities*<br>3. *good relations*<br><br>*Public Sector Equality Duty (Equality Act 2010)*<br><br>The "Brown Principles": there are six principles, established by case law, that underpin what "due regard" means: *awareness, timeliness, rigour, non-delegation, continuousness, and record-keeping* | Decisions are made by governors and/or senior management without taking account of the potential impact in terms of gender, ethnicity, disability, religion or belief and sexual orientation.<br><br>Relevant governors and senior managers have not undertaken training in the current requirements of the Equality Act for recruitment and employment. | The governing body demonstrates its impact on the school's promotion and advancement of equality of opportunity i.e. to:<br>• minimise disadvantage;<br>• meet needs;<br>• encourage participation.<br><br>The school's programme for continuing professional development (CPD) is inclusive of all staff and includes equality matters, both directly and incidentally. There is clear evidence of the impact of such CPD. | Before introducing important new policies or measures, the school carefully assesses their potential equality impact (positive or negative) on its current and prospective pupils, parents and staff; and keeps a record of the analysis and judgements which it makes, with data available for public scrutiny.<br><br>There is good equal opportunities practice in the recruitment and promotion of staff, both teaching, support and administrative. |

***Evidence examples***

- Records of the analysis and judgements made as a result of assessing potential equality impact
- Minutes of governors' meetings, staff meetings and senior leadership team meetings, and the minutes of the School Council, demonstrating that due regard has been paid to equality issues before and during decision-making
- Staff and pupils can point to clear leadership and management responsibility for equality.
- References to equality issues in the school improvement plan or self-evaluation documents

| Statutory requirements | Not in place | Partly in place | Fully in place |
|---|---|---|---|
| **Equality information** | The school does not have data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in literacy and numeracy.<br><br>Information is not published annually or in accessible form. | Raw data is available but not analysed in terms of equal opportunities, possible discrimination or relations between groups.<br><br>- or –<br><br>There are gaps in information relating to some of the protected characteristics, e.g. religion or belief, sexual orientation and gender identity | Enough information is published annually to enable the public to see how well the school meets the Public Sector Equality Duty, i.e. whether due regard is paid to the need to eliminate discrimination, advance equal opportunities and foster good relations.<br><br>This information reflects the experience of people with all relevant protected characteristics who are affected by school policies and practice, including e.g. religion or belief, sexual orientation and gender identity |

***Evidence examples***

- National baseline information: “How Fair is Britain?” (EHRC)
- Quantitative information: RAISE, comparative local data, comparative national data
- Qualitative information: records of surveys, focus group discussions, complaints, meetings, student voice
- Equality information published annually
- Any other evidence of how the school is advancing equality and tackling discrimination

| Statutory requirements | Not in place | Partly in place | Fully in place |
|---|---|---|---|
| **Equality objectives** | No equality objectives published<br><br>No annual publication of equality information detailing progress on previous equality objectives | The equality objectives are not specific to the individual school, or measurable, or contain process-focused objectives only.<br>*e.g.*<br>*"increase diversity of staff" or "send out a questionnaire"*<br><br>Annual report published to parents but it shows little progress towards meeting previous equality objectives. | The school uses data on inequalities of outcome and participation to set and publish specific, measurable and outcome-focused equality objectives, clearly designed to prevent discrimination or harassment, advance equality and foster good relations<br><br>Progress towards meeting equality objectives is monitored to analyse the impact on staff, learners, parents/carers and the governing body.<br><br>Published information shows good progress on existing equality objectives<br>*e.g. increase % of men at parents' evening by 5%* |

***Evidence examples***

- published equality objectives, either within School Development Plan or elsewhere, e.g. an equality scheme
- evidence of priorities from data and consultation that led to the choice of equality objectives
- annual publication of equality information, showing progress with equality objectives
- examples of positive action

| <u>Statutory requirements</u><br><br>**Accessibility Plan**<br>(pupils only) | **Not in place** | **Partly in place** | **Fully in place** |
|---|---|---|---|
| | No current Access Plan | Access Plan focused on wheelchair access only | Access Plan covering access to curriculum and information as well as physical environment.<br><br>Reference made to consideration of local authority access strategy, as appropriate. |

***Evidence examples***

- the School Access Plan, either separate or within an Equality Scheme