

The Aspire Federation

Equality and Diversity Policy



Equality Information and Objectives (public sector equality for publication.

This statutory policy is in line with legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011. See also related documents SEND and Local Offer and Accessibility Plan.

At Aspire we are committed to the principle of equality of opportunity for all in terms of employment and our teaching and learning.

Intent

At Aspire we promote an ethos and culture where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation, marriage and civil partnership. We endeavour to promote positive relationships with parents, governors and members of the wider community. (see Appendix 1)

At Aspire we promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Our statement outlines our commitment to equality and diversity. It sets out our drive and intentions to promote equality, question and action any form of discrimination and actively promote harmonious relationships in all aspects of school life with learners, their families and staff.

Aims

We aim to:-

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare us for life in a diverse society in which we are able to see our place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups of people regardless of protecting characteristics under law (disability, sex, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy/maternity and age)
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a tread which runs through all our activities

How we will deliver our commitment

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community such as disadvantaged spending
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all information to set suitable learning challenges for all, respond to learner's diverse needs and strive to overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others
- Ensure that all reasonable adjustments are made to ensure equality of opportunity
- Repeated reported serious incidents of a racial or bullying nature or a single serious incident may lead to consideration under child protection procedures

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and promote equality.

Leadership Management and Governance

As Aspire we are committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of the Federation and the wider community and deal appropriately any harassment or discrimination
- Encourage and support all learners and staff to reach their potential and make a positive contribution
- Work in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and take action to deal with discrimination ensuring that our **Equality and Diversity Policy** is adhered to appropriately.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to

- Ensure that the school complies with equality legislation
- Meet requirements to publish measurable equality objectives
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinise the recording and reporting procedures at least annually
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy

The Head of School

It is the Head of School's responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- Produce a report on progress for governors annually

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name –calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's characteristics
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

Any breach of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Evaluation

Monitoring and Quality Assurance

- Each learner's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status or disadvantaged
- In addition we will monitor the system to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (EG. Lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity)
- The data collected is used to inform further school planning, target-setting and decision making.
- The impact of school policies on all aspects of access, admission, behaviour and exclusion data will be considered.

Action Planning

Any action points and strategies required as a result of evaluation will be included in the School Improvement Plan.

**Access Plan
2016-17**

Landgate

Objectives	Actions
Improvements in access to the curriculum	<p>Focus 2.2: Teaching, Learning and Assessment To develop a systematic targeted approach to improving reading, writing and spoken language across whole school improving the match between tasks, ability and understanding.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • New systematic and targeted system introduced. • Feedback from staff and learners indicates <ul style="list-style-type: none"> - Engagement and high impact resources introduced. - Data analysis indicates high impact upon learner progress. - High quality and targeted strategy plans implemented and understood by all partners. - Data analysis indicates learners make rapid and exceptional progress from starting points.
<p>Progress</p> <ul style="list-style-type: none"> • Challenging targets have been set for all learners across all subjects and using external data comparisons. All learners therefore have exceptional secure challenging targets set validated by SLT, external validation systems. • Consortia links have been established, external moderations are taking place across the majority of subject areas. Maths and Science moderation – Oakfield. <p>(See Ofsted report for additional evidence)</p> <ul style="list-style-type: none"> • Highly positive feedback from English homework Parental Engagement session 26.5.16 – 83% of parents found the session highly useful. • Triangulated monitoring (SLT / Paired) indicates improved match between tasks, ability and understanding, supporting learner progress. • System of e books resources introduced December 2016, resulting in improved parental support for reading. • Mechanism for sharing progress from interventions in place and impacting positively within the classroom. • Learning Support system set up and training monitored incurs sharply focused support and intervention programmes are supporting learner progress. • Intervention programmes in place, highly focused sessions impact positively on learner progress as evidenced by interaction such as literacy and numeracy and individual learner strategy plans. • Adaptations identified HLTA timetables provide maximum opportunities to support high quality, targeted literacy and numeracy intervention across KS1-3. • 	
Physical improvements to increase access to education and associated services	<p>Focus 3.2: Behaviour, Safety and Wellbeing To review external provision/environment throughout school and present feasibility for new areas.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Feasibility study completed. • Learner voice analysed and key points used in feasibility study. • Resources identified based on promoting confidence and resilience.
<p>Progress</p> <ul style="list-style-type: none"> • Extension to PE store completed during summer break – New store and Archive completed in Autumn half term. • All secondary block environment updated with flooring to classrooms and reception areas and painted walls to provide multi-use, calm, neutral classroom environments, as a result learners are quickly ready to learn in an appropriate environment supporting sensory processing needs. • External audits / reviews support school's judgement that improvements provide multi-use, calm, neutral classroom environments, resulting in learners being quickly ready to learn in an appropriate environment supporting sensory processing needs. 	

<p>Improvements in the provision of information in a range of formats for disabled students</p>	<p>Focus 4.1: Outcomes for learners To create a clear high impact strategy for sharing information in relation to communication so it is more effectively used to inform T&L strategies within the classroom</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • SEF link meetings report specifically on communication across the department. • Communication ambassador introduced as part of the Passport Programme. • Triangulated monitoring indicates strategy successfully embedded. • Data indicates high impact in relation to communication progress.
<p>Progress</p> <ul style="list-style-type: none"> • Review communicated and completed Together Trust SaLT – June 2016. Areas of strength and further developments identified with clear outcomes for learners • Findings and recommendations indicate OT input essential for needs of learners. Sensory Profiling of all learners completed. OT current reports indicate this is being used. • NAS findings from Sept 16 – state purposeful, engaging and learning environment in place. • Strategic action plan implemented resulting in identified opportunities for communication delivery. All staff have received relevant training as part of JPD Programme, with further opportunities identified on calendar. See staff CPD file feedback. • Communication / Intervention targets set through Learning Support system with clear links to curriculum targets / next steps to achieve for learners. • Positive feedback from SaLT / OT Twilight indicates that staff team have further developed knowledge and understanding of communication strategies. • Display Policy developed and approved – used to inform environmental improvements during summer. • Positive feedback from NAS visit indicates learning environment contributes significantly to supporting learning and teaching. Behaviour data comparison for Autumn 1 terms 2015 to 2016 shows a 67% decrease in incidents. 	
<p>Access to wider curriculum</p>	<p>Focus 4.2: Outcomes for learners Create a core passport team to include Pastoral staff.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Core team established with a clear understanding of roles and responsibilities. • Triangulated monitoring indicates all learners on passport programme make improvement in relation to challenging targets set.
<p>Progress</p> <ul style="list-style-type: none"> • Learning Support Team established, including Pastoral Managers, Therapists, HLTAs and teaching staff representative of all 'areas of school'. • Team has clear understanding of roles and responsibilities and uses knowledge to further support learner progress. 	

Objectives	Actions
<p>Improvements in access to the curriculum</p>	<p>Focus 4: Outcomes for learners To continue the emphasis of mathematical problem solving and conception understanding through all aspects of teaching & learning and assessment.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • New whole school numeracy policy developed and implemented. • Triangulated monitoring indicates that learners are making exceptional progress from starting points due to mathematical problem solving and concept are being taught appropriately across the curriculum.
<p>Impact Triangulated monitoring indicates learners are making exceptional progress from their starting points. KS3 and KS4 93.5% and KS5 99% are on target to meet aspirational targets. Parent Lancashire Survey 2016/17 84% of parents think that school reports give them a helpful picture of their child's progress. Triangulated monitoring indicates a positive impact on the teaching of numeracy across the school, 94% of learners are making progress towards their aspirational target. Parent evaluations indicate that the parental numeracy session has given them more skills to support their child's learning. Triangulated monitoring indicates a positive impact on the teaching of numeracy across the school, 94% of learners are making progress towards their aspirational target. Parent evaluations indicate that the parental numeracy session has given them more skills to support their child's learning. Work sampling, learning walks, progress data and lesson observations demonstrate that literacy is being developed across all subjects.</p>	
<p>Physical improvements to increase access to education and associated services</p>	<p>To improve lunch time provision increasing independence and social skills.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • New hatch and serving area to be actioned creating a more realistic café style eating area. • Easier access for learner to self-select items. • Improve social communities. <p>Completed</p>
<p>Improvements in the provision of information in a range of formats for disabled students</p>	<p>To achieve the full Autism Accreditation</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Oakfield is recognised as an accredited centre achieving the full award (2 year period) <p>To be accessed – March 2018</p>
<p>Access to wider curriculum</p>	<p>Focus 3: Behaviour, safety and emotional wellbeing To build upon the mental health award Gold to identify key areas for development in mental health and wellbeing.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Review and evaluate current mental health and wellbeing • Action plan developed with areas identified and developments implemented. • Monitoring and evaluation including learning walks progress, attendance and analysis of supported data indicates that there is an embedded emotionally intelligent approach to mental health and wellbeing for learning by all stakeholders.
<p>Impact Monitoring and evaluation of attendance and behaviour data, learning walks and progress data indicate that there is an emotionally intelligent approach to health and well-being. Triangulated monitoring of progress, learning support, attendance and behaviour data demonstrates that early support is effectively utilized to support learners. Parent evaluations and surveys say they are better informed about Mental Health and Well-Being support.</p>	

**Access Plan
2017-18**

Landgate

Objectives	Actions
<p>Improvements in access to the curriculum</p>	<p>Focus 1.2 Leadership & Management Promote opportunities to contribute and influence national research</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • JPD feedback and evaluations indicates improved opportunities for whole staff team to contribute and influence to national research • Cutting edge leadership and national research initiatives are used effectively to inform practice, impacting positively on outcomes for learners, as evidenced by holistic data • Triangulated monitoring indicates leaders consistently utilise and embed research within school practice • Triangulated monitoring indicates that all leaders have an accurate and clear understanding of research based pedagogy to inform classroom practice, leading to improved outcomes for learners. <p>Focus 2.1 Teaching, Learning and Assessment Promote clear understanding of secure learning and mastery</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Monitoring indicate that all resources being effectively used to maximise innovative teaching and learning opportunities including; time, environment and staff. • Triangulated monitoring indicates that all learners, including Gifted and Talented and Groups, are making exceptional progress and demonstrate confidence and resilience as a result of innovative teaching and learning. • Improved knowledge, skills and understanding from JPD to be cascaded to staff, feedback from in house JPD including staff evaluations and learning walks indicates high impact upon teaching and learning. <p>Further develop purposeful and targeted programmes and innovative approaches to improving reading and comprehension</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Embed innovative and transformational approaches to improving reading and comprehension, including; reading shed, reading club, phonics play. • Triangulated monitoring indicates <ul style="list-style-type: none"> - Engaging and high impact resources introduced. - Data analysis indicates high impact upon learner progress. - High quality and targeted strategy plans implemented and understood by all partners. - Data analysis indicates learners make rapid and exceptional progress from starting points. <p>Learners foster a love for reading.</p> <p>Focus 4 Outcomes for learners</p> <p>Provide a dynamic curriculum offer, enrichment opportunities and learning environment to secure aspirational outcomes for all.</p> <ul style="list-style-type: none"> • Triangulated monitoring including; data, learner surveys, work sampling, indicates aspirational outcomes for learners as a result of the dynamic curriculum offer. • Data including accreditation, destinations, learner/parent feedback indicates learners are well prepared for transitions.

	Learners are well-balanced, confident and resilient, strengthening their personal and academic development.
Physical improvements to increase access to education and associated services	<p>Leading Parent Partnership Award (Y2) Lead: LW Support: JT/AF Aim – To further strengthen parental partnerships. Impact – Increased parental involvement in consultation and learning activities. Improved progress for learners</p> <p>Safety Mark Lead: WL Support H&S committee Aim – to achieve Safety Mark award. Impact: Increase knowledge amongst staff, learners and governors.</p>
Improvements in the provision of information in a range of formats for disabled students	<p>Focus 3.2 Personal Development, Behaviour & Wellbeing Establish highly effective community links to promote community cohesion Success Criteria</p> <ul style="list-style-type: none"> • Triangulated monitoring, including Work Experience and Transition data, indicates learners are well prepared for their next steps. • Feedback from the Community indicates that partners feel they are part of the wider school community and positively contribute to school life. • Learner and staff surveys indicate that learners have clearer understanding of the wider community and their role as an active citizen. <p>Quality Mark (Y2) Lead: LW Support: HC, HS, CD Aim – to achieve award for high standards in basic Maths & English Impact – to have achieved good practice in terms of English & Maths progress</p> <p>National Autism Award (Y2) Lead: KC Support: JT/AF Aim – To achieve the full Autism Accreditation Impact – Landgate is recognised as an accreditation centre achieving full award – Registration paid</p>
Access to wider curriculum	<p>Focus 3.1 Personal Development, Behaviour & Wellbeing Further extend opportunities to promote health and wellbeing, improving learner confidence and resilience. Success Criteria</p> <ul style="list-style-type: none"> • Triangulated monitoring, including data, indicates learners are making exceptional progress from their starting points as a result of increased confidence and resilience. • Data and evaluations, including; Learning Support, learner and parent voice indicate learners feel confident in school and resilient to challenge. • Parental Engagement evaluations indicate positive feedback from sessions and that parent's feel empowered to promote SMSC / wellbeing opportunities at home. • Staff feedback indicates an increased understanding of health and wellbeing, resulting in high quality support strategies. <p>Develop resilient learners, equipped with the knowledge, skills and understanding to keep themselves safe Success Criteria</p> <ul style="list-style-type: none"> • Triangulated monitoring including JPD and theme week evaluations, survey data, indicates high impact JPD, resulting in;

	<ul style="list-style-type: none">- increased awareness of safeguarding issues for both learners and staff.- staff having a clear understanding of safeguarding, resulting in high quality teaching and learning opportunities.- resilient learners equipped with the knowledge, skills and understanding to keep themselves safe.
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**Access Plan
2017-18**

Oakfield

Objectives	Actions
<p>Improvements in access to the curriculum</p>	<p>Focus 2.1 Teaching, Learning an assessment Success Criteria: To increase learner self-regulation and independence in lessons. Triangulated monitoring e.g. progress data, learning walks, work sampling indicate that learners work confidently in lessons to achieve at the highest standards. Lesson observations and learning walks demonstrate that learners are developing skills for self-regulations and independence based on knowledge acquired at the time. Feedback from PASS analysed and used to effectively identify teaching and Learning strategies. Comparative PASS survey data indicates learners consider their own self-regulation and independence skills to have improved. Feedback from the vast majority of staff in relation to learner progress within lessons indicates that staff are secure that the majority of learners are now showing improvement in terms of :</p> <ul style="list-style-type: none"> - Self -regulation - working independently - problem solving - behavior <p>Focus 2.1 Teaching, Learning an assessment Success Criteria: To establish learning by exhibition approach to teaching and learning.</p> <p>The PASS survey and learner survey comparative data demonstrates that the vast majority of learners believe they have made improvements in terms of:</p> <ul style="list-style-type: none"> • their engagement in learning The vast majority indicate that they buy in to the concept that "Learning is fun". <p>Whole Education monitoring and feedback indicates:</p> <ul style="list-style-type: none"> • Whole staff team understand and apply the principles of A learning through Exhibition approach. • Staff feedback from CPD session and through Departmental meetings and Link meetings indicates: • A Heightened awareness of learning across the school • Best practice is being shared and areas for further developments identified and acted upon. <p>Triangulated monitoring and feedback, including Learning walks and eternal monitoring indicates:</p> <ul style="list-style-type: none"> • display/environment contributes significantly to enhancing teaching and Learning. • considered High impact by Learners and Staff as evidenced in evaluations. <p>Inclusion Mark Renewal Lead: AHT's (DB, WH) Aim – To renew our Inclusion Mark Award. Impact: All staff and learners will continue to have a raised understanding of our policy and practice in relation to inclusion - Completed by: June 2017</p>

<p>Physical improvements to increase access to education and associated services</p>	<p>Focus 4.1 Outcomes for learners Success Criteria: Further develop an assessment system for learners previously assessed using P Scales.</p> <p>Triangulate monitoring, including learning walks, lesson observations, progress data, work sampling demonstrates that:</p> <ul style="list-style-type: none"> • Learners are reaching key milestones in different contexts • All aspects of learner progress is assessed effectively <p>As a result of standardisation and moderation with other schools there is effective quality assurance of assessment judgments for learners</p> <p>Reports, EHCP's and reviews will indicate that learners are making progress towards individuals aspiration targets</p> <p>Feedback from Pilot group indicates that:</p> <ul style="list-style-type: none"> • effective systems are being used across school and Federation Findings are significantly impacting upon developments in other schools locally in terms of assessment systems in a number of schools and across sectors. • Findings are used to support and enhance School to support in terms of SEN Diagnostics and support programmes. <p>Customer Service Excellence Award Lead: HW Support: SA Aim- To put our 'customers' at the core of everything we do. Assessment due – April 2017</p> <p>Safety Mark Lead: WL Support: AH Aim: to continue demonstrating exceptional practice in terms of a safe workplace Reassessment due July 2017</p>
<p>Improvements in the provision of information in a range of formats for disabled students</p>	<p>Autism Award Lead: AHT W Hayes Support: YC Aim – To achieve the full Autism Accreditation Impact – Oakfield is recognised as an accredited centre achieving the full award – registration paid Completed by February 2017</p>
<p>Access to wider curriculum</p>	<p>Focus 2.1 Teaching, Learning an assessment Success Criteria: Implement further Curriculum opportunities for skills for employment and adulthood. Review completed and shared with staff team and governors. Feasibility completed and opportunities for development identified. Triangulated monitoring including learners walks and lesson observations and learner voice indicates;</p> <ul style="list-style-type: none"> • High engagement from learners • Learner are able to recognise and apply work based skills and life skills. • Staff confidently promote and support the development of work based skills within their subject areas. <p>Learner voice indicates:</p> <ul style="list-style-type: none"> • Learners feel confident about transitions future destinations and pathways.

	<ul style="list-style-type: none"> learners feel they have developed appropriate skills, knowledge and understanding preparing them for the workplace and life. <p>Feedback from placements and analysis of destinations tracking data indicates significantly high and maintained transition engagement levels and achievement.</p> <p>Focus 4.1 Outcomes for learners Success Criteria: Improve transition to allow learners to make informed choices and decisions</p> <ul style="list-style-type: none"> EHCPs (all about me), Planning Live Evaluations, Learner Surveys will indicate evaluations Well informed about their next steps and better prepared for their transition EHCP's, and Reviews will be high quality as monitored by learner and parent evaluations <p>Feedback from external partners including Work Experience placements indicates:</p> <ul style="list-style-type: none"> learners have a strong understanding of what they wish to do in the future. They understand what they have to do to get there. <p>Feedback from Transition strategy indicates Oakfield staff have significantly contributed to WASCL strategy.</p> <p>Feedback from Staff and external partners including parents , Providers Careers Service learners indicates improved transition arrangements for Oakfield learners including stages KS2-KS4 KS4-KS5 KS5- post 19</p>
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Supporting Policies

- Anti-Bullying Policy
- Communication Policy
- CPD Policy
- Behaviour for Learning Policy
- Staff Handbook
- LA Recruitment Policy
- LA Equal Opportunities Policy
- LA procedure for reporting Racist Incidents

References

- Same Sex Couples Act 2013
- Marriage and Civil Partnership Scotland Act 2014
- Equality and Diversity
- Equal Opportunities Act 2010

Date approved:	15.12.16
Review Date:	December 2019
Signed Executive Headteacher:	C Taylor

Protected Characteristics

Throughout the guidance you will see references to 'protected characteristics'. This page gives you more information on each of the nine protected characteristics.

Age

Where this is referred to, it refers to the person belonging to a particular age (e.g. 32 years old) or age of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between same-sex couples. This will also be true in Scotland when the relevant legislation is brought into force.

Same-sex couples can also have their relationship legally recognised as 'civil partnerships'. Civil partners must now be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex/Gender

A man or a woman

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.