

Equality and objectives Policy

St George's School: A Church of England Academy.

DIGNITY HOPE
COMMUNITY
WISDOM
HUMILITY
KINDNESS



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1. Aims

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can **'be devoted to one another in love. Honour one another above yourselves'**
Romans 12:10

- St George's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example. Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

The Academy is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2.1 Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

2.2 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

The Trust Executive, Trustees, Academy SLT and Governors regularly review the progress we are making to meet our equality objectives with regard to the protected groups (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act (2010).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

These equality objectives were approved by the Trust Board and are published on the Trust's website as part of our commitment to the Public Sector Equality Duty.

Equality Objectives

1. Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.
2. Each academy will publish a statement setting out the actions they intend taking to advance equality, diversity & inclusion during the forthcoming academic year (or from their date of joining the Trust). A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.

3. The Trust will ensure, as it adopts a Trust-wide HR information system, that this incorporates the ability to provide robust reporting on and monitoring of equalities data.

4. The Trust will further develop reporting on its gender pay gap and – in future – other pay gaps e.g. ethnicity. It will take positive action to reduce these gaps where possible.

5. The Trust will take steps to address the risk of “unconscious bias”, initially by raising awareness of this facet of equality and diversity through leadership training, and by introducing ‘blind recruitment’ for all roles across the Trust.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

4. Equality in Practice

We recognise that everyone is different, but everyone is of equal value.

Across Cidari and within our Academies we will all try to support each other and we demand respect for all. Almost everyone will need some help or some changes made for them to make sure they can give their best. Sometimes this will be extra help with reading or writing or with practical lessons (like PE or Food Technology), sometimes it will mean special arrangements for eating (students with diabetes often need to “top up” outside Break or lunch times).

Sometimes, we can help with the physical environment.

Our Admissions forms ask families to let us know if a student, or his/her family, has any disability or needs any additional assistance to make all Cidari Academies a place in which they feel welcomed and supported. Please Let us know by using the forms or contacting either Cidari or the Academy directly.

5. Definitions & Guidance:

Inclusion is:

- Giving everyone opportunities of equal value and worth.

Equality is:

- about creating a fair and just society
- about removing or reducing all forms of unfair discrimination, overt and covert
- about breaking down barriers for individuals and in particular groups

Diversity is:

- about including everyone
- valuing differences
- harnessing differences in individuals so that we all benefit, enabling differing perspectives and views, skills and characters to enrich and enhance the Academy community
- having a better understanding of the diverse needs of our community

Direct discrimination is:

- When a person is intentionally treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect Discrimination is:

- When a provision or practice is applied equally to all but unintentionally has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation is:

- When a person is treated less favourably because they have taken action in respect of discrimination, e.g. making a complaint.

Victimisation is unlawful.

Harassment is:

- When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equality characteristic, e.g. sex, race.

Harassment is unlawful.

Under the umbrella of the Trust Equality, Diversity and Inclusion Policy, the aim of this policy is to provide an overall framework for the Academy's action to:

- Promote equality and eliminate discrimination for students, staff and others using Academy facilities.
- Make it clear that equality and diversity are underpin all of the Academies policies and practices.
- Promote community cohesion by developing attitudes and providing experiences which enrich students' understanding of community and diversity.

Aspects which this Policy seeks to address are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

6. Commitment to Equalities & Diversity

Cidari and its Academies are fully committed to discharging all of its equalities duties for all students, employees and visitors to our premises. It contributes to an overall commitment by the Trust to improve standards and to build school communities with a positive Christian ethos which reflects the wider communities they serve.

The Trust and its Academies will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille etc.

The Trust and its Academies will ensure that procedures are in place to consider complaints or concerns.

Procedures at the Academies and the Trust are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality & Human Rights Commission (EHRC) is the enforcement body for equalities legislation. The Trust wishes to comply with all its duties however if found wanting would endeavour to put it right within 3 months.

7. Implementation

Equalities expectations and actions are embedded in existing Trust and Academy policies and practice for example in staff recruitment, CPD, Admissions, Discipline, Curriculum, Racist Incidents, Sporting and Cultural activities, Parental Surveys, Student Voice etc.

The Trust through its Academies will monitor outcomes against equality and diversity criteria (e.g. in participation, rewards, exclusions, positions or responsibility, appointments, standards).

As part of the drawing up of this policy, staff, students and parents have been invited to contribute.

Desired outcomes

1. Every member of our Christian Trust community feels a sense of belonging and self worth.
2. The diversity of people's different backgrounds and circumstances are acknowledged, appreciated and valued.
3. An inclusive Trust which promotes positive life opportunities for all members of our Academy and Trust community, regardless of their background and circumstances.
4. We will develop strong and positive relationships between people from different backgrounds within the Trust, our local communities and national and global communities.
5. The promotion of high standards of behaviour in our Academies and a sense of personal responsibility to contribute to community cohesion, respect for others and good citizenship.
6. Commitment to the early identification of students' additional needs and to working in partnership with parents, schools and support services to set targets and provide appropriate support/intervention.
7. Trust and Academy publications, meetings and events will recognise achievements underpinned by the principles of equalities, diversity and inclusion.
8. Students will have opportunities to study issues relating to intolerance and prejudice (including ageism, sexism and homophobia, religious prejudice, racism and racial discrimination).
9. Accurate information about the academic progress of all students will be kept and complemented by information about their gender, ethnic origin, disability, first language and religious affiliation and relevant information about their families also.

Members of the Trust and our Academy communities, irrespective of their ethnicity, age, sexuality, religion, belief, disability or gender:

- Will contribute to the creation and maintenance of a positive Christian ethos.
- Will be expected to work together in a constructive and positive manner.
- Will have access to facilities and resources provided by our Academies and Trust.
- Will have opportunities to work and socialise with different members of the school and Trust communities.
- Will, if necessary, receive support to ensure that their needs are met within the limits of the resources available.
- Will be involved in decisions being made about them.
- Will have all forms of harassment dealt with appropriately and be encouraged to challenge prejudices.
- Will have opportunities to learn how people have challenged, or can challenge, discrimination and stereotypes based on ethnicity, age, sexuality, religion, belief, disability or gender.
- Will have access to a broad, balanced and relevant learning and training opportunity and range of activities.
- Will be encouraged to celebrate the diversity of the community.
- Will be discouraged from using ageist, sexist, racist, homophobic and demeaning language relating to others' religion or beliefs, will be held accountable for their individual and collective responsibility and be supported when they challenge such language.
- Will support victims of discriminatory behaviour, abuse and harassment.

7.1 Accessibility

School Environment

All of St George's buildings have accessibility adaptations such as lifts and ramps. Disabled toilets are in all buildings. We have emergency fire chairs available and reasonable adjustments are made to classrooms including table risers. We aim to incorporate more adaptations such as hearing loop system, specialist equipment and augmented forms of communication over time.

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print text books and low vision, visual equipment for example 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have speech recognition software and examination reader pens.

All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have provision adapted, where possible to fully meet their needs. This could also include extra adult support, teaching and learning aids, exam arrangements and adjusting the physical environment where possible.

7.2 Ethos and Atmosphere

At St George's our church academy ethos is based on our verse, 'Be devoted to one another in love. Honour one another above yourselves'.

We aim to achieve our mission by providing a learning environment which

- Develops pupils' knowledge of and commitment to the Christian faith and foster a sympathetic approach to other religions and cultures;
- Recognises that each member of our school community is an individual with specific needs and strengths;
- Fosters mutual respect and concern for others;
- Values the contribution made by each member of our school community;
- Offers all pupils equal access to the curriculum;
- Promotes self-confidence, self-discipline, a sense of responsibility and a generosity of spirit. The corporate displays around school are of a high quality and reflect our ability to be inclusive with our ASD pupils.
- There is an openness of atmosphere which welcomes everyone to our school.

All within our school community will challenge any type of discriminatory and/or bullying behaviour eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

8. Monitoring and Review

St George's is an inclusive academy, working towards greater equality in the whole community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfill their potential.

All teaching and support staff work tirelessly to increase the extent to which disabled pupils can participate in the curriculum. Reasonable adjustments are made so that all pupils are involved in every aspect of academy life.

We make regular assessments of pupils' learning including termly tracking and reporting. All staff use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups to ensure that all groups are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. We also use this information to establish whether more intervention or resources are needed if progress is not as good as it should be, for example additional interventions such as mentoring, withdrawal groups, exam arrangements etc. to ensure all our pupils achieve their potential.

Academy performance is also compared to the national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions, Isolations and Truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in extracurricular opportunities and/or activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St George's is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information from staff and governors for example applications for employment, attendance at training events, staff appraisal and performance. All information is kept confidential.

9. Developing Best Practice – Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest levels of personal achievement. To do this, St George's will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
 - Use materials that reflect a range of cultural backgrounds without stereotyping
 - Use materials to promote a positive image of and attitude towards disability and disabled people
 - Promote attitudes and values that challenge discriminatory behaviour
 - Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
 - Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
 - Develop pupils' advocacy skills so they can detect bias, challenge discrimination, leading to justice and equality
 - Ensure the whole curriculum covers issues of equality and diversity
 - All Heads of Department where appropriate, promote and celebrate the contributions of different cultures to the subject matter
 - All Heads of Department where appropriate, ensure all pupils are fully included in all aspects of their subject areas, including trips, group work and incorporate additional resources when necessary
 - Seek to involve all parents in supporting their child's education
 - Provide educational visits and extended learning opportunities that include all pupil groups
 - Take account of the performance of all pupils when planning for future learning, setting challenging targets and having high expectations of all pupils
 - Make best use of resources available to support the learning of all groups of pupils
- Identify resources and training that supports staff development.

Learning Environment

At St George's there is a consistently high expectation of all pupils regardless of their gender, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- The enthusiasm teachers show at St George's is a vital factor in achieving a high level of motivation and excellent results from pupils
- All adults at St George's provide good, positive role models in their approach to all issues relating to equality of opportunity
- St George's places a very high priority on the provision for special educational needs and disability.
- St George's meets all pupils' learning needs including the more able by carefully assessed and administered programmes of work.

- St George's provides an environment in which all pupils have equal access to all facilities and resources.
- Teachers and support staff encourage all pupils to be actively involved in their own learning.
- Teachers at St George's use a range of teaching methods and styles throughout the school to ensure that effective learning takes place at all stages for all groups of pupils.
- Consideration is given to the physical learning environment – both external and internal, including displays and signage.

Curriculum

At St George's we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and assemblies and cross curricular themes promote positive attitudes to equality and diversity.
- All pupils have access to the mainstream curriculum by taking into account their linguistic needs, learning styles and backgrounds.
- All pupils work towards qualifications which recognise attainment, achievement and promote progression.

Resources

The provision of good quality resources and materials within St George's is a constant high priority. We always try to ensure these resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of our school community.

Language

All members of the St George's community recognise how important it is to use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of the protected groups
- Creates the conditions and opportunities for all to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances when this is not the case.

Extended Learning Opportunities

St George's staff undertake responsibility to provide equal access to all activities for all pupils. Every member of staff planning an activity or trip has to have regard for the inclusion of all pupils in the protected groups and provide adequate support and resources to enable all to participate.

Provision for Bi-lingual pupils

St George's will make appropriate provision for all EAL/bilingual pupils to ensure access to the whole curriculum.

Personal Development and Pastoral Guidance

- St George's staff take account of gender, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- Staff ensure all pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).
- All pupils/staff/parents/carers are given support as appropriate if they experience discrimination. We recognise that perpetrators may also be victims and require support. All staff, Senior Pupil Team and Prefects act as positive role models throughout the school to ensure that groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the positive value that diversity brings to our school community rather than the challenges.

Staff Development

We recognise the need for all staff to act as positive role models, this includes:

- Pupil's having access to a balance of male and female staff in all subjects and key stages where possible
- Encouraging the career development and aspirations of all staff
- Providing staff with training and development, which increases awareness of the needs of different groups of pupils
- Providing staff with training and development which enable them to confidently carry out their roles and responsibilities in relation to equality
- Monitoring the opportunities for professional development to ensure access for all members of staff in school.

Staff Recruitment

- All the senior members of staff who are involved in the recruitment and selection processes are trained and made aware of what they should do to avoid discrimination and ensure equality and safe recruitment good procedures are followed.
- All Equality policy and practices are covered in staff induction procedures.
- Temporary staff are made aware of policies and procedures.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Under the Equality Act 2010, in very limited circumstances, we have an expectation that certain senior roles in our church school require religious denomination and belief. This particularly applies to the Headteacher and Chaplain.

10. Roles and Responsibilities

- The governing body of St George's will ensure that all members of the school community complies with statutory requirements in respect of this policy and action plan.
- The Headteacher is responsible for the implementation of the policy, and will ensure staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- All St George's staff will promote an inclusive and collaborative ethos throughout the school, challenging inappropriate behaviour and language, respond appropriately to incidents of discrimination and ensure appropriate support for pupils with additional needs.
- All staff will maintain a good level of awareness of equality issues.
- All members of our school community will have a responsibility to treat each other with respect, to feel valued, to speak out if they witness or are subject to inappropriate language or behaviour.
- We will take steps to ensure all visitors to St George's adhere to our church ethos and commitment to equality.

Second Specific Duty – St George's Equality Objectives

- To increase the membership of pupils from the protected vulnerable groups in extracurricular activities, and in this way to reduce or remove inequalities of opportunity and attainment and narrow the gaps between pupils with SEND and other pupils.
- To narrow the gaps in levels of progress between boys and girls and pupils with SEND.
- To ensure all Looked After Children make appropriate levels of progress.

1. Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act;

We consider that all our policies and procedures show our awareness of the Equality Act 2010 and give evidence of our aims to avoid discrimination and other prohibited conduct.

- Whole School Equalities Policy

- Whole School Behaviour Policy
- Action Against-Bullying Policy
- SEND Information Report and Policy
- Emotional Health and Wellbeing Policy
- Safeguarding Handbook policies and procedures
- Staff meeting agendas
- Minutes of Governors
- Pupil Welfare meetings
- Minutes of Full Governing Body meeting

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Evidence of the steps we have taken to minimise discrimination and disadvantages and to meet the needs of people who have a particular characteristic includes Continually providing staff training sessions (twilight) on the needs of pupils with visual impairment, hearing impairment, Autism/Asperger's syndrome, Dyslexia, Dyscalcula.
- Providing specialist Teaching Assistants to work in departments and assist staff to meet the needs of pupils with disabilities.
- Making adjustments to learning resources to ensure access to the curriculum for all pupils in the protected groups.
- Ensuring all buildings are accessible by providing lifts and disabled toileting and changing facilities.
- Providing support groups for boys and girls with low self-esteem and confidence.
- Providing support groups for parents of pupils with disabilities.
- Providing support group for fathers and their sons to enhance their relationships.
- Providing information sessions both in staff meetings and twilight for staff on understanding LGBT and homophobia.
- Extending the range of extra-curricular activities to encourage pupils from the protected groups to participate eg Boccia, SEND football, Warhammer, Chess and board game clubs.
- Achievement data, Internal Target setting and tracking data is examined each half term by Deputy Head and Heads of Departments to ensure pupils within the protected groups are making progress and are on line to achieve their targets. The appointment of an Assistant Head - Data with responsibility for analysis and support of pupils in the protected groups is ensuring intervention is timely and effective.

- Attendance analysis is carried out each half term. The attendance of pupils in particular groups is a focus of analysis and any inequalities are triggers for intervention.
- Myconcern is analysed each half term by both Senior Management and Heads of Year to monitor incidents of homophobic, racist, sexist and other types of bullying and ensures we act immediately on any areas of concern. We also analyse if pupils from particular groups are experiencing difficulties and put intervention support in to alleviate these concerns.

3. Foster good relations between people who share a protected characteristic and those who do not

Evidence of the work we do to promote good relations between people and groups of all kinds includes:

- Academy Core Values
- School Mission Statement and Aims
- Code of Conduct
- Anti-Bullying Policy and week
- RSE curriculum
- RE Curriculum and Spirituality days for all years
- Morning meeting themes
- Year Charities
- Support for and links with local primary and high schools – sporting links, Christian Union support
- Staff training and awareness raising sessions