



Comprehensive
School

*A Specialist School in Maths and Computing
with Training School Status*

RACE EQUALITY POLICY

Revised June 2006



Mission Statement

Aston Comprehensive School is committed to providing quality learning and teaching enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

Every person in our community is unique. We work together in an environment of mutual respect, and consideration, valuing everyone's contribution.

Our partnerships with the local and wider communities equip young people to successfully take their place in an ever changing society.

With your commitment we will make a difference

RACE EQUALITY POLICY

1. School Character and Circumstances

Aston is a much larger than average comprehensive school for students aged 11 to 18. The number on roll is 1,872. The number of students in the sixth form is 277. The overall gender balance of the school is 908 boys and 964 girls. The socio-economic background of students is mixed, but average overall. Attainment of students on entry is broadly average. The proportion of students with special educational needs is average, as is the number of students with statements. There are very few students from ethnic minority groups; no students require support with their understanding of English. The school attained its specialist status in mathematics and computing in 2003, and has been awarded the Sportsmark. This development built upon the strong links the school has with local industry. Training school status has also provided a positive link with higher education.

Languages spoken by staff include: English, French, Spanish, Welsh, Swedish, Shona, Urdu, Punjabi, Putonghua.

Languages spoken by students include: English, German, Swahili, Urdu, Punjabi, Shona, Gujarati.

Ethnic Background of Students

Categories used in the Annual School Census	No of Students on Role
White – British	1663
White – Irish	2
White – any other White background	13
Mixed – White and Black Carribean	6
Mixed – White and Black African	2
Mixed – White and Asian	9
Mixed – White and Chinese	2
Mixed – Any other mixed background	3
Asian or Asian British – Indian	5
Any other Asian Background	3
Black or Black British – African	4
Black or Black British - Carribean	1
Chinese	1
Any other ethnic group	2
No ethnic group recorded	114

2. Policy Statement and Aims

This policy sets out our commitment to tackle racial discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including our dealing with parents and the community.

At Aston Comprehensive School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.

The School is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with students, parents and the wider community.

3. WE WILL ACHIEVE THESE BY:

- I. Creating a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- II. Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices.
- III. Treating all those within the whole school community (e.g. students, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- IV. Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- V. Having high expectations of everyone involved with the whole school.
- VI. Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- VII. Reflecting the diversity of our students, local community and the wider Sheffield community in the school environment e.g. rooms, curriculum and participatory activities to prepare our students to live in multi ethnic society.
- VIII. Taking positive action to raise the achievement and attainment of under-achieving groups by recruiting appropriate staff and governors.
- IX. Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely seriously and regarded as grounds for disciplinary action, which may include exclusion or dismissal.
- X. Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all.
- XI. Monitoring, evaluating and reviewing all of the above to secure continues improvement in all that we do.

4. ROLES AND RESPONSIBILITIES

I. Governors

The governing body of the school has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports, dealing with racist incidents and reviewing the action plan annually.

The governing body will appoint a Race Equality Working Group which may include people from the local community to help formulate the school's action plan and review its implementation.

One member of the Governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality and supporting the "Race Equality Working Group"

The Governing body will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to Governors.

The governing body will make every effort (including taking positive action) to ensure its membership is representative of the school's community.

II. Headteacher

The Headteacher will demonstrate through her personal leadership the importance of this policy. She will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Headteacher will assess and monitor the impact of this policy through developing an action plan. She will resource the Race Equality Working Group appropriately to meet the development and delivery needs of the action plan.

Race relations issues, monitoring and evaluation outcomes will be reviewed in relation to the plan, and reported to the Governing body on a termly basis as part of the Headteacher's report. Within her report would be information collected from other staff and the Equality Working Group.

Where funding is available for raising the achievement of minority ethnic students i.e. EMAG (Ethnic Minority Achievement Grant), the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

The Headteacher has responsibilities for ensuring the race equality policy and action plan targets will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties defined by this policy in the same way as child protection, health & safety and behaviour policies form part of the induction process.

III. Race Equality Working Group

The working group (probably 4 – 6 people) may consist of governors, teachers (subject/curriculum leaders), parents and community representatives. They are responsible for overseeing, action planning, policy development, monitoring, and evaluation. The roles will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Through the school's Heads of Department / Faculty the group will be responsible for reviewing and monitoring curriculum policies and planning to ensure that race equality is reflected and promoted.

IV. Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural management issues.

Teachers through their interaction with students, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

V. Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their duties and responsibilities are in the implementation of the action plan.

VI. Students

Students will share in the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and appropriately empowered to report incidences of a racial nature to an appropriate adult.

VII. Contractors and Other Service Providers

The School's procurement policies will address, where appropriate, the need to promote race equality and good race relations between different racial groups.

VIII. Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher and/or the chair of governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

5. IMPLEMENTING THIS RACE EQUALITY POLICY

I. Other School Policies

This race equality policy is linked to our action plan for promoting race equality and raising the achievement of minority ethnic students. All our other policies will be reviewed to ensure the ethos and commitments aspired to here are reflected consistently.

II. Guidance, Support and Training

The School will:

- a.** review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable.
- b.** assist in the dissemination of information, briefing material and guidance.

III. Action Plan

The Headteacher will be responsible for producing the school's action plan for approval by the governing body. The race equality action plan will identify objectives, links to other plans, actions, responsibilities, resources, time-scales, success indicators and targets as well as monitoring and evaluation.

Heads of Department / Faculty should refer to this policy in their personal action plans and priorities for action areas which comes under their responsibilities in this and future years.

The race equality action plan will be integrated into the School Improvement Plan. The Governors will monitor and evaluate this action plan annually.

IV. Publishing Arrangements

The School will publish the Race Equality Policy and Action Plan on the School's website/newsletter, and make copies available to all staff, parents, students and community.

The Equality Working Group, will in consultation with relevant committees, set out a time table for publication of the results of monitoring and assessments, including information on consultation undertaken as part of the assessment process.

The monitoring and assessment results will be published yearly. Results will be made available to the LEA, staff, parents, community groups and partner groups or organisation on request.

V. Monitoring and Assessing Policy Impact

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of students. The results of these monitoring processes are collated by the School's senior staff and reported to the Governing Body.

In addition to the monitoring and assessment arrangements already in place, the School is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the School is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and local community the school will assess the impact of its race equality policy and other policies on students, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of students from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.

This Race Equality Policy was formally adopted by Aston Comprehensive School on 6th July 2006.

John Barton (Chair of Governors)

Signature.....

Eunice Newton (Headteacher)

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