



ST VINCENT COLLEGE

SINGLE EQUALITY PLAN

2015-2018

Approved by Governors – 22nd January 2015

CONTENTS

1. <u>Introduction</u>	Page 3
2. <u>St Vincent College commitment to Equality and Diversity</u>	Page 4
3. <u>Fulfilling our legal duties under the Equality Act 2010</u>	Page 5
4. <u>Responsibilities</u>	Page 7
5. <u>Equality Impact Assessments</u>	Page 8
6. <u>Consultation, Process and Procurement</u>	Page 8
7. <u>Data Collection, Reporting and Monitoring</u>	Page 9
Appendix A - <u>St Vincent College background information</u>	Page 10
Appendix B - <u>Compliance with general duties and equalities information</u>	Page 12
Appendix C - <u>Student and Staff Data</u>	Pag3 16

1. Introduction

This is St Vincent College's most recent Single Equality Plan. Statutory duties under existing Equality legislation, requires the college to publish documentation that demonstrates how the college intend to promote equality of opportunity, to reduce discrimination and to demonstrate clearly our commitment to these concepts through active participation, the ethos of the college and through good practice.

St Vincent College values equality and diversity and is committed to promoting mutual respect throughout the College community. It is the aim of the college to take a strategic and inclusive approach to addressing the perceptions of Equality and Diversity within the college environment. We will encourage and involve all learners, staff, Governors, visitors and partners to actively participate in the development of a successful strategy. This will be achieved through celebrating and promoting diversity and equality of opportunity; by creating an environment where all feel safe, welcomed, valued as individuals and confident that they will be successful through equality of opportunity.

The College has adopted a zero tolerance stand on all issues regarding discrimination. The college community celebrates its diversity and will never tolerate any form of discrimination, harassment or victimisation. As part of our mission we are inclusive and will enable all members of our community to thrive and achieve excellent education outcomes and to realise their very best future prospects. The College values equality, diversity and most of all there is commitment to mutual respect throughout the College community. The policy is owned by the College community and valuable contributions have been made by staff and students.

2. St Vincent College commitment to Equality and Diversity

Equality and Diversity is integral to the ethos of the college. It is our aim to promote and to encourage further development amongst equalities groups and enable all those linked to the college environment to have a voice. St Vincent College aims to develop and enable our students and staff to achieve their full potential, whatever their background, through outstanding teaching and support services. This is achieved by ensuring that all stakeholders in the college are treated to an environment of mutual respect and equality of opportunity.

This will provide guidance for quality assurance and support us in monitoring and evaluating our progress in this arena. Background information regarding St Vincent College is provided in Appendix A.

This plan, the mission, the values and the strategic priorities of the College underpin and inform the overarching Equality and Diversity policies of the college. These include:

- The College Single Equality Plan forms the foundations of how the college is managed and led and is fully embedded within the quality assurance processes.
- To ensure that an equal and diverse curriculum is offered in all areas of the college. This will be differentiated in order that all students have appropriate and successful access.
- The College's commitment to developing an inclusive learning environment for all and takes positive steps to promote equality of opportunity and to enable all people to participate in learning.
- To continue to be vigilant in addressing any gaps in success, retention and achievement of any of the equalities groups.
- To encourage widening participation from non-traditional learners through curriculum and individualised timetable offers; to ensure that the curriculum offer and the profile of learners reflect the local demography.
- To improve access to the college through providing a safe and inclusive learning environment, a diverse learning offer and also to address under-representation or stereotyping in particular areas.
- To develop a staffing profile in the college that fully reflects the learner population; to cultivate a programme of support which enables staff to embrace the full spectrum of equality and diversity within the college environment.
- The College has fair and appropriate systems for the recruitment and selection of students and staff.
- The College is thorough in assessing the individual needs of students; staff are aware of these needs and proactively work to meet them.
- Students are aware of how they should treat other people and the College's expectations of their behaviour.
- The College actively seeking the views of all students and staff and acting on these views
- The College monitoring the participation of students and staff by age, gender, ethnicity and disability and ensures equality of opportunity is provided for all.
- College staff and students participate in equality and diversity awareness and celebratory activities aimed at skills development and the promotion of equality of opportunity.
- The College openly and publicly celebrates the success of its students and staff.

3. Fulfilling our legal duties under the Equality Act 2010.

St Vincent College will ensure that the highest standards are applied to meeting its equality duties in accordance with the harmonisation of equality law as established by the Equality Act 2010.

The Students and Community Committee of the Governors assumes responsibility for monitoring compliance with our legal duties as well as monitoring progress against identified actions. This will be reported annually via this Committee with summary feedback provided to the Full Corporation and the Senior Management Team.

Every three years the Single Equality Plan will be reviewed and revised in order to build upon the experiences of the previous three years as well as to continue to support improvements / enhancements of the College's promotion of equal opportunities.

3.1 Compliance with our legal duties under the Equality Act 2010

The Single Equality Plan will meet the public duty requirements for:

- Race
- Gender
- Disability

The Equality Act 2010 which has replaced the Disability Discrimination Act (DDA) came into force on Oct 1st 2010, confirming existing "Protected Characteristics" and adding newer strands including the following: (non-hierarchical)

- Religion and Belief
- Sex and Sexual Orientation,
- Gender reassignment
- Socio-Economic
- Marriage and Civil Partnership
- Pregnancy and Maternity

There are now nine Protected Characteristics which require public duty status, the latest of which is socio-economic, a duty particularly relevant to the community that St Vincent serves as three of Gosport's Super Output Areas are identified as in the top 10% of most deprived areas nationally.

3.2 The Equality Act has introduced further legislation including the following definitions discrimination.

- **Direct Discrimination:** There is now no justification in law under any circumstances. This relates to the concept of not treating a person equally solely because they belong to a certain group or have a certain characteristic. Where a disabled person is concerned, "reasonable adjustments" related to their disability must be made or this is also considered to be direct discrimination.

- **Indirect Discrimination:** This type of discrimination is linked to the circumstances attendant to a person (group membership or a related characteristic) An example would include refusing employment to a blind person because of their need to have a Guide Dog as part of the “reasonable adjustment”. It should be noted however, that on occasions Indirect Discrimination can be seen as justified in the eyes of the law, but such instances are rare.

Added to these are the new Equality Duties that public bodies must demonstrate positive action in eliminating from the workplace. These are:

- **Harassment:** unwanted conduct either verbal or non-verbal which is considered to either **undermine** the dignity of the person who is the recipient **OR** for a person to behave towards another in such a way that the environment could be considered as **intimidating, hostile, degrading, humiliating or offensive**. In such cases, the conclusion is reached by considering all of the circumstances including the views of those involved.
- **Bullying:** This is considered to be a type of harassment despite lacking a formal definition in law. In these circumstances, a person will be affected in various ways; through undermining, ridiculing or insulting them, demeaning, isolating or insulting them or generally setting them up to fail. Other forms of what is considered to be **unfair treatment** can also be taken into account.
- **Victimisation:** In such cases as this type of discrimination, a recipient is a victim due to a described set of circumstances:
 - i. S/he is seen to be connected with a person/group who has a protected characteristic
 - ii. S/he has been involved in an Equality legislative procedure/internal organisational process, against another person (whistle-blowing)
 - iii. Or has given evidence or provided information in connection with an Equality procedure/internal organisational process.

3.3 The College will strive to;

- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it
- Remove or minimise disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it
- Encourage people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low in fostering good relations
- Look, in particular, to the need to tackle prejudice, and promote understanding.

- To ensure that disabled learners can fully participate in the education and other benefits, facilities and services provided for learners.

The Act also impact upon further education institutions in that the new measures introduced will require direct action regarding:

- Identification of significant patterns of under-representation amongst staff to enable employers to address such issues positively
- The publication of gender pay gap data by every college, including Equal Pay Audits
- A ban on pre-employment health questionnaires
- Extended legal protection for women who are breast-feeding.

4. Responsibilities

The responsibilities for Equality and Diversity within the College, fall into the following categories:

1. The Governing Body

Led by the Chair of Governors, the Governing Body acknowledge their responsibility for ensuring that the Single Equality Plan is at the heart of the College's Strategic Planning. They will ensure that the College meets all its duties, including the general and the specific duties by monitoring compliance and progression of the Single Equality Plan. They will receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via their sub-Committees and will strive to ensure that the membership of the Governing Body reflects the diversity of the communities served by the College.

2. Senior Management Team

Led by the Principal, they will have an awareness of the College's statutory duties and a sensitivity to the aims and objectives of E&D within the college. They will review all Policies, Procedures and decisions, the recruitment and selection of staff with due regard to E&D protocols and ensure that staff are supported to embed E&D principles in to daily practice.

3. The Equality and Diversity Committee

Led by the Assistant Principal (Students & Community) the Committee is responsible for informing the Senior Management Team (SMT) of new legislature and the monitoring of complying of practice within the college. They will review college practice, deliver training and disseminate new legislature when required by law.

4. Teaching Staff: Curriculum planning, teaching and learning; all staff will actively promote E&D in all activities, challenge inappropriate behaviour and language and adopt a zero tolerance to discrimination in any shape or form.

5. Support Staff and Volunteers: Develop good understanding and practice of E&D protocols through team meetings and self-assessment processes; report any issues through college systems, challenge inappropriate behaviour and language and promote E&D in all activities.

6. Work Placement Providers: Providers will have duties as an Employer under the Act. The college will ensure that such duties are relevant to learners accessing the work place and where relevant, will make the Work Place Provider aware of the individual needs any learner will have with regard to their Protected Characteristic.

5 Equality Impact Assessments. (EIA)

The statutory duty asks that we monitor and review our policies and procedures, our qualitative and quantitative data, and measure the impact on those in college who have any protected characteristics. The EIA is a vehicle that allows us to:

- a) Check that we have met this legal duty
- b) Evaluate the need for further action
- c) Review the impact of any actions that have been implemented
- d) Withdraw any Policy, Procedure or decision should the EIA deem it as discriminatory and/or where it shows actual or potential unlawful discrimination.

The review of policies will be continued on a rolling programme and all completed impact assessments will be published on the college website. Throughout this time, the college will continue to seek the views of all equalities groups and update college policies as, where and when appropriate.

The Single Equality Plan is published on the college Intranet and on the website. The Plan will be reviewed in July 2018 and adjustments made in light of any amendments made by the Government to the Equality Act, or should any views expressed by the equalities group require a streamlining of the present Plan.

6. Consultation, Process and Procurement

The college will communicate and consult with a range and variety of groups within the college environment who represent learners and staff and who will support due process and procurement. Outside Agencies will be used as advisory bodies so all aspects of equality and diversity are considered.

In order to be successful, such activities must be:

- **Meaningful:** genuine feedback must therefore inform any decision-making processes within the college
- **Representative:** policy, procedures and decision making must be based on a cross-section of views where a range of groups are consulted
- **Effective:** consultation as to whether there would be a genuine and effective impact regarding the implementation of said policy, procedure or decision.
- **Appropriate:** consultation regarding the subjectivity and appropriateness of the topic and the groups identified by this process.

Procurement: The College will actively pursue the procurement of services using Equality and Diversity guidelines in order that comprehensive, appropriate and relevant services are employed. All Outside Agencies will be required to acknowledge and sign documentation regarding E&D working practice in St Vincent College.

7. Data Collection, Reporting and Monitoring

7.1 Quantitative and qualitative methods will be used to gather Learner data and will be used to:

- measure access for programmes
- analyse specific issues on emerging problem areas
- identify and disseminate good practice
- analyse recruitment, retention, achievement, success , student questionnaires and destinations
- support improvements and respond actively to current, identified issues

7.2 Reporting of results of data collection will take place through identified and appropriate channels such as Egmont, Student Reports, SMT, SMT, C&S, Curriculum Meetings, SAR.

7.3 The college will continue to monitor its performance through the protected characteristics of ethnicity, gender, disability and age (staff profile). However, the teaching and learning profile of the college will consider the remaining protected characteristics with a view to encouraging all staff and students to embrace the remaining five PCs. These will be embedded within the good practice of the college, developing respect and tolerance for all aspects of the college environment.

Monitoring will take place through various avenues, including the following:

- Advertisements and College publicity
- Open Evenings
- Applications from students and staff for courses and jobs
- Appointments re: ethnicity, gender, disability and age
- Training and development
- Incidents of discrimination/harassment/bullying
- Discipline and grievance procedures
- Dismissals and redundancies.
- Liaison with Partner Schools and Outside Agencies
- Student enrolment
- Student attendance, retention, success, achievement
- Student Questionnaires
- Termly meetings of the E&D Group
- Monitoring of all trips to ensure equality of opportunity
- Requests for financial aid from the various funding options implemented by the college due to the phasing out of EMA
- Celebratory Events

APPENDIX A – St Vincent College background information

Location

St Vincent College is a Sixth Form College which was established in 1987 on the former grounds of Forton Barracks, a Naval Training Establishment. The College operates from a main campus located on the eastern side of Gosport, about half a mile from the town centre. The College serves a population of about 186,000 in the boroughs of Gosport and Fareham in South-East Hampshire (LSC Local Area Analysis 2006).

Information about the local population

- The total population in the Gosport area according to the mid-term forecast for 2010-2017 is 80,200 of which 30,000 fall into the 16-44 age bracket. The number of young people in Gosport who fill the 15-19 age range is stated as 4,900.
- The Gender breakdown for Gosport in the 2011 Census states that there were 37,339 males in the Borough and 39,076 females. This reflects national trends across the country where more females are presently recorded than males.
- In Gosport, 94.6% describe themselves as White British
- In Gosport the number of people who are described as having a “limiting long-term illness” stands at 16.81%; nationally, this figure is set at 17.93% which shows that the Gosport percentage is below the national one.
- There are over 4,500 children and young people with Special Educational Needs in Hampshire and over 5,500 children with disabilities.
- The 2001 census regarding religion in England with particular reference to the Gosport borough is broken down thus:

Total Response	Christian	Buddhist	Jewish	Muslim	Sikh	Hindu	Other Relig	No Relig	Relig not stat
76,415									
Gosport Census	75.33%	0.15%	0.04%	0.31%	0.03%	0.13%	0.33%	16.59%	7.07%
England	71.74%	0.28%	0.52%	3.10%	0.67%	1.11%	0.29%	14.59%	7.69%

Education

In Gosport and Fareham, around 78% of young people stay in education after age 16 (Fareham Activity Survey 2006). Most attend one of south-east Hampshire’s three general FE Colleges or three sixth form Colleges. There is one local school with a sixth form. There are also a number of training providers in the area. The range of provision available in the area gives rise to a significant level of competition between post 16 providers in the sub-region. To remain competitive, the College focus’ its provision to ensure it continues to meet the needs of students and the local labour market.

St Vincent College offers a diverse range of courses which include academic, vocational and occupational programmes. The majority of our courses are offered at Entry Level to Level 3 however the College continues to develop its curriculum portfolio in line with funding priorities, particularly in relation to specialist provision for student with moderate to high level learning difficulties and disabilities which sees some learners travel from across the county and beyond in order to access the courses offered by the college.

We currently have approximately 1000 full-time and 2000 part-time students accessing education at the College.

Economic Activity

The Borough of Gosport has a population of 76,415 (1.7% from ethnic minorities), comprises 1,700 businesses and employs 19,000 people (67% have less than 5 employees). It has an economic activity rate of 82.8% which is slightly higher than the Hampshire & Isle of Wight average of 82.3%.

Unemployment is relatively low at around 1% but there are substantial variations with the highest figures in areas of deprivation which have high proportions of young people living there e.g. Grange Ward, where 35.6% are under the age of 15, and where unemployment is above 5%. Levels of educational, social and financial deprivation in Gosport tend to be high in most areas and it has 5 of the 20 most deprived wards in Hampshire (LSC Local Area Analysis 2006).

Area Business Profile

In Gosport, the most significant sectors in employment terms are: public administration, distribution, hospitality and catering and defence-related industries. It has the highest rate of high technology employment in Hampshire, demonstrating local strengths in mechanical, electrical and marine engineering.

Full statistics regarding student and staff numbers at St Vincent College are contained within Appendix C.

Appendix B - Compliance with general duties and equalities information

PROTECTED CHARACTERISTICS	AIMS of the GENERAL DUTY		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
AGE	<ul style="list-style-type: none"> • Employment/Personnel records • Registers • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Prospective employees not required to disclose date of birth on application forms. • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all curriculum areas through Schemes of Work and Lesson Plans. 	<ul style="list-style-type: none"> • Curriculum teaching teams and support staff teams reflect a variety of ages, qualifications and experiences. • Promote opportunities for people who share a PC to work alongside those who do not. • Students work alongside pupils on a 14-16 curriculum offer. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
DISABILITY	<ul style="list-style-type: none"> • Appropriate adjustments to the learning and working environment for all staff and students. • Access to all main areas of the college campus. • Application forms • Health and Safety audit. • Learning Support records • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records • Community contacts • Risk Assessments and ILPs in place. 	<ul style="list-style-type: none"> • Prospective students have a choice of disclosing any disabilities on application forms. Potential employees are asked for requirements to aid a possible interview. • Appropriate assessment of needs made at interview and enrolment to enable all students to access areas of the learning environment and the curriculum. Staff employed who subsequently disclose a disability will also have their needs assessed and appropriate support put into place. • Equality of opportunity in all curriculum areas through Schemes of Work and Lesson Plans. • Student Course Conferences • Student Union (E & D representation) 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Level 3 students work in the Learning Support Unit supporting Entry and Pre- Entry students on aspects of their curriculum. • Promotion of further opportunities through vocational activities for people who share a PC to work alongside those who do not. • Schemes of Work and Lesson Plans reflect and integrate current

		<ul style="list-style-type: none"> • Student Course Reps • Student Welfare Officer • Student Bursary/Additional Learning Support Funding • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • understanding of E&D issues • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college. • Lead of the Wessex Group relating to LLDD and Student Support
GENDER CONFIRMATION	<ul style="list-style-type: none"> • Language used in all publications, policies, protocols and in the learning environment, demonstrates clear gender awareness. • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Equality and Diversity training records. (Induction and Inset) • Incident records • Community contacts 	<ul style="list-style-type: none"> • Assessment of support needs made at interview and during enrolment. • Equality of opportunity in all curriculum areas through Schemes of work and Lesson Plans. • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer • Counselling. • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
MARRIAGE AND CIVIL PARTNERSHIP	<ul style="list-style-type: none"> • Staff and students asked only for emergency contact number, name of contact and relationship. 	<ul style="list-style-type: none"> • Not applicable within our educational context 	<ul style="list-style-type: none"> • Not applicable within our educational context
PREGNANCY AND MATERNITY	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel Records • Curriculum/Timetable records • Risk Assessments in place. 	<ul style="list-style-type: none"> • Appropriate support re: reduced timetable, adjusted learning/working environment • Protected time allowance re: medical appointments etc. 	<ul style="list-style-type: none"> • Promote opportunities for people who share a PC to work alongside those who do not. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues.
RACE and ETHNICITY	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel records • Registers • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Prospective employees/students are not required to disclose such information on application forms. (Voluntary disclosure is encouraged.) • Equality of opportunity in training, CPD, job roles, promotion etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Contact information of local groups 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc.

		freely available and on display.	<ul style="list-style-type: none"> • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
RELIGION AND BELIEF (all faiths and those with none)	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel Records • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Non-compulsory disclosure of such information on application forms. (Voluntary disclosure is encouraged.) • Equality of opportunity in training, CPD, job roles, promotion etc. • Availability of area for worship • College chaplaincy for those who wish to access. • Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
SEX	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. • Employment/Personnel Records • Curriculum/Timetable records • Equality and Diversity training records. (Induction and Inset) • Incident records 	<ul style="list-style-type: none"> • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all curriculum areas through Schemes of work and Lesson Planning. • Student Course Conferences • Student Union (E & D representation) • Student Course Reps • Student Welfare Officer 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive nature of the college. • Student Union (E & D representation) • Student Course Reps • Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. • Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. • Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
SEXUAL ORIENTATION	<ul style="list-style-type: none"> • Active and vigorous college policies and protocols to identify and protect those who may encounter 	<ul style="list-style-type: none"> • Equality of opportunity in training, CPD, job roles, promotion etc. • Equality of opportunity in all 	<ul style="list-style-type: none"> • Student Course Conferences • Prospectus and web page display images that state clearly the inclusive

	<ul style="list-style-type: none"> unlawful discrimination, harassment and victimisation. Equality and Diversity training records. (Induction and Inset) Incident records 	<ul style="list-style-type: none"> curriculum areas Student Course Conferences Student Union (E & D representation) Student Course Reps Student Welfare Officer Contact information of local groups freely available and on display. 	<ul style="list-style-type: none"> nature of the college. Student Union (E & D representation) Student Course Reps Student Support: Programme of activities/ speakers re: aspects of E&D; tolerance and respect, bullying etc. Schemes of Work and Lesson Plans reflect and integrate current understanding of E&D issues. Actively monitor and encourage the use of appropriate language which demonstrates Equality and Inclusion, in all areas of the college.
SOCIO-ECONOMIC	<ul style="list-style-type: none"> Active and vigorous college policies and protocols to identify and protect those who may encounter unlawful discrimination, harassment and victimisation. Equality and Diversity training records. (Induction and Inset) Incident records Student Support records Personnel records College Bursary/Hardship Funds 	<ul style="list-style-type: none"> The college offers s discount on the cost of courses for students on specific benefits. Costings of courses can be spread over a set period of time to aid participation and equality of opportunity. Subsidised meals are available for those students who are financially challenged. Subsidised travel. 	<ul style="list-style-type: none"> Discreet financial advice is available for all students.

Appendix C - Student and Staff Data

St Vincent Profile

- In 2013-2014, there was a ratio of 37 % males to 63% females. In the current year (14/15) there is a ratio of 38% males to 62% females showing a minor change.
- 91% of learners classified themselves as white and 5% as non-white and 4% as non-white in 2013-14. Currently, 92% of learners classify themselves as white whilst 4% identify themselves as white (other European) with 4% as non-white. This shows a modest increase of white learners and is reflective of the local community.
- 9% of the college population declared themselves to have a Learning Difficulty and/or Disability in 2013-2014, whilst currently the figure is recorded as 12%. This increase can be largely attributed to an increase in students accessing specialist curriculum for learners with moderate to high level LDD and also the development of the Cross-College Learning Support Team which has seen significant improvements in identifying students with LDD across the College.

Staffing

Staff Gender Profile

- Ethnic breakdown of staff: Currently, 95.4% declare themselves as white; it is noted that this figure reflects the ethnicity profile of the college learners. 3.7% are White (other European) meaning only 0.9% of staff are from non-white ethnic origin.
- Gender breakdown of staff: 26.9% male, 73.1% female
- Age profile of staff: 36% under the age of 40, 64% aged 40 or over
- Male/Female profile of staff groupings including management groups across college (SMT, CMs, SMs, Teaching staff, Assessors and support staff)
- The male to female distribution of staffing is equal in the Senior Management Team, with twice as many males in Curriculum Management type roles. Support Managers approx 50/50, teaching and support staff-significantly more females.

Responsibility	Approved by:	Date:	Review Date
Assistant Principal (Students & Community)	SMT for approval by Governors	December 2014	December 2016