

City College Norwich Equality Statement and Objectives

Equality Statement

City College Norwich aims to be:

- A College where everyone benefits from the wide diversity of staff and students.
- A College we can all access with equal ease and dignity, enjoy a sense of belonging, and where learning and working have been designed with all of us in mind.

Purpose

This statement will identify the steps the College has taken to meet its equality objectives and how it will continue to build on the good work undertaken to date and continue to meet the legal requirements under the Equality Act 2010.

This statement is supported by the College's Trans Equality Statement, the TEN Group Equality and Diversity Policy and is referenced in the College's Field Trips, Visits and Other Extra-Mural Activities Procedure.

Achievements to date

The College identified the need for more definition and clarity in relation to what equality and diversity means at City College Norwich for both students and staff.

As a result, an equality and diversity training programme was delivered to all City College Norwich students, during which they each made a 'mE & Do' pledge in relation to focusing on equality and diversity as an individual, as part of their team and as part of the College on a whole. Subsequently student volunteers from across the College have delivered equality and diversity training to City College Norwich staff.

Line management staff have participated in an intensive development programme (Creative Excellence in Leadership) which links values, the strategy and practical management with equality and diversity embedded throughout.

As an outcome of this programme a mutual, cross-college 'way of working' for all staff to adhere to in their day to day work has been implemented. The introduction of the seven 'Ways of Working' has been so successful that they are introduced to all students during their induction and have become part of our Strategic Framework for 2014 to 2019(20). (As agreed by the Governing Body the current College Strategic Framework has been extended by one year to incorporate 2020.)

Fundamental British Values

As part of preparing our students for life in modern-day Britain, the College runs themed activities throughout the year which typically focus on 'what are British values; what is democracy; when is it ever ok to break the law; what does it mean to be free and is it ok to challenge a person's faith. These activities have proven to prompt much discussion and positive student engagement.

Trans Equal

As part of our work to ensure our students feel safe, sound and have a sense of belonging, the College held a series of Trans Equality workshops with students and staff in attendance. As a result of this work a Trans Equality Statement and Action Plan have been developed. Students are introduced to Trans Equality at City College Norwich by participating in a discussion based workshop centered on the video '[Trans Equality at City College Norwich](#)'.

Priorities for 19/20

1. To support all the communities of the College to succeed and progress, guided by the key values of our strategic framework and our ways of working.
2. To further our work on preparing our students for life in modern-day Britain.
3. To continue to provide programmes that attract and support under-represented groups.
4. To incorporate fully equality and diversity in our apprenticeship, traineeship and work placement provision.
5. Champion equality with partners and connect with local marginalised communities (ESOL).

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Objectives 2016 - 2019

| Objectives | Outcomes |
|--|--|
| <p>1. Students and studying</p> <ul style="list-style-type: none"> Promote inclusive learning and high achievement. Reduce the impact of deprivation and other forms of disadvantage on students' learning. | <ul style="list-style-type: none"> Students are respected, included and well looked after by their teachers and by each other. Students know about equality and the environment as it relates to their course. Students can work successfully in diverse teams. Harassment and bullying are not tolerated including on social media. Positive action is taken to remedy achievement differences between groups. |
| <p>2. Staff and working</p> <ul style="list-style-type: none"> Benefit from a diverse staff community. | <ul style="list-style-type: none"> Our staff profile better mirrors that of our students. All members of staff are valued, benefit from TEN Group's wellbeing initiatives and in return contribute further to their organisation's life. Harassment and bullying are not tolerated in any form. Staff have the support and the skill to promote equality in their work. |
| <p>3. Leadership and managing</p> <ul style="list-style-type: none"> Provide leadership on equality & diversity and a strategy for success. | <ul style="list-style-type: none"> Senior managers take the lead on promoting equality and diversity, set the tone on inclusion and lead through collaboration. Accountable plans are in place to promote equality and diversity. Policies and processes promote equality and inclusion. |
| <p>4. Local community and procurement</p> <ul style="list-style-type: none"> Champion equality with partners and connect with marginalised communities | <ul style="list-style-type: none"> We use procurement to promote equality, diversity and fair employment practices. Partnerships which benefit the local community. |
| <p>5. Places and spaces – our environment</p> <ul style="list-style-type: none"> Create an inclusive environment and ambiance | <ul style="list-style-type: none"> Spaces are decorated with positive images of diverse people and their achievements. We design, maintain and manage inclusive places and spaces. Accessible learning facilities. |

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Statistical Information

| Achievement gap analysis | | 18/19 | | | |
|--------------------------|------------------|--------|-----------|------|-------------|
| | | Starts | Retention | Pass | Achievement |
| Gender | Female | 2774 | 90% | 93% | 84% |
| | Male | 2477 | 92% | 95% | 88% |
| | Gap | | -2% | -2% | -4% |
| Age | 16-18 | 3823 | 92% | 95% | 87% |
| | 19+ | 1428 | 89% | 91% | 81% |
| | Gap | | 4% | 3% | 6% |
| LDD | LDD | 1760 | 90% | 93% | 84% |
| | No LDD | 3482 | 92% | 94% | 86% |
| | Gap | | -2% | -1% | 3% |
| Ethnicity | BAME | 579 | 91% | 90% | 82% |
| | Non BAME | 4665 | 91% | 94% | 86% |
| | Gap | | 0% | -4% | -4% |
| Deprivation | Uplift | 1363 | 89% | 91% | 82% |
| | No Uplift | 3870 | 92% | 95% | 87% |
| | Gap | | -3% | -3% | -6% |

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Participation

| 2017/18 | | | | | | | | |
|-----------------------------|---------------------------------|-----|------------------------------|-----|------------------|-----|--------------------------------------|------|
| Category | College Based Further Education | | Work Based Further education | | Higher Education | | 14-16 Year Olds From Norfolk Schools | |
| White | 5955 | 86% | 2046 | 97% | 942 | 91% | 108 | 96% |
| Other | 579 | 14% | 62 | 3% | 91 | 9% | 4 | 4% |
| No Disability/Learning Diff | 4319 | 68% | 1717 | 83% | 876 | 85% | 42 | 38% |
| Disability/Learning Diff | 2209 | 32% | 365 | 17% | 151 | 15% | 70 | 62% |
| Under 19 | 5072 | 78% | 1204 | 56% | 150 | 15% | 112 | 100% |
| 19 and over | 1459 | 22% | 934 | 44% | 880 | 85% | 0 | 0% |
| Male | 3038 | 47% | 1197 | 57% | 382 | 37% | 52 | 46% |
| Female | 3493 | 53% | 898 | 43% | 648 | 63% | 60 | 54% |
| Total Students | 6531 | 67% | 2095 | 21% | 1030 | 11% | 112 | 1% |
| Overall Students | 9768 | | | | | | | |

| 2018/19 | | | | | | | | |
|-----------------------------|---------------------------------|-----|------------------------------|-----|------------------|-----|--------------------------------------|------|
| Category | College Based Further Education | | Work Based Further education | | Higher Education | | 14-16 Year Olds From Norfolk Schools | |
| White | 5718 | 90% | 2013 | 97% | 841 | 93% | 102 | 99% |
| Other | 617 | 10% | 52 | 3% | 60 | 7% | 1 | 1% |
| No Disability/Learning Diff | 4159 | 66% | 1680 | 81% | 751 | 83% | 27 | 26% |
| Disability/Learning Diff | 2174 | 34% | 368 | 18% | 147 | 16% | 76 | 74% |
| Under 19 | 4805 | 76% | 544 | 26% | 66 | 7% | 103 | 100% |
| 19 and over | 1542 | 24% | 1524 | 74% | 836 | 93% | 0 | 0% |
| Male | 3021 | 48% | 1207 | 58% | 352 | 39% | 46 | 45% |
| Female | 3326 | 52% | 861 | 42% | 550 | 61% | 57 | 55% |
| Total Students | 6347 | 67% | 2068 | 22% | 902 | 10% | 103 | 1% |
| Overall Students | 9420 | | | | | | | |