

# 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 2016 to 2021. (As agreed by the Governing Body the current College Strategic Framework has been extended to July 2021.)

## 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 20/21

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 - 2021

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

## Statistical Information

		17/18				18/19				19/20			
		Starts	Retention	Pass	Achievement	Starts	Retention	Pass	Achievement	Starts	Retention	Pass	Achievement
Gender	Female	2935	91%	92%	84%	2774	90%	93%	84%	3053	93%	97%	90%
	Male	2473	93%	95%	88%	2477	92%	95%	88%	2923	94%	96%	90%
	Gap		-2%	-2%	-4%		-2%	-2%	-4%		-1%	0%	0%
Age	16-18	3932	93%	94%	87%	3823	92%	95%	87%	4617	94%	97%	91%
	19+	1476	88%	92%	81%	1428	89%	91%	81%	1359	89%	95%	85%
	Gap		5%	2%	6%		4%	3%	6%		5%	1%	6%
LDD	LDD	1745	91%	92%	84%	1760	90%	93%	84%	2039	92%	96%	88%
	No LDD	3656	92%	94%	86%	3482	92%	94%	86%	3914	94%	96%	91%
	Gap		-1%	-1%	3%		-2%	-1%	3%		-2%	0%	3%
Ethnicity	BAME	544	90%	92%	83%	579	91%	90%	82%	604	93%	94%	88%
	Non BAME	4857	92%	93%	86%	4665	91%	94%	86%	5356	93%	97%	90%
	Gap		-2%	-1%	-3%		0%	-4%	-4%		0%	-2%	-2%
Deprivation	Uplift	1336	90%	92%	83%	1363	89%	91%	82%	1397	91%	95%	86%
	No Uplift	4068	92%	94%	86%	3870	92%	95%	87%	4506	94%	97%	91%
	Gap		-2%	-2%	-3%		-3%	-3%	-6%		-3%	-2%	-4%

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### Participation

<b>2018/19</b>								
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							

<b>2019/20</b>								
Category	College Based Further Education		Work Based Further education		Higher Education		14-16 Year Olds from Norfolk Schools	
White	6327	90%	1437	97%	835	95%	108	95%
Other	685	10%	42	3%	44	5%	6	5%
No Disability/Learning Diff	4567	65%	1198	81%	706	80%	43	38%
Disability/Learning Diff	2445	35%	281	19%	173	20%	71	62%
Under 19	5484	78%	467	32%	60	7%	114	100%
19 and over	1528	22%	1012	68%	819	93%	0	0%
Male	3456	49%	977	66%	352	40%	51	45%
Female	3556	51%	502	34%	527	60%	63	55%
Total Students	7012	74%	1479	16%	879	9%	114	1%
Overall Students	9484							