



City College Norwich 2026 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 and where feasible exceed the legal requirements under the Equality Act 2010.

This statement is supported by the College's Trans Equality Statement, and Equality and Diversity Policy.

Achievements to Date

Previous work has focused on and identified need to strengthen understanding and clarity around equality and diversity for both students and staff. This included

- A comprehensive training programme for all students, supported by a 'mE & Do' pledge encouraging personal, team, and organisational commitment to these principles. Student volunteers subsequently extended this work by delivering training sessions to staff.
- Prioritising Leadership development, with line managers completing the Creative Excellence in Leadership programme, embedding equality and diversity within strategic and operational practice.
- Implementation of a shared, cross-college 'Way of Working', including seven core principles that guide daily behaviours. These principles have been widely adopted and are now embedded into staff and student induction and the College's Strategic Framework.
- Successful accreditation against the Investors in Diversity Silver standard
- Working with AccessAble to improve information about the accessibility of our sites and services
- Developed clear Access and Participation Plans outlining how we will improve equality of opportunity for underrepresented groups to access, succeed and progress from Higher Education
- Becoming a Disability Confident Employer
- Signing the Armed Forces Covenant

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 centred on the video [‘Trans Equality at City College Norwich’](#).

Priorities for 2026/27

As we reach the midpoint of the City College Norwich Strategic plan, now is a good time to reflect on our achievements so far and develop a new framework for Equality and Diversity that ensures Inclusion is embedded across everything we do.

This will be carried out in the context of:

- Ongoing engagement and collaboration with a diverse range of employee, students and stakeholders to ensure that we can capture real lived experience
- Updated Guidance on the Equality Act 2010
- Exploring how we can adopt future focused inclusion concepts around justice and belonging
- The implications of the Employment Rights Act 2025 in terms of statutory reporting of Gender Pay Gap and Menopause Action Plans

The objectives and outcomes outlined in this Statement will therefore cover the period of 1 year, rather than 5 years covered by previous statements. The two priorities will be to:

1. Undertake a comprehensive review of its current Equality, Diversity and Inclusion (EDI) policies, practices and culture to identify strengths, gaps and areas for improvement. Working collaboratively with a diverse range of stakeholders—including students, staff and community partners—the College will develop a clear, detailed and measurable action plan for Equity, Diversity, Justice, Inclusion and Belonging (EDJIB) overseen by a cross-college board.
2. Set out practical, actionable steps to foster psychological safety, remove systemic barriers, and promote fairness and equity across all areas of the College. It will aim to create an inclusive environment where people feel valued, respected and empowered to bring their authentic selves to study, work and contribute, ensuring a stronger sense of belonging for everyone

Objectives 2026-27:

Objectives	Outcomes
Conduct a thorough and inclusive review of existing EDI policies, practices and organisational culture.	• A comprehensive evidence base identifying key strengths, gaps and priority areas for improvement. • A good understanding of best practice and current innovations in EDI
Develop suitable frameworks to capture ideas, views and suggestions from a diverse range of staff, students and other relevant stakeholders	• Increased engagement and input from diverse stakeholders, including staff, students and community partners • Improved transparency and shared understanding of the College's current position and future direction.
Co-create and implement a detailed EDJIB (Equity, Diversity, Justice, Inclusion and Belonging) action plan with practical, measurable actions to identify and remove systemic barriers that impact access, progression and participation.	• Clear, time-bound actions with accountability assigned across departments and leadership levels. • Stronger alignment between policy, practice and lived experience across the College. • Enhanced confidence among staff and students in the College's commitment to equity and inclusion. • Develop an EDJIB Board to oversee the plan.
Foster a culture of psychological safety, inclusion, belonging and authenticity across all areas of the College.	• Staff and students feel safe to express ideas, challenge appropriately, and share experiences without fear of negative consequences. • Increased levels of trust, openness, belonging and engagement across teams and learning environments. • Improved wellbeing, collaboration and innovation. • Improved staff satisfaction, student experience and overall organisational culture
Embed accountability and continuous improvement in EDJIB practice	• Regular monitoring, evaluation and reporting on progress against the action plan. • Data-informed decision-making to drive ongoing improvements. • Sustained commitment to equity, diversity, justice, inclusion and belonging as a core part of the College's strategic framework.

Statistical Information – Students:

Overall Student Numbers									Student Demographics			
Funding Model	23/24	24/25	25/26	Age Band	Level	23/24	24/25	25/26	High Needs	23/24	24/25	25/26
16-19 (excluding Apprenticeships)	6,230	6,350	6,661	0-15	1	12	23	8	High Needs	426	448	572
Adult skills	1,236	1,231	1,492	0-15	2	61	61	58				
Apprenticeships	1,499	1,340	1,516	0-15	3	6	1	1	Learning Difficulty	23/24	24/25	25/26
Non-funded (commercial)	890	1,037	804	0-15	E	1	5	2	Student has an Learning Difficulty	3220	3157	3300
				16-18	1	355	449	479	Student does not have a LDD	6487	6703	6745
				16-18	2	2,403	2,415	2,706				
Age Band (AY)	23/24	24/25	25/26	16-18	3	3,138	3,192	3,161	Gender	23/24	24/25	25/26
0-15	80	93	69	16-18	4	51	56	52	Male	5049	5095	5202
16-18	6,339	6,881	6,748	16-18	E	314	316	326	Female	4658	4821	4977
19+	3,288	2,984	3,324	16-18	Other	5	13	12				
Total	9,707	9,958	10,141	16-18	Unknown	73	29	12	Free College Meals	23/24	24/25	25/26
				19+	1	194	350	336	Free College Meals	1337	1148	967
				19+	2	718	853	824				
Apprenticeships	23/24	24/25	25/26	19+	3	841	823	820	EHCP	23/24	24/25	25/26
16-18	740	718	686	19+	4	527	482	419	EHCP	803	838	925
19-23	331	324	338	19+	5	26	19	16				
24+	396	317	262	19+	E	598	560	663	Ethnicity Group	23/24	24/25	25/26
Total	1467	1359	1,286	19+	Other	129	159	221	Asian / Asian British	253	265	331
				19+	Unknown	255	110	25	Black / African / Caribbean / Black British	361	408	499
Higher Education - Self Funded only	23/24	24/25	25/26						Other ethnic group	352	370	345
Starters	211	200	103						White	8,334	8,378	8,461
Continuing	194	179	150						Mixed / Multiple ethnic group	374	375	435
Total	353	379	253						Not provided	33	60	70
									Disadvantage Postcode	23/24	24/25	25/26
									Student resides in disadvantage postcode area	1877	1866	2019
									Student does not reside in disadvantage postcode area	7830	8050	8160

Statistical Information – Employees:

