



**Policy:** Annual Equality Report 18/19

Author: Mrs E. Westbury

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## Annual Equality Report 18/19

In support of the Eastern Multi Academy Trust Equalities Policy, King's Lynn Academy is committed to the elimination of discrimination, the advancement of equality of opportunity and fostering good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

As part of our demonstration of that commitment King's Lynn Academy has reviewed national and local evidence which might highlight areas of potential inequality, developed a (series of) Equality Objective(s) which we are working towards, and developed an Action Plan of activities to support the achievement of our Equality Objective(s).

This Annual Equality Report documents our work in this area, including:

- Understanding Our Community
- Understanding our Academy
- Our Equality Objective(s)
- Our Performance in 2018/9

By publishing this report we seek to both demonstrate our active involvement in ensuring equality for all as well as encouraging the support and involvement of our community.

### **1. Understanding our Community**

- KLA serves a predominantly White British community, with a significant White European (non-British) population. 2011 data shows White European population at 4% of the total community, though this number looks to have grown significantly in the years since and with a skew towards younger people. Further ethnic groupings are of very small numbers comparatively, numbering in the hundreds at most. Compared to East of England and National figures, King's Lynn and West Norfolk represents a less varied community in terms of ethnicity than would be expected regionally or nationally.
- Latest data (2011) shows that a majority classify themselves as Christian (44%). The next most prominent group is those who have no religion (25%) or who do not state it (7%). Further religions are represented in the hundreds at most. There are significantly fewer Muslim families in King's Lynn and West Norfolk than would be expected regionally or nationally.
- The community is predominantly English speaking. 4% of the population surveyed in 2011 had a primary language other than English, with European languages having the higher incidences: Lithuanian (1622), Polish (815), Russian (686). This is lower than the regional average (5.5%) and significantly lower than the national average (8%). However, internal academy data (see

section 2) suggests that in the four years since this data was collated, many more non-English speakers have settled in the local area from other European Union countries.

## **2. Understanding our Academy**

Ethnicity data proves that within our own academy context, a subset of the borough picture, there is a greater diversity of ethnic backgrounds and particularly a higher number of White non-British students.

Data shows us that 16% of the student population were non White British ethnicity with the greatest number being White Eastern European students.

Ethnic	Pupils in group
White - British	698
White - Irish	2
Greek/Greek Cypriot	1
Portuguese	7
Turkish/Turkish Cypriot	3
White Western European	4
White Eastern European	82
White Other	12
White and Black Caribbean	1
White and Black African	5
White + any other Asian Backgrnd	2
Any other mixed background	5
Pakistani	2
Any other Asian background	1
Other Black African	1
Any other Black background	3
Chinese	2
Information Not Yet Obtained	5
Totals	836

Behaviour data for the number of students subject to fixed-term exclusions shows us that students from the Any Other White Background are less likely to be excluded from the academy with 10% of sessions attributable to students in the group.

## **Attainment:**

P8 EAL -0.28

P8 non EAL -0.59

A8 EAL 29.05

A8 Non EAL 38.73

Grade 4+ EM EAL 21%

Grade 4+ EM non EAL 55%

Grade 5+ EM EAL 11%

Grade 5+ EM non EAL 32%

Attendance amongst students from some ethnic groups improved significantly and as a group they outperformed White British Students regarding attendance. Students of White Eastern European families improved their attendance from 91% to 95% White British students' attendance improved and reached 94%.

## **3. Our Equality Objective(s)**

1. Exclusion reduction for ethnic groups

Analysis of exclusion and behaviour data shows that we have work to do to reduce the instances of exclusion for White Eastern European students.

Our objective for 2019/20 is therefore:

**To implement a strategy to reduce the exclusion of all ethnicities through positive improvements.**

We will work to the following targets over the course of the year:

- Reduce the number of fixed term exclusions by 50%
- Reduce the instances of exclusion of White Eastern European students
- Develop the inclusion of ethnic groups regarding instances of poor behaviour

## **4. Our performance in 2018/19**

- Girls' aspirations project led by Olympic athlete
- Brilliant Club to inspire disadvantaged students into further and higher education
- Forward Step provision to accelerate the reduction of fixed term and permanent exclusions