

**Four Cs
Multi-Academy Trust**



PUBLIC SECTOR EQUALITY DUTY REPORT

FOUR Cs MAT

As at 1 September 2023

PUBLIC SECTOR EQUALITY DUTY

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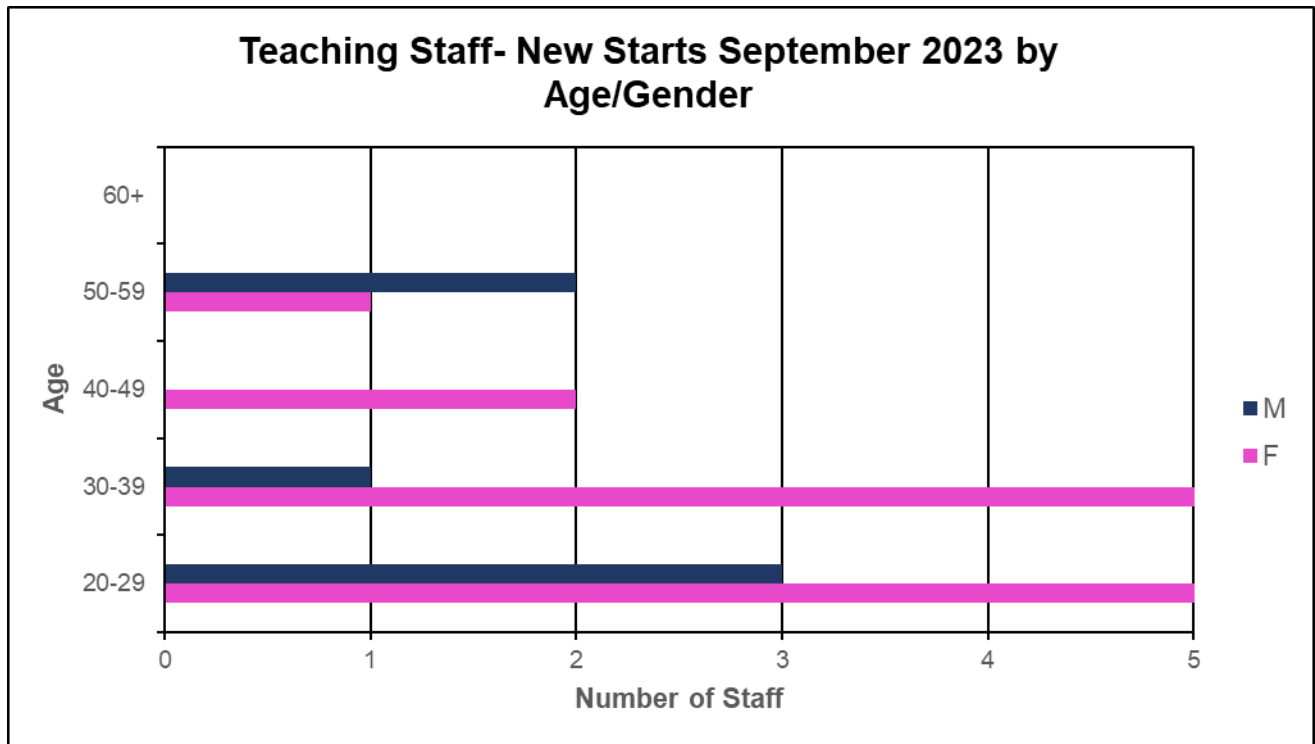
PUBLIC SECTOR EQUALITY DUTY

The Equality Act 2010 places both general and specific duties on public bodies such as schools which need to be complied with in order to fulfil the requirements set out in the Equality Act. The general duty requires all public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the act.
- Advanced equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

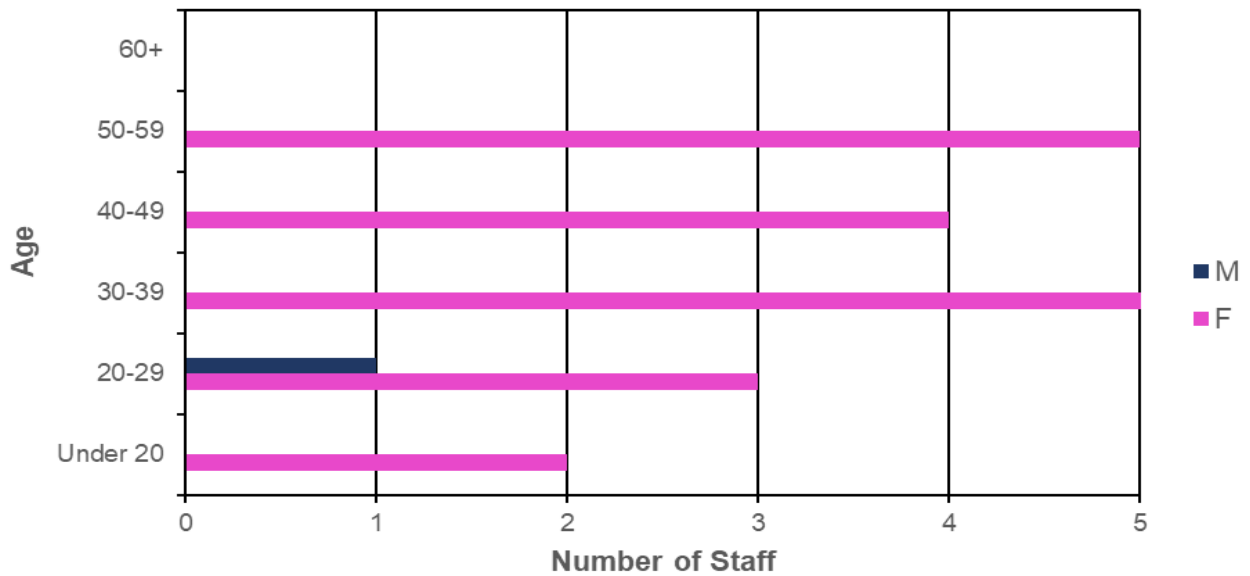
Staff Workforce Information

Recruitment



Teaching Staff - New starters from September 2023 by Age and Gender		
Age	F	M
20-29	8	3
30-39	8	1
40-49	2	0
50-59	1	2
60+	0	0
Total	19	6

Support Staff - New Starts September 2023 by Age/Gender

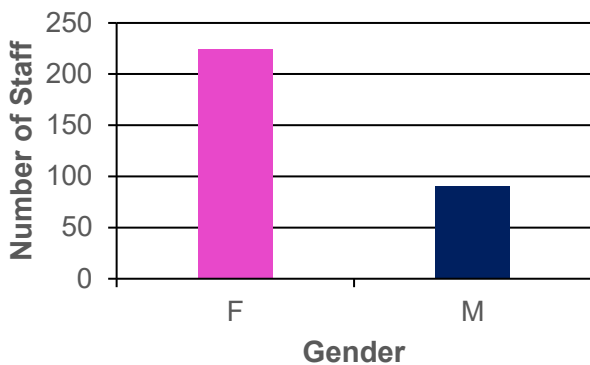


Support Staff - New starters from September 2023 by Age and Gender

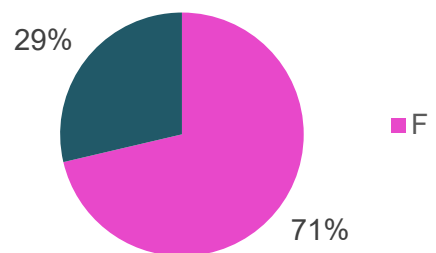
Age	F	M
Under 20	2	0
20-29	3	1
30-39	7	0
40-49	4	0
50-59	5	0
60+	0	0
Total	21	1

Gender Analysis

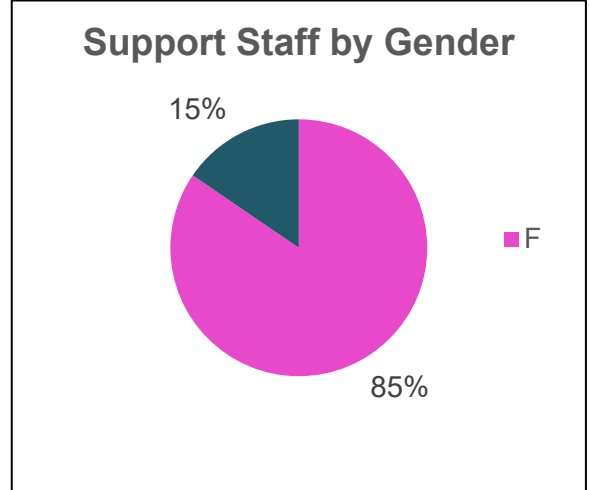
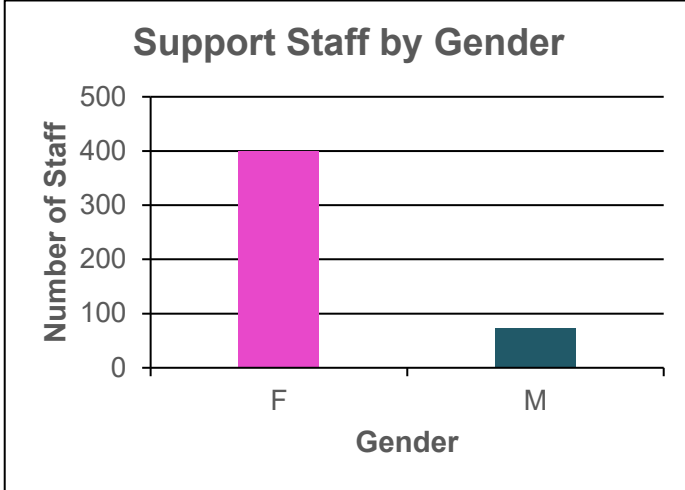
Teaching Staff by Gender



Teaching Staff by Gender

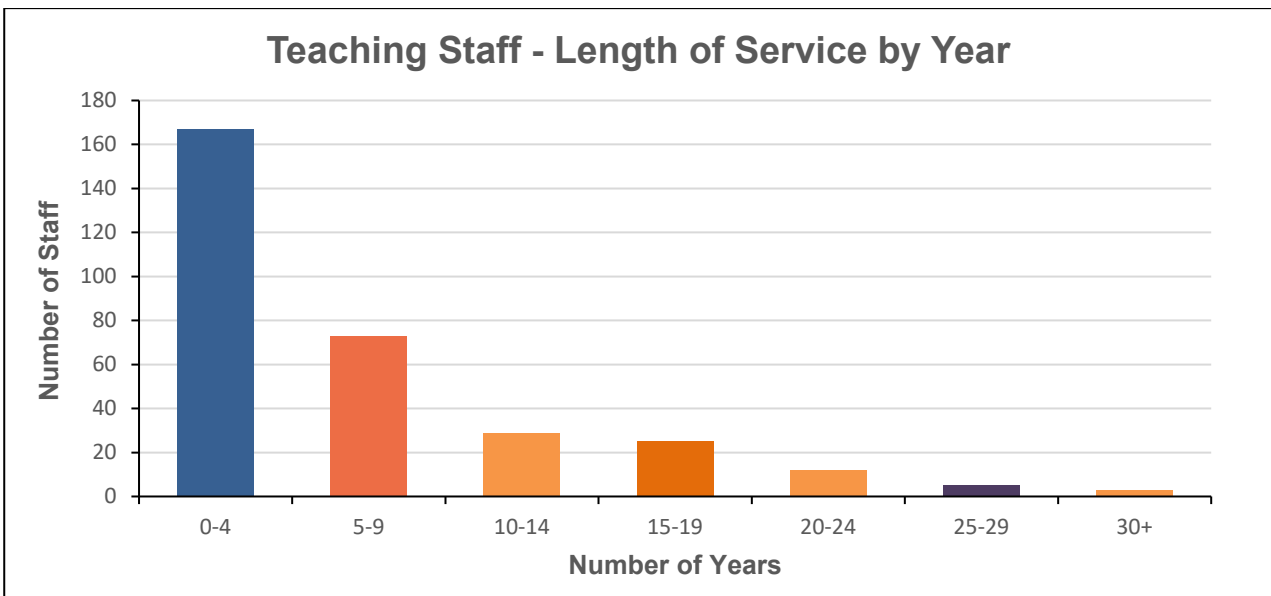


Teaching Staff – Gender		
Gender	Count	Percentage (%)
F	224	71%
M	90	29%
Total	314	100%

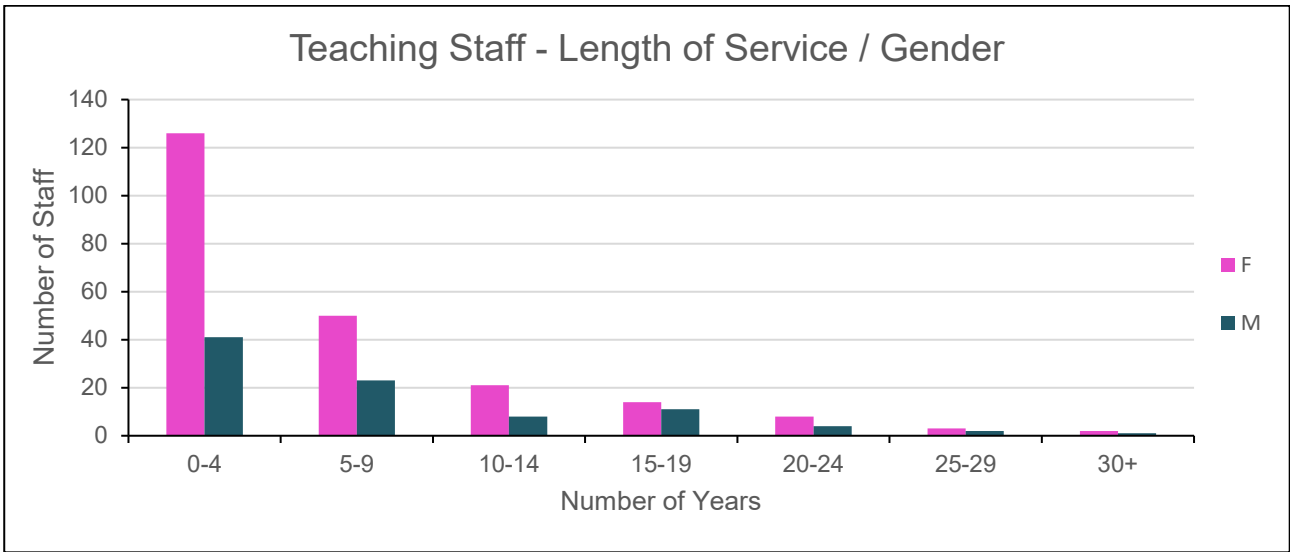


Support Staff - Gender		
Gender	Count	Percentage (%)
F	399	85%
M	73	15%
Total	472	100%

Length of Service

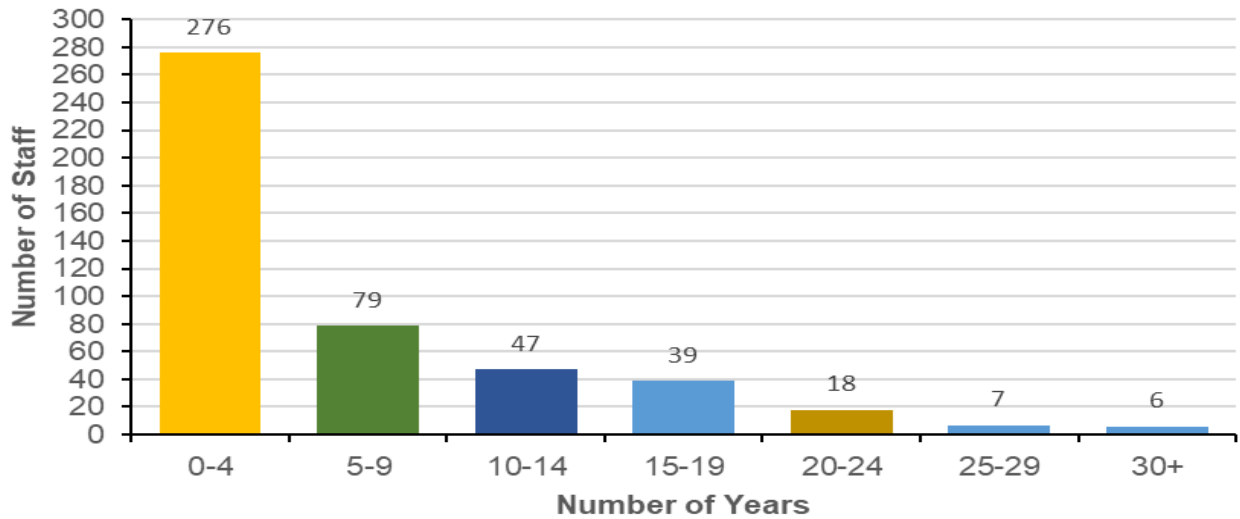


Teaching Staff - Length of Service		
Length of Service (Years)	Count	Percentage (%)
0-4	167	53%
5-9	73	23%
10-14	29	9%
15-19	25	8%
20-24	12	4%
25-29	5	2%
30+	3	1%
Total	314	100%



Teaching Staff - Length of Service by Gender							
Gender	Length of Service						
	0-4	5-9	10-14	15-19	20-24	25-29	30+
F	126	50	21	14	8	3	2
M	41	23	8	11	4	2	1
Total	167	73	29	25	12	5	3

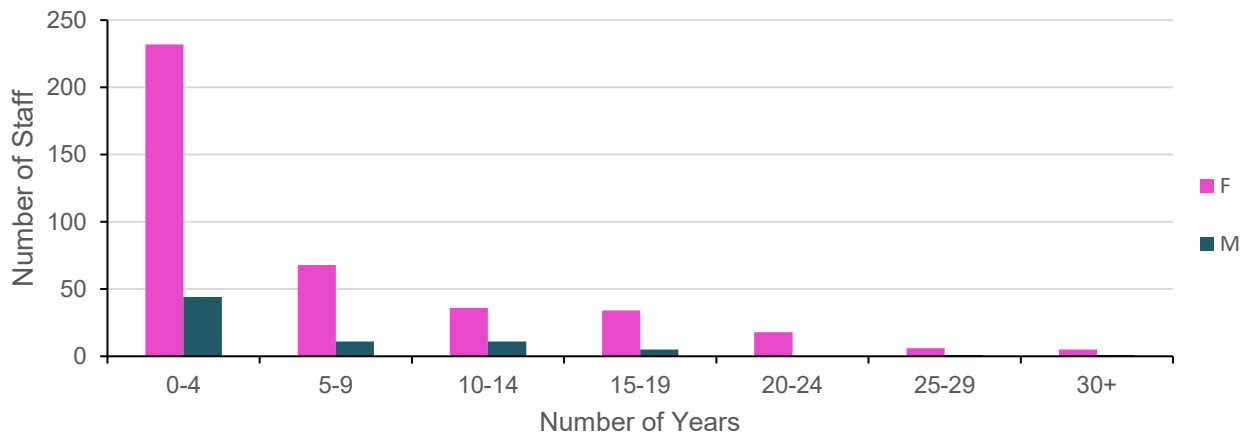
Support Staff - Length of Service by Year



Support Staff - Length of Service

Length of Service (Years)	Count	Percentage (%)
0-4	276	58%
5-9	79	17%
10-14	47	10%
15-19	39	8%
20-24	18	4%
25-29	7	1%
30+	6	1%
Total	472	100%

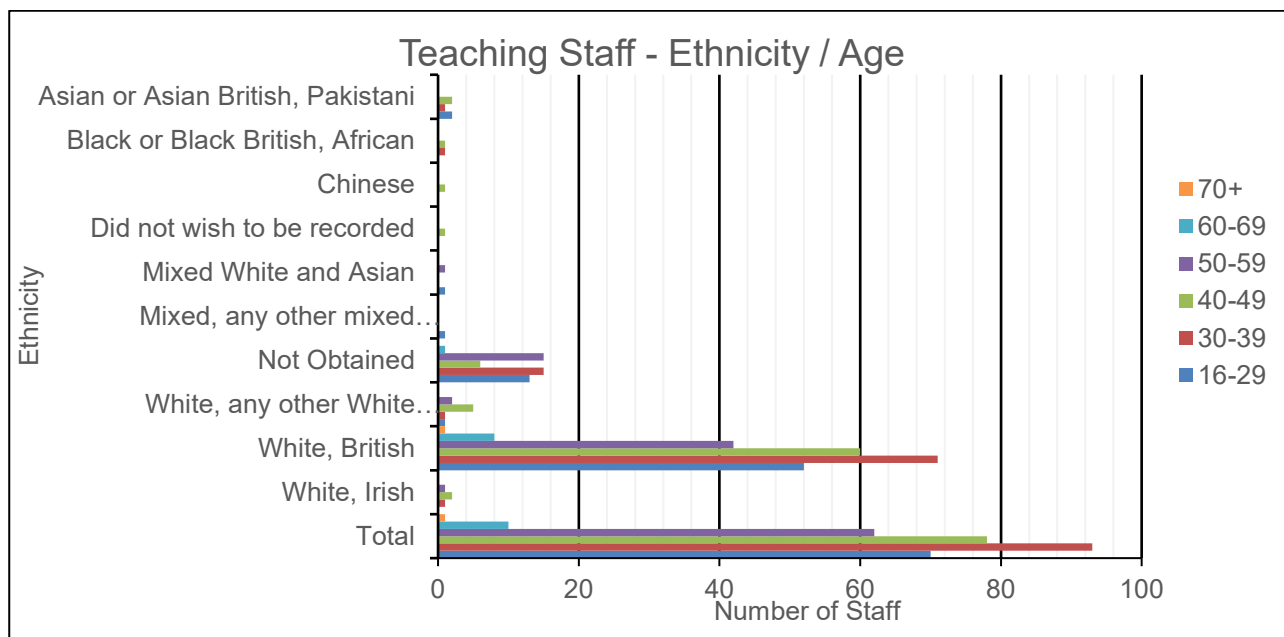
Support Staff - Length of Service / Gender



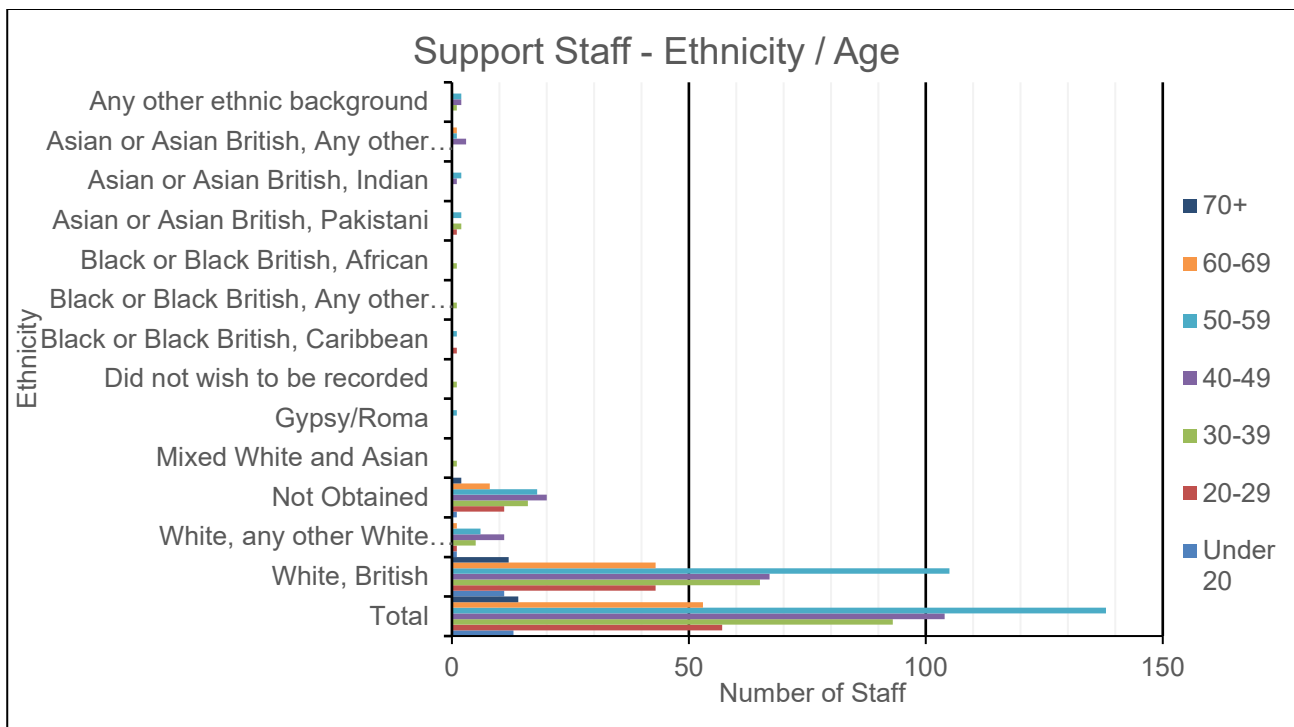
Support Staff - Length of Service by Gender

Gender	Length of Service						
	0-4	5-9	10-14	15-19	20-24	25-29	30+
F	232	68	36	34	18	6	5
M	44	11	11	5	0	1	1
Total	276	79	47	39	18	7	6

Percentage of Employees from an Ethnic Minority

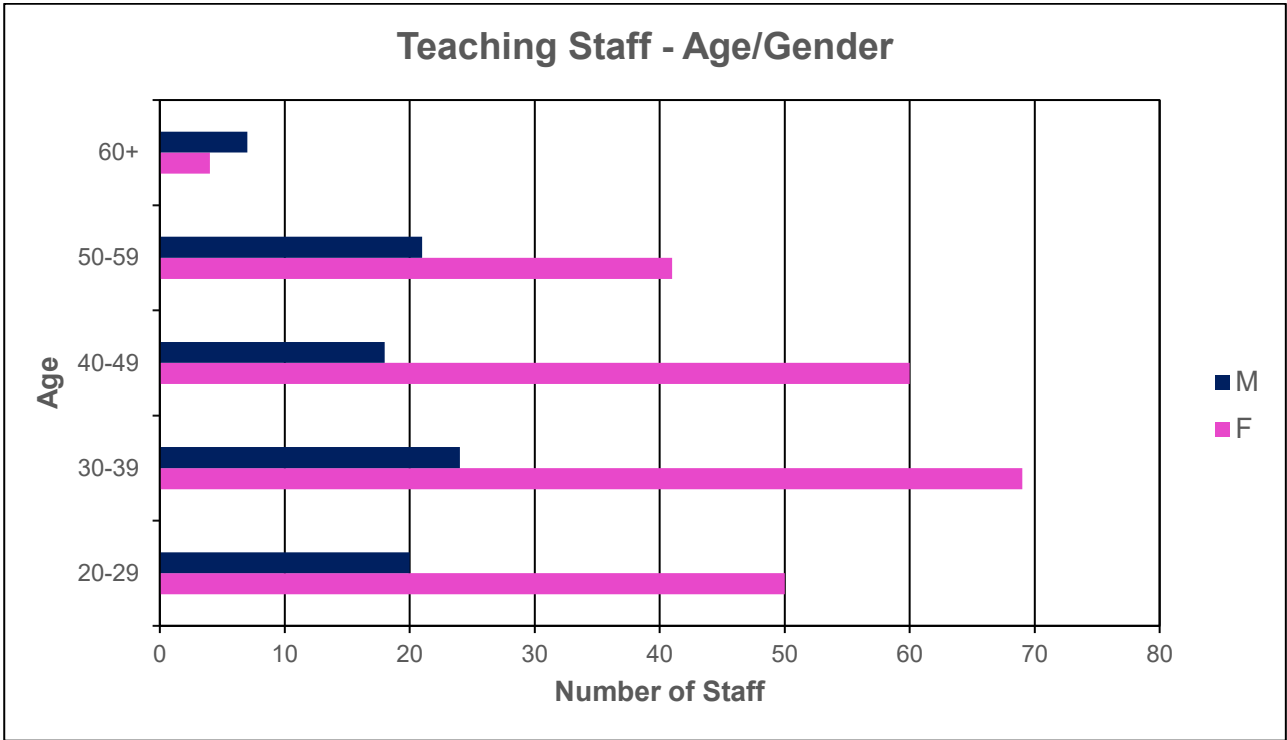


Teaching Staff - Ethnicity by Age						
Ethnicity	Age Range					
	16-29	30-39	40-49	50-59	60-69	70+
Asian or Asian British, Bangladeshi	0	1	0	0	0	0
Asian or Asian British, Indian	0	2	0	1	1	0
Asian or Asian British, Pakistani	2	1	2	0	0	0
Black or Black British, African	0	1	1	0	0	0
Chinese	0	0	1	0	0	0
Did not wish to be recorded	0	0	1	0	0	0
Mixed White and Asian	1	0	0	1	0	0
Mixed, any other mixed background	1	0	0	0	0	0
Not Obtained	13	15	6	15	1	0
White, any other White Background	1	1	5	2	0	0
White, British	52	71	60	42	8	1
White, Irish	0	1	2	1	0	0
Total	70	93	78	62	10	1

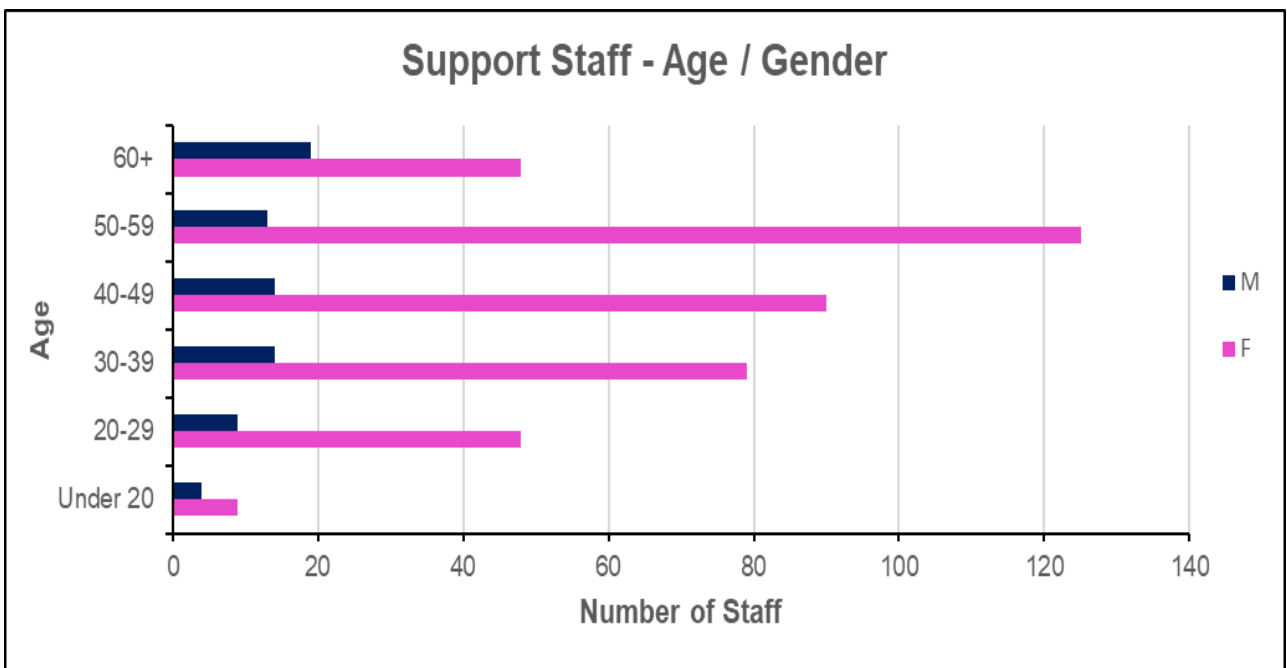


Support Staff - Ethnicity by Age							
Ethnicity	Age Range						
	Under 20	20-29	30-39	40-49	50-59	60-69	70+
Any other ethnic background	0	0	1	2	2	0	0
Asian or Asian British, Any other Asian Background	0	0	0	3	1	1	0
Asian or Asian British, Indian	0	0	0	1	2	0	0
Asian or Asian British, Pakistani	0	1	2	0	2	0	0
Black or Black British, African	0	0	1	0	0	0	0
Black or Black British, Any other Black background	0	0	1	0	0	0	0
Black or Black British, Caribbean	0	1	0	0	1	0	0
Did not wish to be recorded	0	0	1	0	0	0	0
Gypsy/Roma	0	0	0	0	1	0	0
Mixed White and Asian	0	0	1	0	0	0	0
Not Obtained	1	11	16	20	18	8	2
White, any other White Background	1	1	5	11	6	1	0
White, British	11	43	65	67	105	43	12
Total	13	57	93	104	138	53	14

Age Analysis



Teaching Staff - by Age and Gender		
Age	F	M
20-29	50	20
30-39	69	24
40-49	60	18
50-59	41	21
60+	4	7
Total	224	90



Support Staff - by Age and Gender		
Age	F	M
Under 20	9	4
20-29	48	9
30-39	79	14
40-49	90	14
50-59	125	13
60+	48	19
Total	399	73

Percentage of Employees that have a Disability

All Staff Disability	%
Disabled	1.02%
Prefer Not to Say	0.13%
Not disabled	98.85%

Grievance, Harassment, Bullying, Victimisation and Discrimination Cases (Staff)

Between 1 September 2022 and 31 August 2023 the Four Cs MAT was served with:

- 6 x Grievances
- 0 x Employment Tribunals

All cases were investigated and resolved without formal hearings.

Student Statistics

Based on information retrieved from the schools MIS system using routinely collected data. Student population across the MAT totals 4985.

Gender	Count	%
Male	2459	49.33%
Female	2526	50.67%

Ethnicity	Count	%
Asian or Asian British - Any other Asian Background	75	1.50%
Asian or Asian British – Bangladeshi	5	0.10%
Asian or Asian British – Chinese	24	0.48%
Asian or Asian British – Indian	84	1.69%
Asian or Asian British – Pakistani	520	10.43%
Black or Black British – African	136	2.73%
Black or Black British - Any other Black Background	58	1.16%
Black or Black British – Caribbean	18	0.36%
Information Not Yet Obtained	62	1.24%
Mixed - any other mixed background	111	2.23%
Mixed - White and Asian	79	1.58%
Mixed - White and Black African	49	0.98%
Mixed - White and Black Caribbean	76	1.52%
Other - Any other ethnic group	86	1.73%
Other – Arab	30	0.60%
Refused	57	1.14%
White - any other White Background	755	15.15%
White – British	2727	54.70%
White - Gypsy or Irish Traveller	18	0.36%
White – Irish	10	0.20%
White – Roma	5	0.10%

Religion	Count	%
Buddhism	5	0.10%
Catholic	401	8.04%
Christian	1040	20.86%
Church of England	391	7.84%
Hindu	38	0.76%
Islam	816	16.37%
Jehovah's Witness	15	0.30%
No Religion	1435	28.79%
Other Religion	70	1.40%
Sikh	43	0.86%
Not collected	731	14.66%

SEN Status	Count	%
Education, Health and Care Plan	137	2.75%
SEN Support	571	11.45%
None	4277	85.80%

Objectives 2022-2023

- To promote equality, diversity and inclusion actions across the staff body. This will be achieved in several ways, including promoting flexible working, transparency in the gender pay gap and training for staff to eliminate any unconscious bias in recruitment – Ongoing.
- Gather monitoring data during the recruitment and selection process, ensuring the information is not issued to shortlisting panels. Monitoring the data will eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010 – Ongoing.
- To treat all students fairly, ensuring equal access to opportunities to enable students to fully participate in the learning process and enrichment activities – Ongoing.
- To use pastoral data at individual school level to monitor student behaviour and respond to variations between groups looking at trends over time – Ongoing.

Objectives 2023-2024

1. To continue working on the objectives set out in 2022-2023.
2. Update the exclusion and local behaviour policies to ensure that the Trust does not discriminate against pupils on the basis of protected characteristics. Consideration of vulnerable pupils and making reasonable adjustments to policies and practice where required.
3. Moving forward for September 2024 the Trust's Code of Conduct is adopted by all staff, Governors and Trustees and it will include an affirmation that they have read, understood and accepted this policy.
4. Specific policies will contain a specific section relating to equality, stating the Trust's commitment to anti-discriminatory practice and providing protection to all stakeholders, regardless of their diverse circumstances. These include but are not limited to: Safeguarding Policy, Accessibility, Grievance, Disciplinary, Whistleblowing and Bullying/Harassment.
5. All schools within the Trust will commit to regularly reviewing their curriculum to ensure there are no discriminatory breaches (eg race, religion/belief or gender identity or stereotyping). This includes PSHE Relationships, Sex Education, Careers (CEIAG) and Religious Education.
6. To foster good relations between persons who share a relevant protected characteristics and persons who do not share it. This may include but is not limited to, assemblies/outside speakers/visitors, support groups, events, and day to day reminders of the ethos and values embedded in each school within the Trust.
7. The Trust will commit to review and share good practice in relation to family support/counsellors who support families and pupils to break down any barriers that may exist to ensuring particular communities achieve as well as their contemporaries.
8. The Trust will make every effort to accommodate the requirements of different religions and cultures and respect individuals' right to a private and family life, recognising that this may mean different domestic responsibilities. Please see the following for specific information on our approach to these issues:
 - a) Recruitment and Selection policy
 - b) Flexible Working policy
 - c) Parental Bereavement policy
 - d) Discretionary leave of Absence policy
 - e) Maternity/Paternity policies