

**Four Cs
Multi-Academy Trust**



PUBLIC SECTOR EQUALITY DUTY REPORT

FOUR Cs MAT

As at 1 September 2024

PUBLIC SECTOR EQUALITY DUTY

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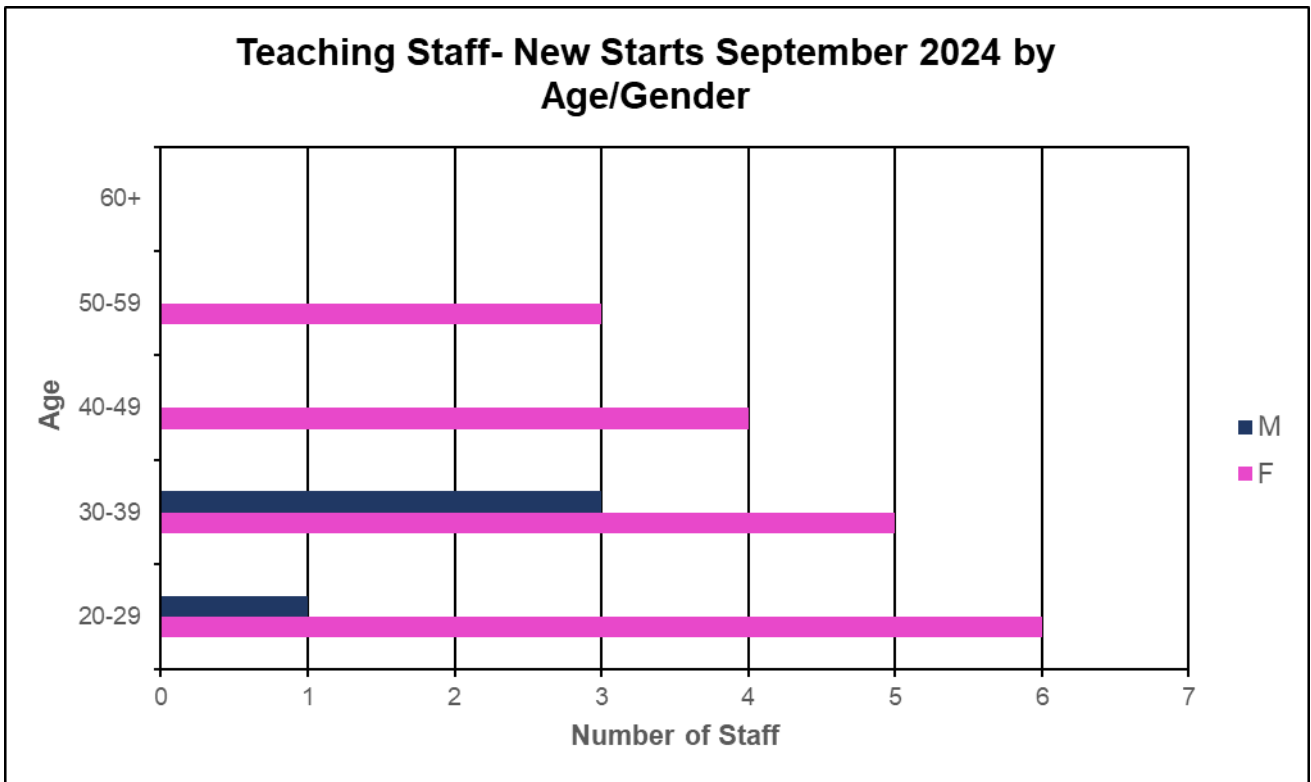
PUBLIC SECTOR EQUALITY DUTY

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.

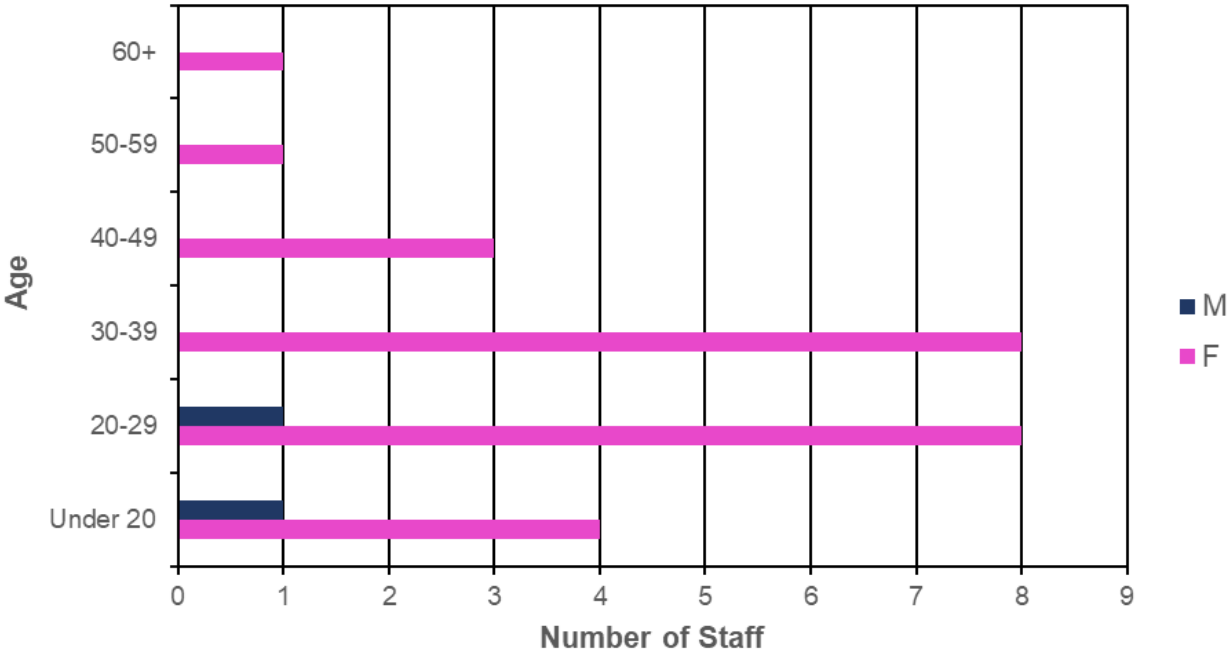
Staff Workforce Information

Recruitment



Teaching Staff - New starters from September 2024 by Age and Gender		
Age	F	M
20-29	6	1
30-39	5	3
40-49	4	0
50-59	3	0
60+	0	0
Total	18	4

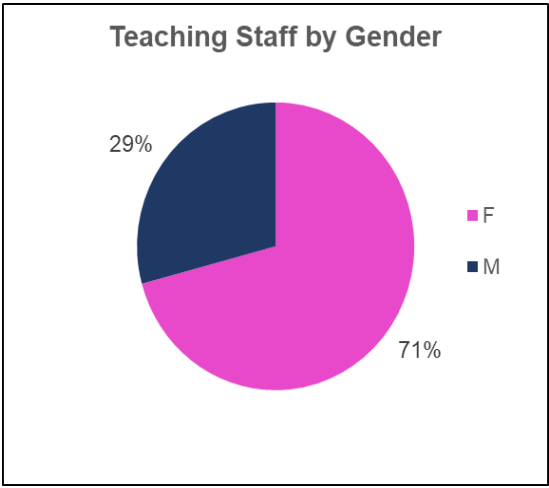
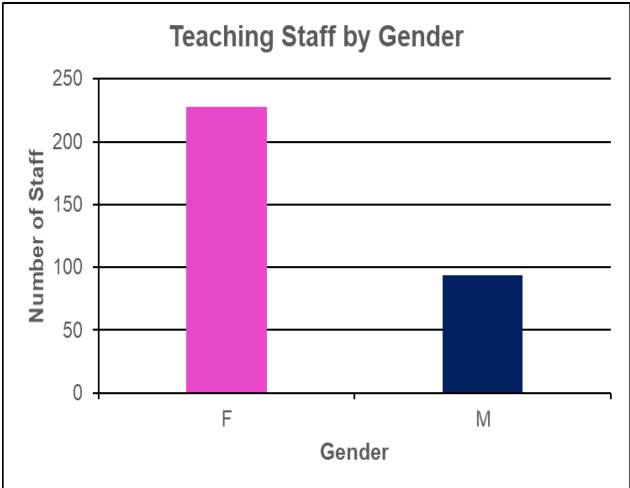
Support Staff - New Starts September 2024 by Age/Gender



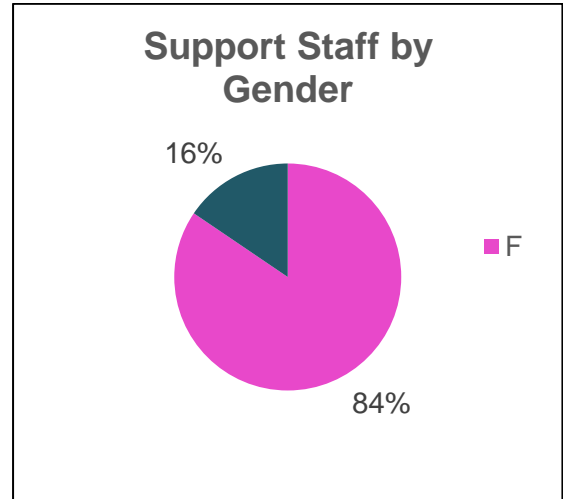
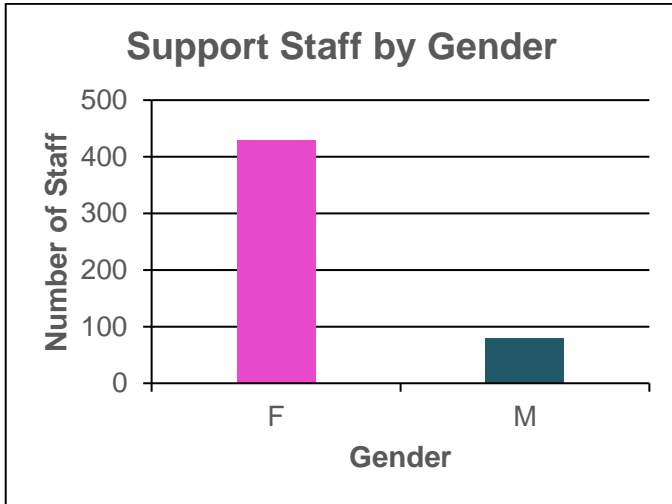
Support Staff - New starters
from September 2024 by Age and Gender

Age	F	M
Under 20	4	1
20-29	8	1
30-39	8	0
40-49	3	0
50-59	1	0
60+	1	0
Total	25	2

Gender Analysis

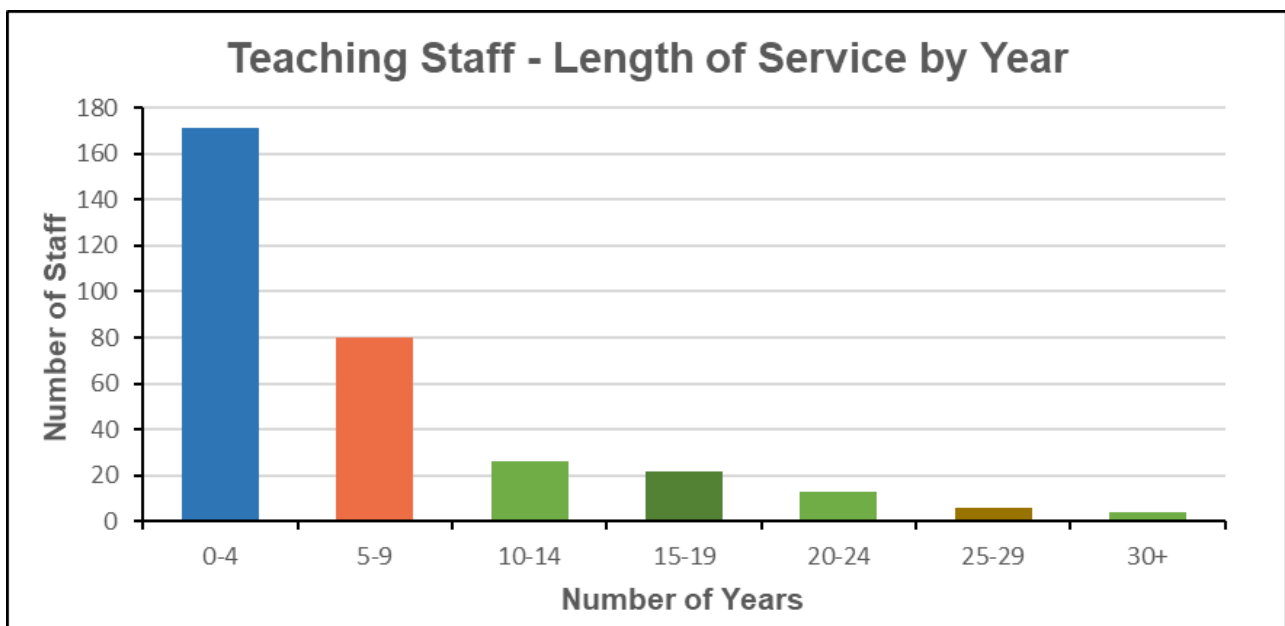


Teaching Staff - Gender		
Gender	Count	Percentage (%)
F	228	71%
M	94	29%
Total	322	100%

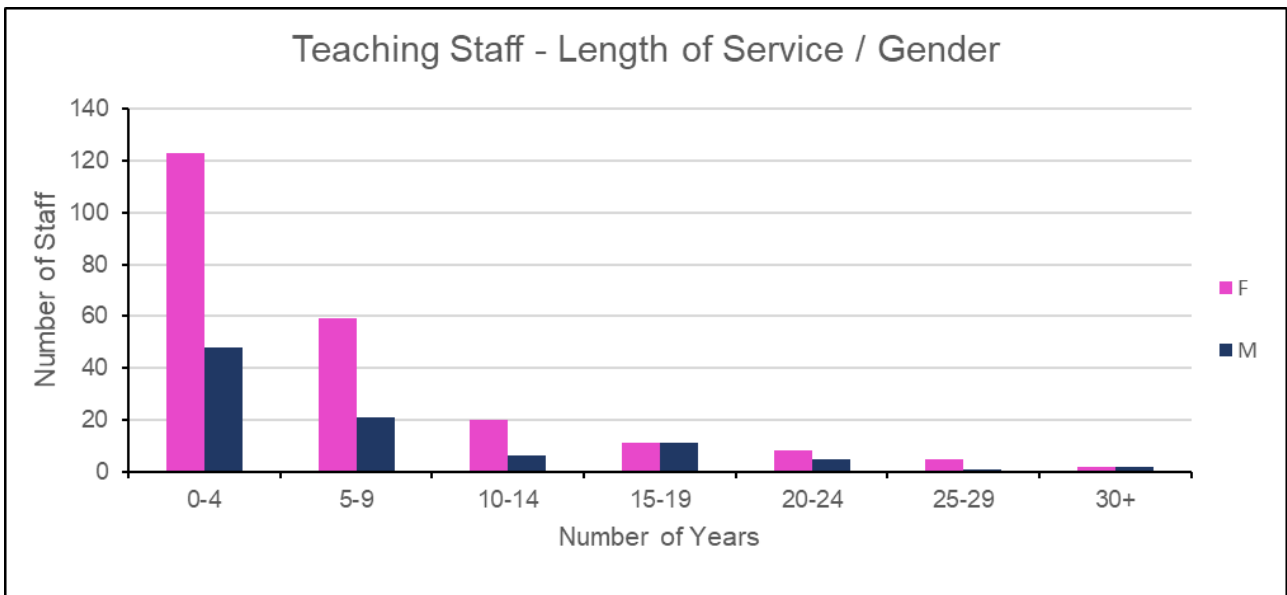


Support Staff - Gender		
Gender	Count	Percentage (%)
F	430	84%
M	79	16%
Total	509	100%

Length of Service

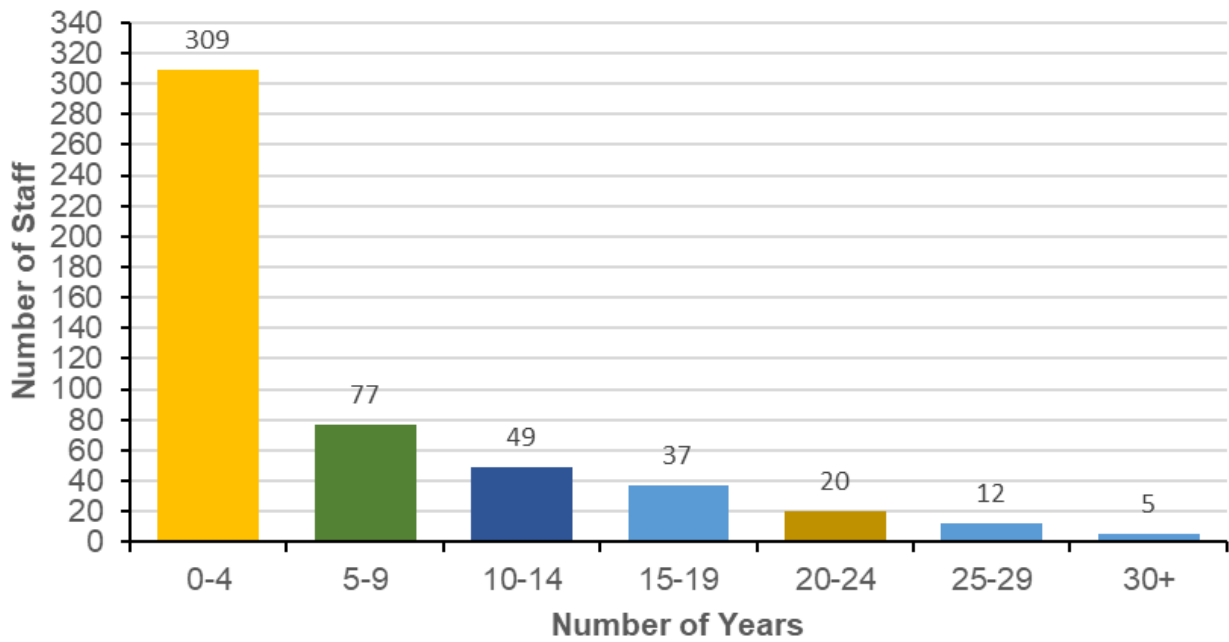


Teaching Staff - Length of Service		
Length of Service (Years)	Count	Percentage (%)
0-4	171	53%
5-9	80	25%
10-14	26	8%
15-19	22	7%
20-24	13	4%
25-29	6	2%
30+	4	1%
Total	322	100%



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	123	59	20	11	8	5	2
M	48	21	6	11	5	1	2
Total	171	80	26	22	13	6	4

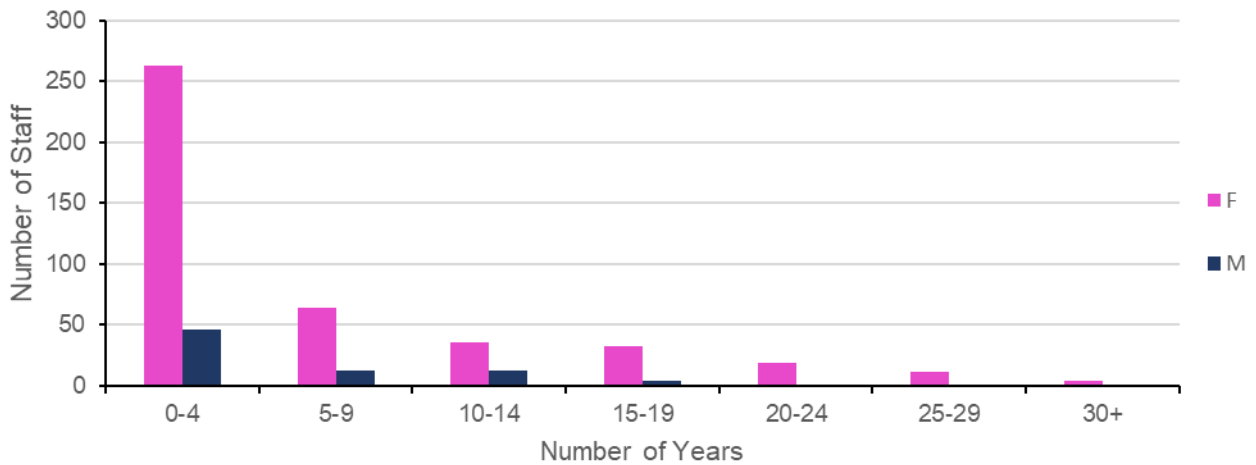
Support Staff - Length of Service by Year



Support Staff - Length of Service

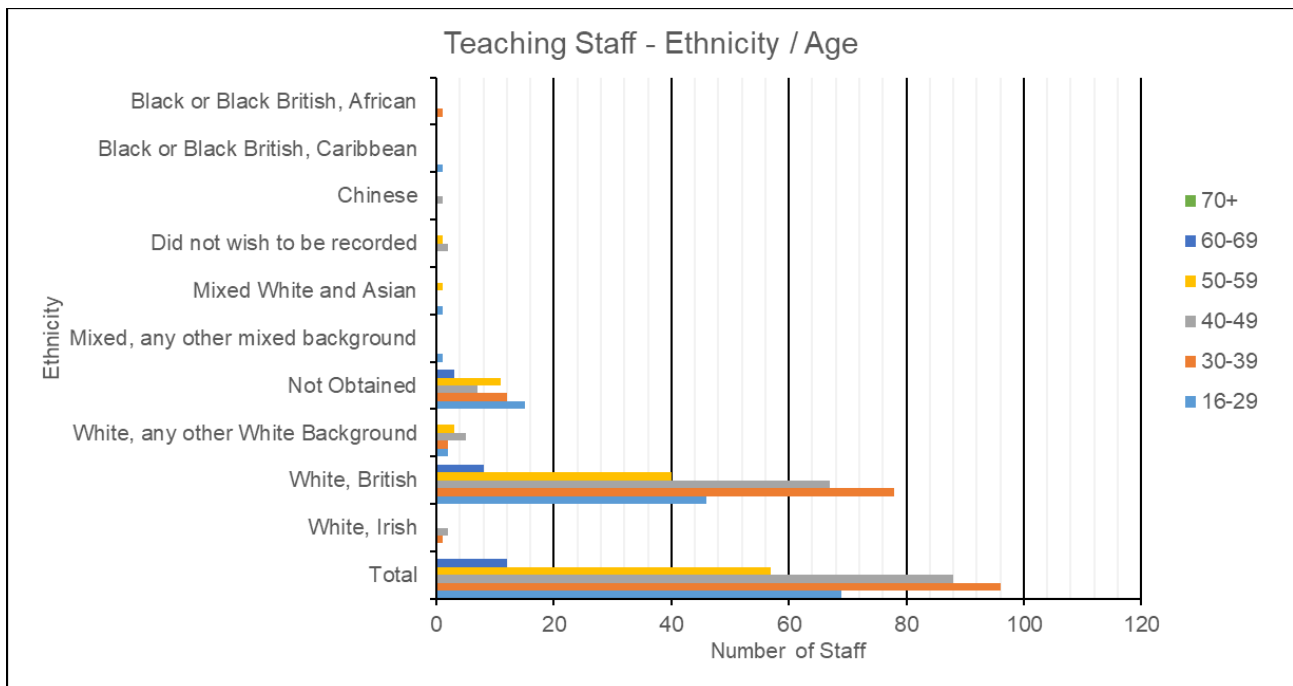
Length of Service (Years)	Count	Percentage (%)
0-4	309	61%
5-9	77	15%
10-14	49	10%
15-19	37	7%
20-24	20	4%
25-29	12	2%
30+	5	1%
Total	509	100%

Support Staff - Length of Service / Gender

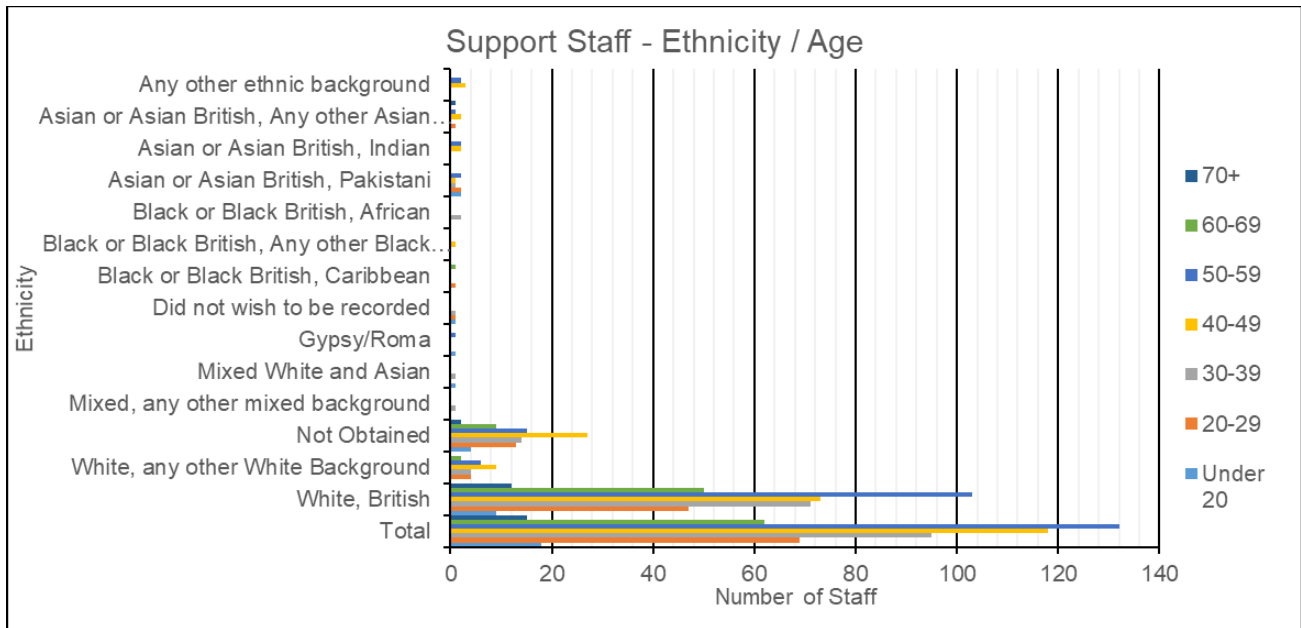


Support Staff - Length of Service by Gender							
Gender	Length of Service						
	0-4	5-9	10-14	15-19	20-24	25-29	30+
F	263	64	36	33	19	11	4
M	46	13	13	4	1	1	1
Total	309	77	49	37	20	12	5

Percentage of Employees from an Ethnic Minority

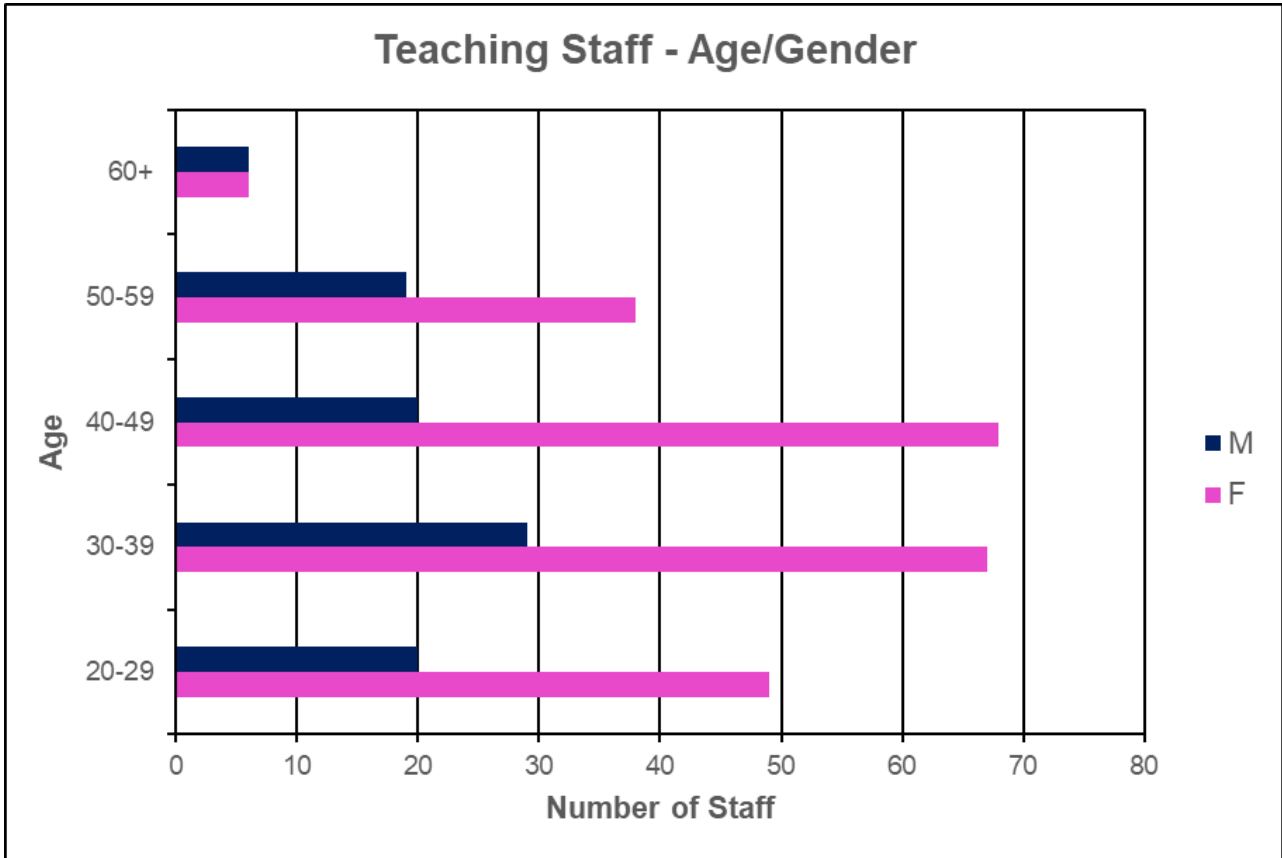


Teaching Staff - Ethnicity by Age						
Ethnicity	Age Range					
	16-29	30-39	40-49	50-59	60-69	70+
Asian or Asian British, Any other Asian Background	1	0	0	0	0	0
Asian or Asian British, Bangladeshi	0	0	1	0	0	0
Asian or Asian British, Indian	0	1	1	1	1	0
Asian or Asian British, Pakistani	2	1	2	0	0	0
Black or Black British, African	0	1	0	0	0	0
Black or Black British, Caribbean	1	0	0	0	0	0
Chinese	0	0	1	0	0	0
Did not wish to be recorded	0	0	2	1	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	15	12	7	11	3	0
White, any other White Background	2	2	5	3	0	0
White, British	46	78	67	40	8	0
White, Irish	0	1	2	0	0	0
Total	69	96	88	57	12	0

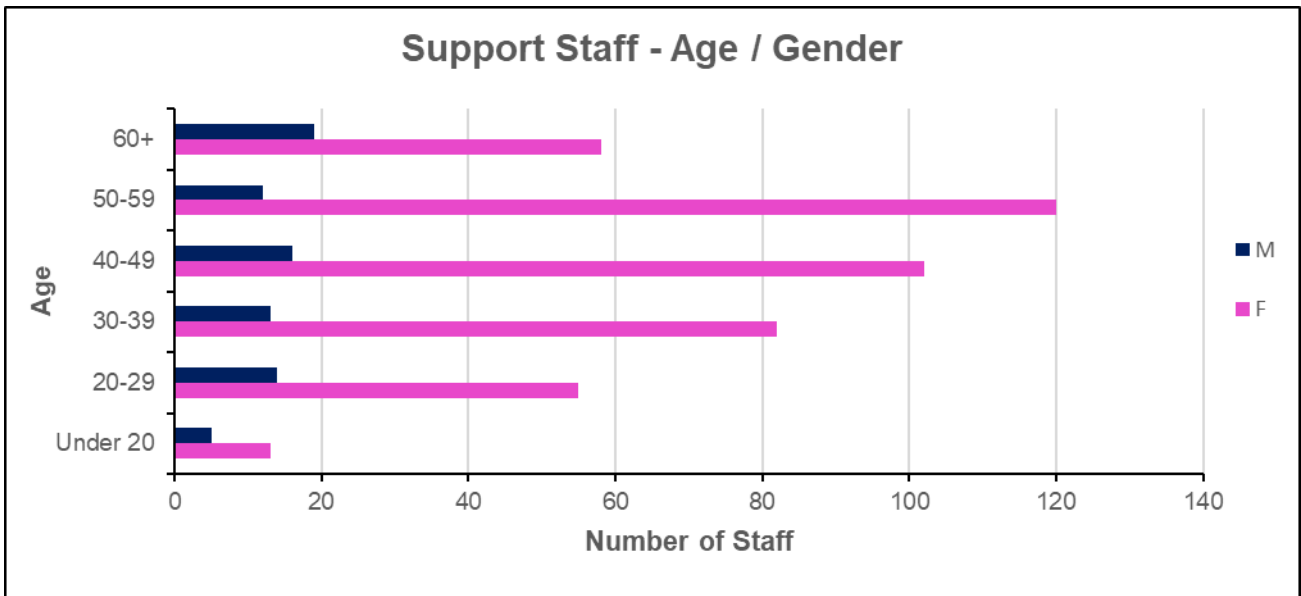


Support Staff - Ethnicity by Age							
Ethnicity	Age Range						
	Under 20	20-29	30-39	40-49	50-59	60-69	70+
Any other ethnic background	0	0	0	3	2	0	0
Asian or Asian British, Any other Asian Background	0	1	0	2	1	0	1
Asian or Asian British, Indian	0	0	0	2	2	0	0
Asian or Asian British, Pakistani	2	2	1	1	2	0	0
Black or Black British, African	0	0	2	0	0	0	0
Black or Black British, Any other Black background	0	0	0	1	0	0	0
Black or Black British, Caribbean	0	1	0	0	0	1	0
Did not wish to be recorded	1	1	1	0	0	0	0
Gypsy/Roma	1	0	0	0	1	0	0
Mixed White and Asian	1	0	1	0	0	0	0
Mixed, any other mixed background	0	0	1	0	0	0	0
Not Obtained	4	13	14	27	15	9	2
White, any other White Background	0	4	4	9	6	2	0
White, British	9	47	71	73	103	50	12
Total	18	69	95	118	132	62	15

Age Analysis



Teaching Staff - by Age and Gender		
Age	F	M
20-29	49	20
30-39	67	29
40-49	68	20
50-59	38	19
60+	6	6
Total	228	94



Support Staff - by Age and Gender		
Age	F	M
Under 20	13	5
20-29	55	14
30-39	82	13
40-49	102	16
50-59	120	12
60+	58	19
Total	430	79

Percentage of Employees that have a Disability

All Staff Disability	%
Disabled	2.17%
Prefer Not to Say	0.00%
Not disabled	97.83%

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

Between 1 September 2023 and 31 August 2024 the Four Cs MAT was served with:

- 7 x Grievances
- 1 x Employment Tribunal claim

All cases were investigated and resolved without formal hearings/tribunal.

Student Statistics

Based on information retrieved from the schools MIS system using routinely collected data. Student population across the MAT totals 5281.

Gender	Count	%
Male	2657	50.31%
Female	2624	49.69%

Ethnicity	Count	%
Asian or Asian British - Any other Asian Background	83	1.57%
Asian or Asian British - Bangladeshi	7	0.13%
Asian or Asian British - Chinese	18	0.34%
Asian or Asian British - Indian	104	1.97%
Asian or Asian British - Pakistani	574	10.87%
Black or Black British - African	200	3.79%
Black or Black British - Any other Black Background	82	1.55%
Black or Black British - Caribbean	14	0.27%
Information Not Yet Obtained	22	0.42%
Mixed - any other mixed background	133	2.52%
Mixed - White and Asian	84	1.59%
Mixed - White and Black African	61	1.16%
Mixed - White and Black Caribbean	91	1.72%
Other - Any other ethnic group	105	1.99%
Other - Arab	30	0.57%
Refused	73	1.38%
White - any other White Background	808	15.30%
White - British	2751	52.09%
White - Gypsy or Irish Traveller	27	0.51%
White - Irish	9	0.17%
White - Roma	5	0.09%

Religion	Count	%
Buddhism	7	0.13%
Catholic	425	8.05%
Christian	1176	22.27%
Church of England	348	6.59%
Hindu	45	0.85%
Islam	918	17.38%
Jehovah's Witness	16	0.30%
Judaism	462	8.75%
No Religion	1	0.02%
Not collected	49	0.93%
Other Religion	1764	33.40%
Sikh	70	1.33%

SEN Status	Count	%
Education, Health and Care Plan	160	3.03%
SEN Support	643	12.18%
None	4478	84.79%

Objectives 2024-2025

1. 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 - ongoing
2. To provide an individual academy-based environment that celebrates and respects diversity (students, staff and community members) in all academies within the Trust. This includes reducing prejudice, through modelling teaching and learning behaviours, growth mindsets, support strategies and avoiding labelling of learners purely based on a notion of fixed levels of ability.
3. To work towards narrowing the gap between boys' and girls', disadvantaged pupils, SEN need pupils and other sub cohorts that underperform.
4. 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.
5. To continue 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.
6. 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