

**Four Cs  
Multi-Academy Trust**



# **PUBLIC SECTOR EQUALITY DUTY REPORT**

## **FOUR Cs MAT**

**As at 1 September 2021**

# PUBLIC SECTOR EQUALITY DUTY

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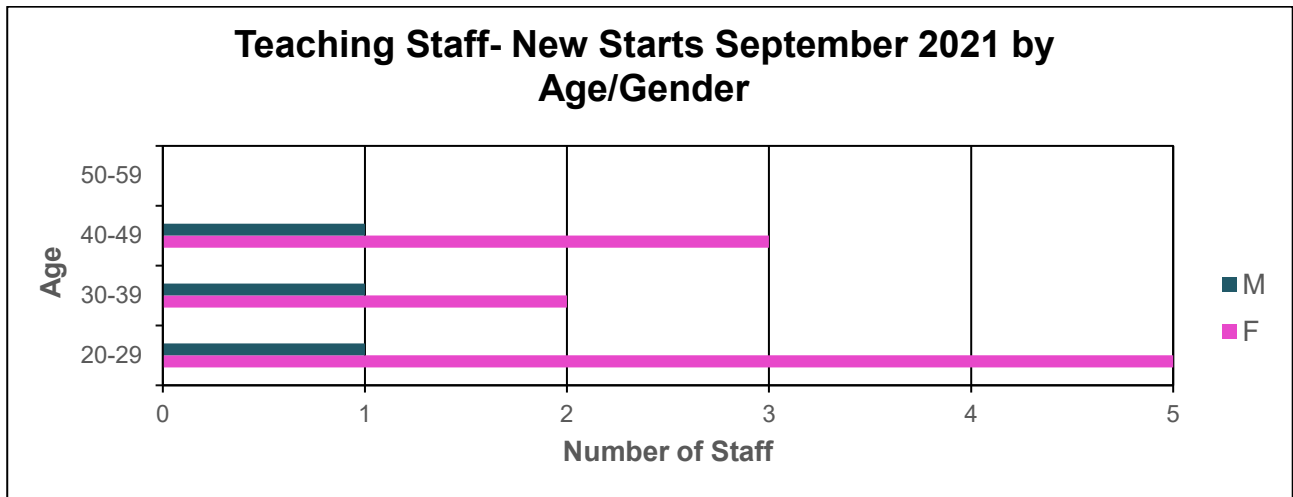
# PUBLIC SECTOR EQUALITY DUTY

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



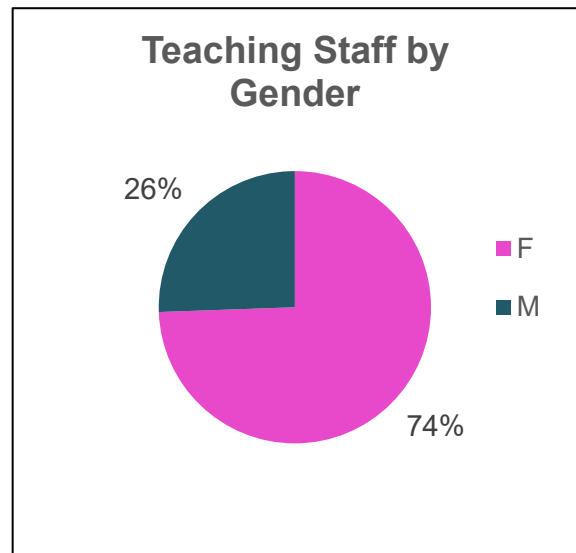
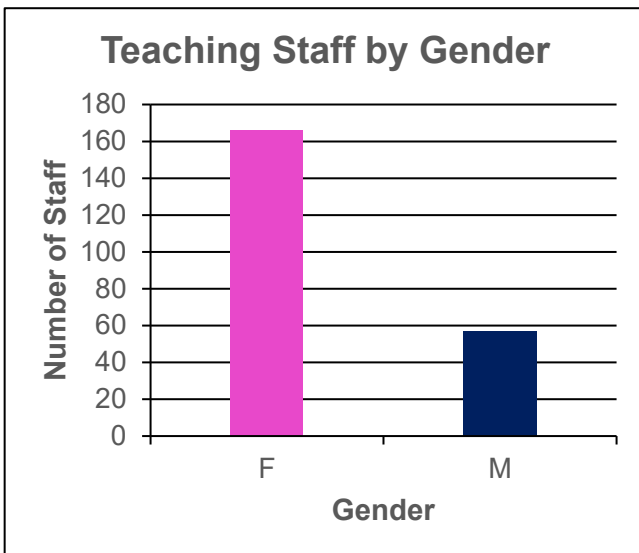
Teaching Staff New starters from September 2021 by Age and Gender		
Age	F	M
20-29	5	1
30-39	2	1
40-49	3	1
50-59	0	0
60+	0	0
Total	10	3

### Support Staff - New Starts September 2021 by Age/Gender

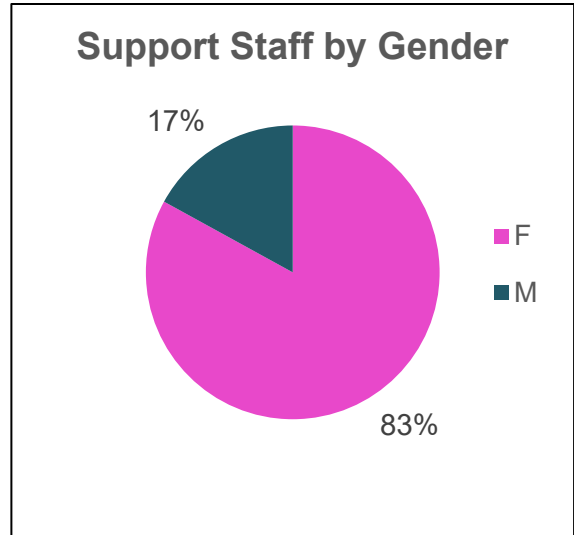
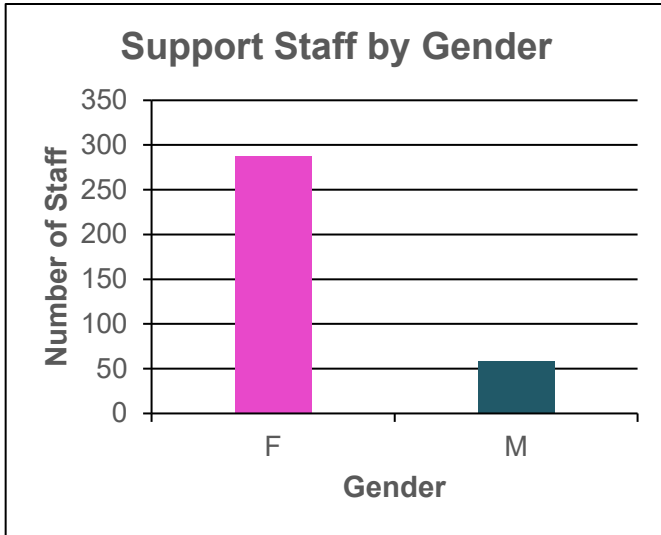


Support Staff New starters from September 2021 by Age and Gender		
Age	F	M
Under 20	2	0
20-29	5	3
30-39	4	1
40-49	7	0
50-59	2	0
60+	1	0
Total	21	4

### Gender Analysis

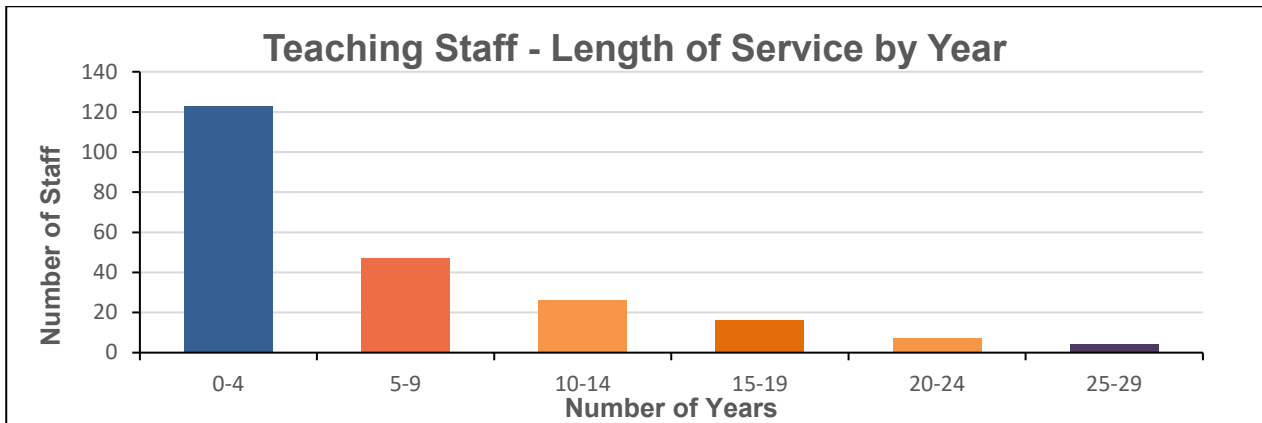


Teaching Staff - Gender		
Gender	Count	Percentage
F	166	74%
M	57	26%
Total	223	100%

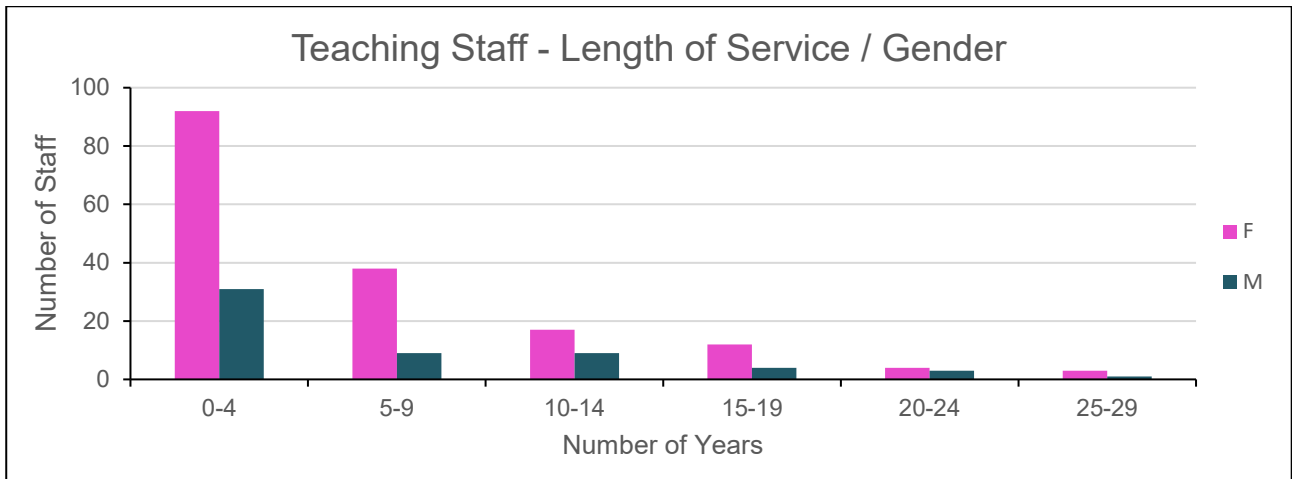


Support Staff - Gender		
Gender	Count	Percentage
F	288	83%
M	59	17%
Total	347	100%

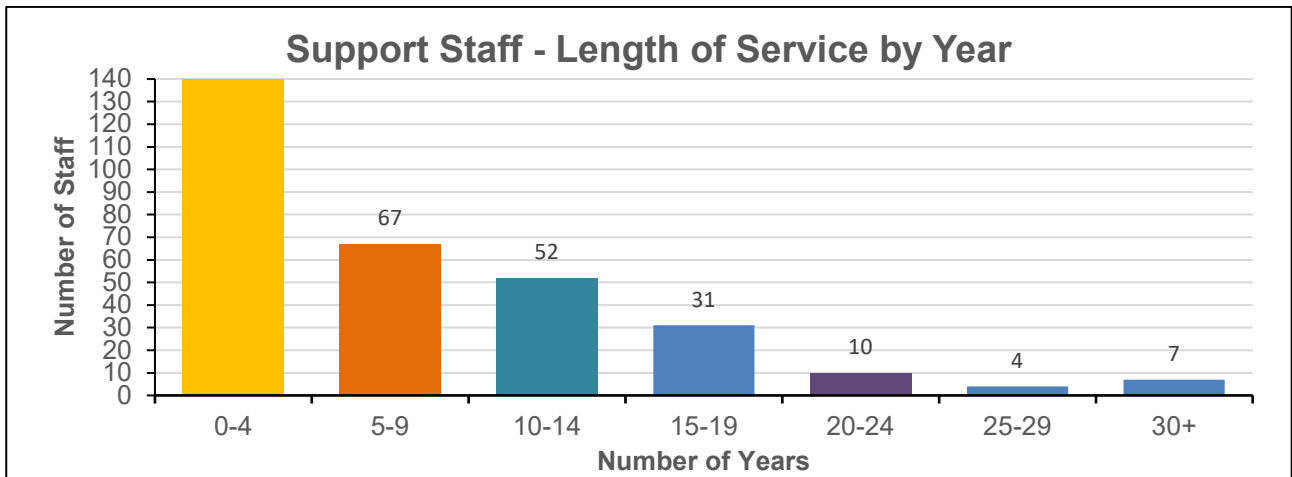
### Length of Service



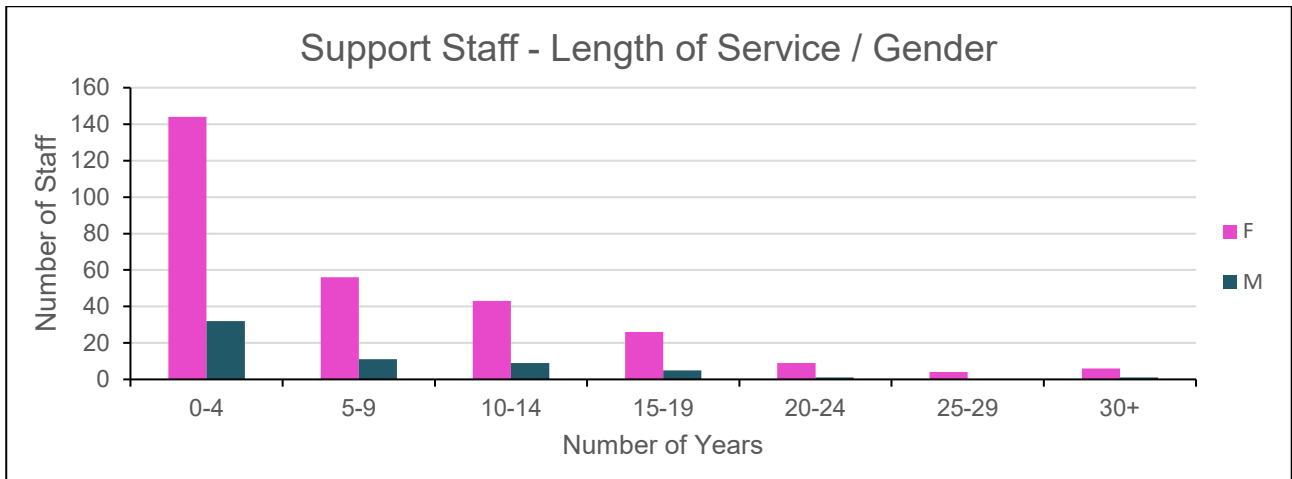
Teaching Staff - Length of Service		
Length of Service (Years)	Count	Percentage
0-4	123	55%
5-9	47	21%
10-14	26	12%
15-19	16	7%
20-24	7	3%
25-29	4	2%
30+	0	0%
Total	223	100%



Teaching Staff - Length of Service by Gender							
	Length of Service						
Gender	0-4	5-9	10-14	15-19	20-24	25-29	30+
F	92	38	17	12	4	3	0
M	31	9	9	4	3	1	0
Total	123	47	26	16	7	4	0

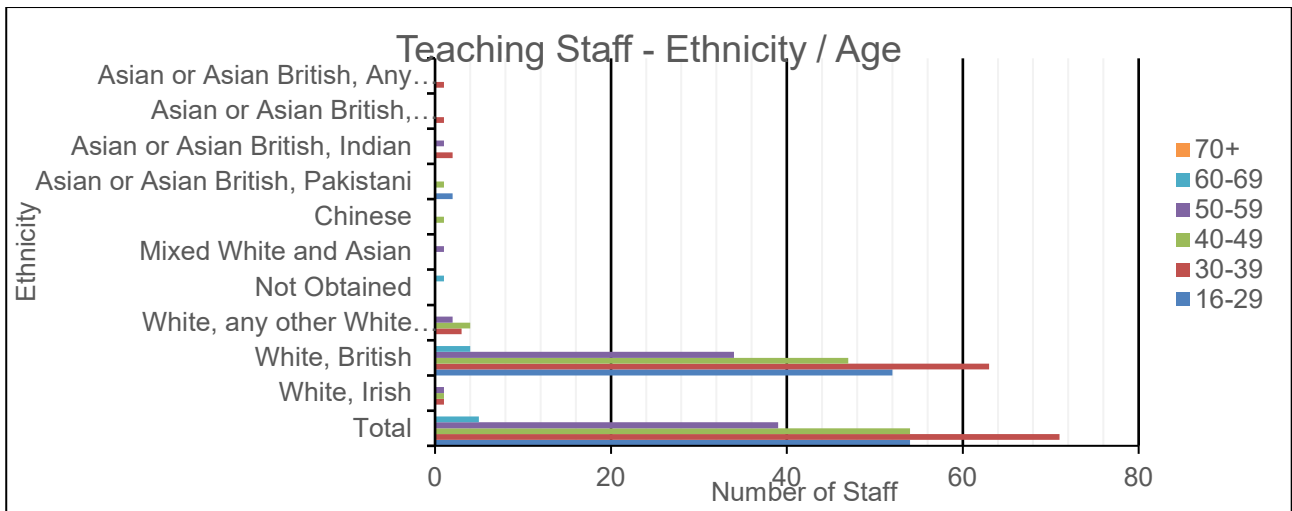


Support Staff - Length of Service		
Length of Service (Years)	Count	Percentage
0-4	176	51%
5-9	67	19%
10-14	52	15%
15-19	31	9%
20-24	10	3%
25-29	4	1%
30+	7	2%
Total	347	100%

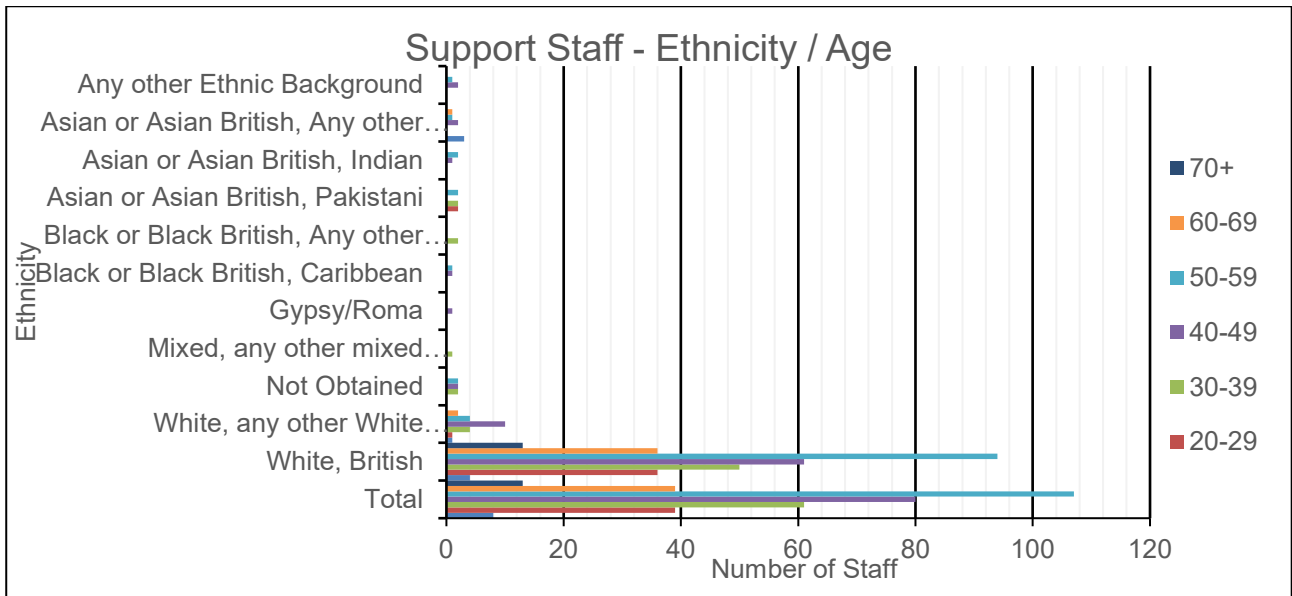


Support Staff - Length of Service by Gender							
Gender	Length of Service						
	0-4	5-9	10-14	15-19	20-24	25-29	30+
F	144	56	43	26	9	4	6
M	32	11	9	5	1	0	1
Total	176	67	52	31	10	4	7

**Percentage of Employees from an Ethnic Minority**



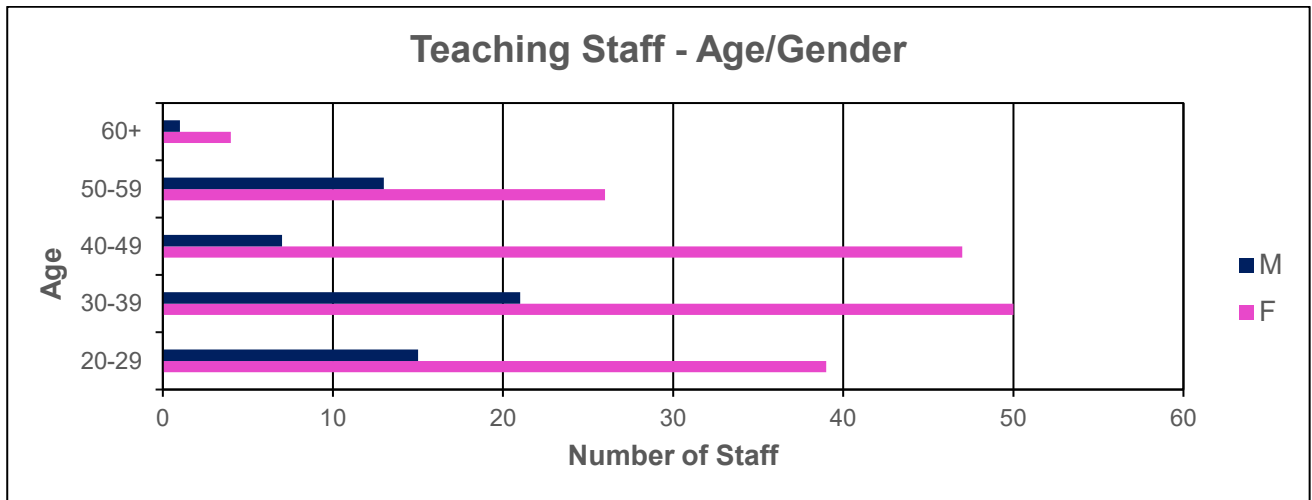
Teaching Staff - Ethnicity by Age						
Ethnicity	Age Range					
	16-29	30-39	40-49	50-59	60-69	70+
Asian or Asian British, Any other Asian Background	0	1	0	0	0	0
Asian or Asian British, Bangladeshi	0	1	0	0	0	0
Asian or Asian British, Indian	0	2	0	1	0	0
Asian or Asian British, Pakistani	2	0	1	0	0	0
Chinese	0	0	1	0	0	0
Mixed White and Asian	0	0	0	1	0	0
Not Obtained	0	0	0	0	1	0
White, any other White Background	0	3	4	2	0	0
White, British	52	63	47	34	4	0
White, Irish	0	1	1	1	0	0
Total	54	71	54	39	5	0



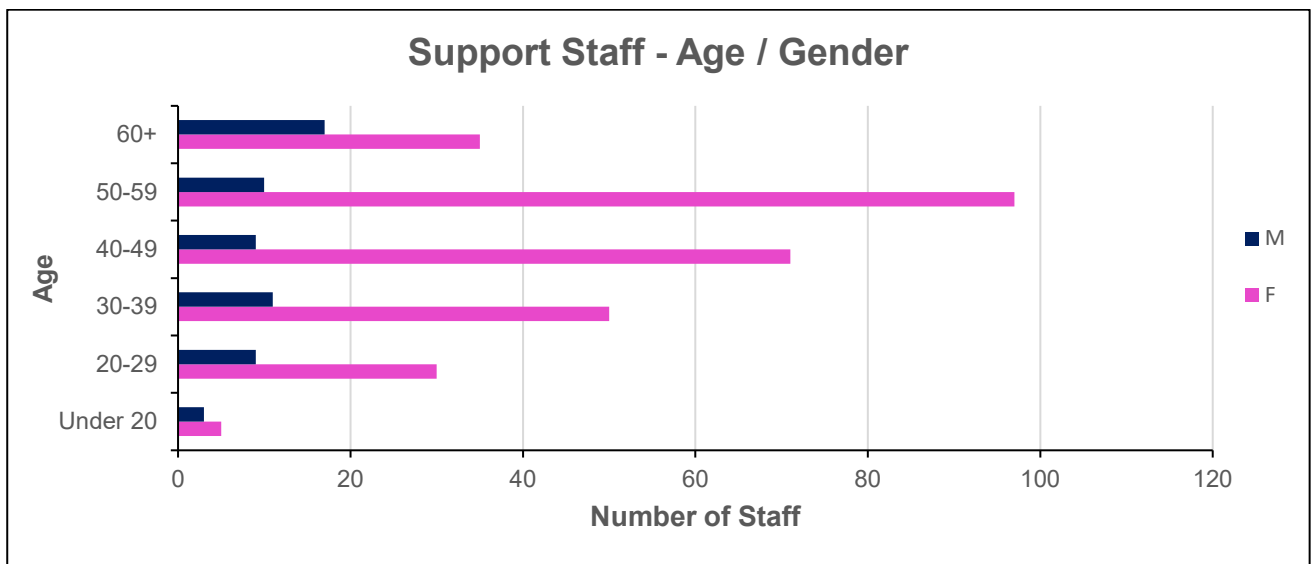
Support Staff - Ethnicity by Age							
Ethnicity	Age Range						
	Under 20	20-29	30-39	40-49	50-59	60-69	70+
Any other Ethnic Background	0	0	0	2	1	0	0
Asian or Asian British, Any other Asian Background	3	0	0	2	1	1	0
Asian or Asian British, Indian	0	0	0	1	2	0	0
Asian or Asian British, Pakistani	0	2	2	0	2	0	0
Black or Black British, Any other Black background	0	0	2	0	0	0	0
Black or Black British, Caribbean	0	0	0	1	1	0	0
Gypsy/Roma	0	0	0	1	0	0	0
Mixed, any other mixed background	0	0	1	0	0	0	0
Not Obtained	0	0	2	2	2	0	0
White, any other White Background	1	1	4	10	4	2	0
White, British	4	36	50	61	94	36	13
<b>Total</b>	<b>8</b>	<b>39</b>	<b>61</b>	<b>80</b>	<b>107</b>	<b>39</b>	<b>13</b>



**Age Analysis**



Teaching Staff - by Age and Gender		
Age	F	M
20-29	39	15
30-39	50	21
40-49	47	7
50-59	26	13
60+	4	1
Total	166	57



Support Staff - by Age and Gender		
Age	F	M
Under 20	5	3
20-29	30	9
30-39	50	11
40-49	71	9
50-59	97	10
60+	35	17
Total	288	59

### **Percentage of Employees that have a Disability**

All Staff Disability	%
Disabled	1.05%
Prefer Not to Say	0.18%
Not disabled	98.77%

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

Between 1 September 2020 and 31 August 2021 the Four Cs MAT was served with:

- 2 x Grievances
- 2 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 3748.

Gender	Count	%
Male	1855	49.49%
Female	1893	50.51%

Ethnicity	Count	%
Asian or Asian British, Any other Asian Background	62	1.65%
Asian or Asian British, Bangladeshi	6	0.16%
Asian or Asian British, Chinese	17	0.45%
Asian or Asian British, Indian	79	2.11%
Asian or Asian British, Pakistani	465	12.41%
Black or Black British, African	72	1.92%
Black or Black British, Any other Black Background	41	1.09%
Black or Black British, Caribbean	9	0.24%
Information Not Yet Obtained	48	1.28%
Mixed, any other mixed background	80	2.13%
Mixed, White and Asian	50	1.33%
Mixed, White and Black African	34	0.91%
Mixed, White and Black Caribbean	45	1.20%
Other, Any other ethnic group	60	1.60%
Other, Arab	25	0.67%
Refused	15	0.40%
White, any other White Background	498	13.29%
White, British	2112	56.35%
White, Gypsy or Irish Traveller	25	0.67%
White, Irish	5	0.13%

<b>Religion</b>	<b>Count</b>	<b>%</b>
Buddhist	6	0.16%
Catholic	232	6.19%
Christian	668	17.82%
Church of England	493	13.15%
Hindu	31	0.83%
Islam	23	0.61%
Jehovah's Witness	16	0.43%
Muslim	627	16.73%
No Religion	787	21.00%
Refused	25	0.67%
Sikh	35	0.93%
Other Religion	36	0.96%
Not provided	769	20.52%

<b>SEN Status</b>	<b>Count</b>	<b>%</b>
Education, Health and Care Plan	54	1.44%
SEN Support	348	9.28%
None	3346	89.27%

### **Objectives 2021 – 2022**

- To promote equality, diversity and inclusion actions across 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.
- 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.
- To treat all students fairly, ensuring equal access to opportunities to enable students to fully participate in the learning process and enrichment activities.
- To use pastoral data at individual school level to monitor student behaviour and respond to variations between groups looking at trends over time.