



# Unity Education Trust PSED Statement

## Unity Education Trust are committed to equality.

Our Trust aims are that every student in school is supported to:

1. Be happy
2. Feel safe and secure
3. Achieve exceptionally well

We are committed to a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We wholeheartedly concur with the Equality and Human Rights Commission (EHRC) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

In all aspects of school life across our Trust, we are committed to fairness and equality; this includes:

- our curriculum
- assembly programmes
- pastoral support
- extracurricular programmes and activities

There are three main elements within the act and in carrying out our functions, as a Trust, we must have regard for the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This duty applies to all students, staff and others using the facilities. At all times we will give relevant and proportionate consideration to the PSED when considering our provision.

Protected characteristics under the Act are:

- Disability
- Gender reassignment

- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

NB: Age and marriage and civil partnership are not protected characteristics within the Trust's provisions for students.

Our Trust has due regard to advancing equality of opportunity including making a clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by person or persons who share a relevant protected characteristic
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it
- Encourage persons who share a relevant protected characteristic to participate fully in public life
- Encourage persons who share a relevant protected characteristic to participate fully in any school activity in which participation by such persons is disproportionately low

In exercising our duty we will consider the six Brown principles of 'due regard':

1. **Awareness**  
all staff know and understand what the law requires
2. **Timeliness**  
implications considered before they are implemented
3. **Rigour**  
open-minded and rigorous analysis, including parent/student voice
4. **Non-delegation**  
the PSED cannot be delegated
5. **Continuous**  
ongoing all academic year
6. **Record-keeping**  
keep notes and records of decisions & meetings

Unity Education Trust welcomes the opportunity to be transparent and accountable, and fulfils the specific duties of the Act by publishing their Equality Information and Objectives on the Trust website.

We aim to present the information in a format that is easy to read and can be accessed simply from the Trust website.

### **Equality Information**

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

We update our equality information annually.



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Objective	Actions	Lead(s)	Completion Date and Impact
<b>Operational Objectives</b>			
The implementation of new Trust MIS will allow the extraction and publication of required PSED trust wide data.	<p>Ensure MIS will include PSED data requirements and can be easily extracted.</p> <p>Train all staff on required data entry.</p>	Trust ICT Manager and Head of Services	Spring 2026.
To develop a People Strategy to formalise the way in which the trust will work to ensure the best outcomes for pupils through a workforce who are resilient, committed, highly skilled, adaptive and valued.	<p>Attendance and sharing of practice with the Julian Teaching School Hub – DoE and HoS</p> <p>Effective use of the ATS, Directorate Meetings to discuss staffing decisions</p>	<p>DoE and HoS</p> <p>CEO/Directorate Meetings</p>	<p>4 meetings (summer 2024 – Summer 2025), best practice google drive across Norfolk Trusts engaged with the programme</p> <p><b>Launched Autumn 25</b></p> <p><b>Impact Statement:</b>  <b>UET have a People Strategy which is enacted and reflected upon by Trustees and Executive Leadership Group.</b></p>
To implement enhancements to our recruitment processes to preclude unconscious bias.	Reflection on the ATS (My New Term) and the provision of anonymised applications at point of shortlisting – trial	HoS/Operational Team	<p>ATS in place from 2024;            Trial of anonymised applications in Summer 2025 and full trust roll out Sept 25</p> <p><b>Complete Sept 25</b></p>

	<p>To trial the use of an AI Gender Decoder Tool for our adverts and job specifications to avoid unconscious bias in our recruitment processes</p> <p>To enhance our offers of reasonable adjustments within legislative guidelines at point of invitation to interview to include informal pre-interview discussions, identified 'menu' of reasonable adjustments we can support applicants with.</p>	<p>HoS/DoE</p> <p>HoS/Operational Team and Education Directorate.</p>	<p>DoE/HoS applying tool to adverts for posts in Summer Term 2025.</p> <p>To apply to application packs from Summer Term 2025.</p> <p><b>Impact Statement:</b>  <b>UET recruitment models and secure inclusivity and equality, avoiding unconscious bias through training, systems and processes.</b></p>
To highlight and build awareness of Modern Slavery and our responsibilities as an employer.	<p>Building a model-slavery statement for publication on the UET website</p> <p>Build staff and contractor awareness through annual mandatory training.</p> <p>Inclusion of statement within the Risk Register</p> <p>Consider publication on the Government Registry.</p> <p>To become members of the Norfolk Anti-Slavery Hub.</p>	<p>HoS Trustees (PC)</p>	<p>2025/26</p> <p><b>Impact Statement:</b>  <b>UET ensure that we reduce the risk of the use (which is judged very low) of any modern slavery within the UET workforce or community. We will increase knowledge and awareness of staff to any warning signs of modern slavery practices across our schools.</b></p>

To continue to offer apprenticeships in line with Governments changing requirements and especially for those without a degree to move forward into a teaching career.	Upskilling of staff across a wider range of disciplines through our offer and partnerships. Exploration of non-degree educated colleagues into teaching (Children and Families Bill)	HoS CFO DoE Headteachers	Ongoing  <b>Impact Statement:</b> <b>UET invests in quality training and development to ensure staff have the opportunity to progress in their career with UET.</b>
<b>Finance and Premises Objectives</b>	<b>Actions:</b>	<b>Lead(s)</b>	<b>Completion date and Impact</b>
To undertake review of security lockdown procedures across schools which takes account of pupils and staff with protected characteristic and considerations of adjustments in case of emergency evacuation	Ensure incorporation in work to comply with Martyn's Law	DoE	2027
To undertake a review of updated School Accessibility Plans		CFOO	2025/26
<b>Educational Objectives</b>	<b>Actions:</b>	<b>Lead(s)</b>	<b>Completion date and Impact</b>
To ensure pupils have equality of opportunity across our settings, phases and specialisms	Focus on the progress, attainment and attendance of SEND, EAL and Disadvantaged pupils within our Review Boards/SIBs as part of our accountability with Trustees  To celebrate inclusivity, diversity and accessibility in all of our settings through local and national events	DoE Education Directorate Link Trustees  Heads Education Directorate (QA)	4 x Review Boards/ 5 weekly SIBS 3 x annual Data Drops (plus external assessment outcomes)  Capture calendar for 2025/26 of events; e.g. Black History

	<p>To ensure the provision of alternative education pathways to ensure every pupil is supported to reach their full potential across the specialisms of our settings</p>	<p>Heads Education Directorate (QA) Accountable to Review Board/SIB</p>	<p>Month, Anti-bullying Week, Safer Internet Day, Holocaust Remembrance Day etc</p> <p>4 x Review Boards/ 5 weekly SIBS Headteacher Report QA shared by Ed Directorate Link</p> <p><b>Impact Statement: Our schools are inclusive organisations which celebrate and recognise difference, encompass British Values ensuring that all pupils are supported to fulfil their potential</b></p>
<p>To ensure our curriculums are broad, balanced and reflect the importance of inclusivity and equalities</p>	<p>Annual review of PSHE/RSHE policies and provision</p> <p>Annual ‘deep dive’ undertaken by the school with the Education Directorate on the provision of PSHE/RSHE in each of our settings’ curriculum offer.</p> <p>All school curricula are published on individual school websites for</p>	<p>Heads Education Directorate Link Link Trustee/RB/SIB</p>	<p>Shared as agenda item at: September 2025 – the curriculum plan for each school at individual RB/SIB meetings</p> <p>PSHE/RSHE policy renewal to capture evidence from a deep dive into provision supporting Heads through Ed Directorate Link</p>

	transparency and clarity for parents, pupils and the community.		<b>Impact Statement:</b> Our schools have broad and balanced curriculums which ensure that pupils and staff treat each other with respect, recognise the richness of difference which makes our school(s) vibrant, safe and inclusive learning environments.
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