



# Unity Education Trust Public Sector Equality Duty (PSED) Statement 2026

**Unity Education Trust is 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.

We are aware of the current legislative framework. We welcome our duty under the Education and Inspection Act 2006 to promote Community Cohesion. The Trust is bound by the Public Sector Equality Duty (PSED) in the Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 to comply with this specific duty: We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality and by publishing this data, parents/ carers, and the wider community can hold the Trust and school accountable for its decisions. It helps stakeholders understand how the Trust and its schools are actively working to eliminate discrimination and advance equality of opportunity.

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.

The Trust takes reasonable steps to ensure that policies, practices and physical features do not create barriers for individuals with a protected characteristic who may want to access the Trust's services and has implemented clear, actionable policies for identifying, reporting, and acting upon racist incidents, bullying or harassment and to challenge discriminatory behaviour.

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 .

### **Equality Information**

**Legal Compliance:** The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#) explicitly requires Trusts and schools to publish information to demonstrate how they are complying with the PSED.

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.

Staff and Student Equality Data tables 2024-25.

**Staff information:**

Total number staff	636 – data excludes variable hours, casual staff and supply teachers			
	Age	Support Staff	Teaching Staff	Total
Female	18-19	4	0	0
	20-29	49	24	73
	30-39	70	39	109
	40-49	81	53	134
	50-59	95	48	143
	60-69	45	9	54
	70-	3	0	3
Male	18-19	0	0	0
	20-29	8	6	14
	20-39	13	19	32
	40-49	7	21	28
	50-59	9	23	32
	60-69	6	6	12
	70-	2	0	2
Disability	We ensure reasonable adjustments are made where appropriate			
Gender reassignment	We are committed towards supporting any staff member towards gender reassignment			
Marriage and civil partnerships	The Trust complies with its equality's duties in this regard			
Pregnancy and Maternity	The Trust complies with its equality's duties in this regard			
Race/ethnicity	Our staff profile comprises; 86.1% white British, 1.4% any other white background, 8.5% not recorded/provided, remaining 4% represented by other ethnicities less than 1%			
Religion and Belief/No belief	We do not record religious beliefs			
Sex	81.1 % Female 18.9% Male			
Sexual orientation	We are committed towards supporting all staff members regardless of sexual orientation			

The Trust publishes its Gender Pay Gap information annually by 31 March on its website.

The Trust publishes Executive Salaries (£100k+): The number of employees whose total benefits (salary, pension, etc.) exceed £100,000, displayed in £10,000 bandings annually on its website.

Trade Union Facility Time: As the trust has more than 49 full-time equivalent employees, data on the time and cost spent by staff on union duties is published annually on its website.

Recruitment and Retention: Data showing how the trust ensures fairness in hiring, promotion, and staff retention across different groups. Please see Equality Objective 3-6.

**Grievances and Disciplinary Action:** Analysis of whether certain groups are disproportionately affected by internal procedures will be carried out from September 2025 onwards.

**Training:** Equality and Diversity training is conducted annually online for all staff and at new staff induction. See also Equality Objective 5.

### Pupil information

Total number pupils	2726	
Sex	Male pupils 1455=53%	Female pupils 1271=47%
Students Age	Students range in age from 3 to 18 years.	
Disability	We ensure reasonable adjustments are made where appropriate	
Gender reassignment	We are committed to supporting any student towards gender reassignment.	
Race / ethnicity	This data will be available 25/26 due to new MIS and current limited reporting functionality	
EAL	10% EAL; Languages include English, Arabic, Bengali, Cantonese, Chinese, Hindi, Urdu, Panjabi, Persian, Polish, Russian, Spanish.	
Religion and belief	Includes Buddhist, Muslim, Christian, Eastern Orthodox Roman Catholic, Roman Catholic, Hindu, Atheist, Other religion or faith.	
SEND	Students identified with SEND 990 pupils = 36%	

	EHCP 549 Pupils = 55%% School SEN support 441 pupils =45%
Pupil premium	Eligible for PP 1012 pupils =37%

### Surveys

Parent/carer surveys will be carried out in Spring term 2026 and the response results will be published Autumn 26.

Additionally, latest response figures on Ofsted Parent View website show that, for the recent 6 inspections;

School	Views captured	% agree/strongly agree that their child is happy at school	% agree/strongly agree that their child feels safe at school	% agree/strongly agree that their child is doing well at school	% agree/strongly agree that there is a good range of subjects available to their child in school	would recommend the schools to other parent/carers
Beeston Primary	14	100	93	93	86	100
Highgate Infant and Nursery	6	Ofsted publishes the results of Parent View questionnaires only when a school has received a minimum of <b>10 responses</b> .				
Kings Oak Infant	20	90	85	85	75	75
Garvestone Primary	20	95	100	95	90	85

Grove House Infant and Nursery	9	Ofsted publishes the results of Parent View questionnaires only when a school has received a minimum of <b>10 responses</b> .				
Kings Park Infant	19	95	100	100	100	95
Total	88					

The Trust is actively responding to the emphasis by Ofsted on the importance of narrowing the gap in achievement, which affects vulnerable groups. This is monitored in our Review Boards, School Improvement Boards and Standards Committee.

**Attainment tables here; this data will be available 25/26 due to new MIS and current limited reporting functionality.**

Equality Objectives	Actions	Lead(s)	Completion Date and Impact
<b>Trust wide</b>			
<p>1. Use of EIA ( Equality Impact Assessments) for significant decisions/policy reviews to demonstrate due regard' for equality considerations as part of our Public Sector Equality Duty (PSED).</p>	<p>Take advice and develop template</p> <p>Trial with Central teams and assess impact</p> <p>Modify</p> <p>Put into Trust wide use</p>	<p>AS</p> <p>Central Directorates</p> <p>AS</p>	<p>2026/7</p>
<p>2. To highlight and build awareness of Modern Slavery and our responsibilities as an employer.</p>	<p>Building a model-slavery statement and policy for publication on the UET website ,on all UET schools' websites and internal Staff Information Board.</p> <p>Build staff and contractor awareness through annual mandatory training and compliance declaration for new suppliers.</p> <p>Throughout the year the annual safeguarding training plan across the Trust will/ includes a detailed focus upon on early identification of those at risk of exploitation and training to help all staff know what to do if they become aware of any potential risks</p> <p>Inclusion of statement within the UET Risk Register</p>	<p>HOGCCS/CFOO</p>	<p>Spring 26</p> <p>Impact; all staff and stakeholders aware of areas of risk and appropriate actions to take</p> <p>Impact Statement: 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 across our schools to any warning signs of modern slavery practices.</p> <p>Impact; transparency of practices in relation to</p>

	<p>Consider publication on the Government Registry.</p> <p>To become members of the Norfolk Anti-Slavery Hub.</p> <p>We will/have completed a desk-based audit of our key suppliers' statements to reassure ourselves they continue to operate in accordance with the requirements of the act. We continue to ensure that we support staff in working with existing and new suppliers through training and understanding of our processes embedded in our procurement practices to prevent modern slavery and human trafficking</p>		<p>Modern Slavery. Deterrent to potential perpetrators Impact; consistent and improving approaches across the region as a deterrent</p>
<b>Operational Objectives</b>			
<p>3. The implementation of new Trust MIS will allow the extraction and publication of required PSED trust wide data.</p>	<p>Ensure MIS will include PSED data requirements and can be easily extracted.</p> <p>Train all staff on required data entry.</p>	<p>Trust ICT Manager and Head of Services</p>	<p>Spring 2026.</p>
<p>4. To develop a People Strategy to formalise the way in which the trust will work to ensure the best outcomes for pupils through a</p>	<p>Attendance and sharing of practice with the Julian Teaching School Hub – DoE and HoS</p>	<p>DoE and HoS</p>	<p>4 meetings (summer 2024 – Summer 2025), best practice google drive across Norfolk</p>

<p>workforce who are resilient, committed, highly skilled, adaptive and valued.</p>	<p>Effective use of the ATS, Directorate Meetings to discuss staffing decisions</p>	<p>CEO/Directorate Meetings</p>	<p>Trusts engaged with the programme</p> <p><b>Launched Autumn 25</b></p> <p><b>Impact Statement:</b></p> <p><b>UET have a People Strategy which is enacted and reflected upon by Trustees and Executive Leadership Group.</b></p>
<p>5. To implement enhancements to our recruitment processes to preclude unconscious bias.</p>	<p>Reflection on the ATS (My New Term) and the provision of anonymised applications at point of shortlisting – trial</p> <p>To trial the use of an AI Gender Decoder Tool/ Co-pilot for our adverts and job specifications to avoid unconscious bias in our recruitment processes</p> <p>At point of interview to consider providing interview questions to candidate.</p>	<p>CFOO/ Operational Team</p> <p>CFOO/DoE</p> <p>Operational Team and Education Directorate.</p>	<p>ATS in place from 2024; Trial of anonymised applications in Summer 2025 and full trust roll out Sept 25. Complete Sept 25 and in use ongoing</p> <p>Trial of tools available during Spring and Summer terms 2026 for roll-out September 2026.</p> <p>September 2026</p>

	<p>To provide Unconscious Bias training to staff involved in the Recruitment process.</p> <p>To create a sustainable high performing workforce</p>		<p>September 2026</p> <p>Ongoing</p> <p><b>Impact Statement:</b>  <b>UET recruitment models and secure inclusivity and equality, avoiding unconscious bias through training, systems and processes. A working culture built on collaboration, aspiration and support</b></p>
<p>6. 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.</p>	<p>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)</p> <p>When the transition from the Apprenticeship Levy to the new Growth and Skills Levy is complete we will post details of available training on the Trust eboard</p>	<p>CFOO DoE Headteachers</p> <p>CFOO</p>	<p>Ongoing</p> <p><b>Summer 2026</b></p> <p><b>Impact Statement:</b>  <b>UET invests in quality training and development to ensure staff have the</b></p>

			<b>opportunity to progress in their career with UET in line with People Strategy.</b>
<b>Finance and Premises Objectives</b>	<b>Actions:</b>	<b>Lead(s)</b>	<b>Completion date and Impact</b>
7. 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  Trial lockdown run through in all schools Review statutory guidance updates Adjust school policies accordingly and make available in schools	DoE  DoE Heads	2027  Feb 2026  Easter 2026
8. To undertake a review and publication of updated School Accessibility Plans	School Premises focused elements updated for the Accessibility Plans	CFOO	September 2026
<b>Educational Objectives</b>	<b>Actions:</b>	<b>Lead(s)</b>	<b>Completion date and Impact</b>
9. To undertake a review of updated School Accessibility Plans	(Education) to ensure SEND and curriculum accessibility is updated across UET	DoE SENCOs	2025/26
10. 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	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)

	<p>To celebrate inclusivity, diversity and accessibility in all of our settings through local and national events</p> <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>Capture calendar for 2025/26 of events; e.g., Black History 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>11.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>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</p>

	<p>All school curricula are published on individual school websites for transparency and clarity for parents, pupils and the community.</p>		<p>supporting Heads through Ed Directorate Link</p> <p><b>Impact Statement:</b>  <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.</b></p>
<p>12.To assess and monitor the number of behaviour incidents allegedly linked to race and to develop an action plan to reduce this level</p>	<p>Analyse pupil performance data to identify and close gaps in participation or attainment between different ethnic groups</p> <p>Improving representation within the workforce by working toward a staff and governing body that reflects the diversity of its local community. and encouraging positive community relations.</p>		<p><b>Impact; the Trust ensures that equality and positive, respectful attitudes and good relations between people of different racial groups is promoted .</b></p>