



The Golden Thread Alliance

Equality and Community Cohesion Policy

Date Reviewed	<i>Autumn 2026</i>
Next Review Date	<i>Autumn 2027</i>

This policy has been adopted by all schools within The Golden Thread Alliance



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Our Trust Vision



Definition and Context

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed – both within The Golden Thread Alliance and its wider community.

The Trust Board and colleagues recognise that community cohesion is an important issue for the whole Trust community, given its cultural and ethnic, multi-faith, socio-economic and highly mobile pupil diverse population.

The Golden Thread Alliance aspires to reach an excellent standard of community cohesion. It has a clear understanding of what is required to promote community cohesion, based on a sound analysis – covering all three strands – of its own community and learners' needs. The Trust is taking effective action to engage with all communities outside the school itself and its local community with evident impact. Learners engage as far as possible with their peers from different ethnic and cultural, religious and non-religious and socio-economic backgrounds and understand that they share common values. The schools within The Trust effectively evaluate its contribution to community cohesion in all three strands (including faith, ethnicity and culture and socio-economic dimensions) to inform its actions.

Legal duties

We welcome our duties under the Equality Act 2010 and our specific responsibilities under the Public Sector Equality Duty (PSED) (under Section 149 of the Act).

The Golden Thread Alliance is committed to demonstrating 'due regard' to the three core aims of the PSED across all of our academies:

- 1 Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- 2 Advance equality opportunity between people who share a protected characteristic and people who do not.
- 3 Foster good relations between people who share a protected characteristic and people who do not.

We recognise our legal obligations to protect all individuals across the nine protected characteristics: age (as an employer), disability, gender reassignment, marriage and civil partnership (as an employer), pregnancy and maternity, race (including colour, nationality and ethnic or national origin), religion or belief (including lack of belief), sex and sexual orientation.

In implementing these duties, each school within the Trust will adhere strictly to the current Department of Education (DfE) statutory guidance, including Keeping Children Safe in Education (KCSIE), ensuring that the safeguarding and welfare of all children, including gender questioning children, remain central to our decision-making. We also maintain a firm commitment to protecting biological single sex spaces (such as toilets, changing rooms and competitive sports) in line with statutory exemptions

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allowed under the Act.

Furthermore, we welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these legal duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disability and the Human Rights Act 1998.

To satisfy our specific duties under the PSED, the Trust and its schools will:

- Publish information annually to demonstrate compliance with the Public Sector Equality Duty.
- Formulate and publish specific, measurable Equality Objectives at least once every three years.

We recognise that our statutory equality and cohesion duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998."

Guiding principles

As a Trust, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they have a disability
- whatever their race, colour, nationality or ethnic or national origin
- Whatever their religion or belief (including lack of belief)
- whatever type of family they are part of
- whichever their sex
- Whatever their gender reassignment, sexual orientation, pregnancy and maternity status
- Regardless of their socio-economic background

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Race, so that different cultural backgrounds and experiences of prejudice are recognised.
- Sex, so that the different needs and experiences of pupils and colleagues are recognised.
- Gender reassignment or sexual orientation, ensuring that the distinct barriers faced by these individuals are understood and addressed in line with DfE guidance.
- Family living arrangements, so that all types of family are supported, acknowledged, recognised and celebrated.
- Socio-economic background, so that pupils from less-affluent socio-economic backgrounds are not disadvantaged when accessing educational opportunities.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of race, religion or belief, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between people of all sexes and an absence of sexual and sexist harassment.
- Mutual respect and an absence of discrimination or harassment related to sexual orientation and gender reassignment.
- The acceptance and celebration of all family types.
- Involvement from people from all socio-economic backgrounds.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they have a disability.
- Whatever their race, colour, nationality or ethnic or national origin.
- Whichever their sex, sexual orientation or gender reassignment status.
- Whatever their age, marriage or civil partnership, or pregnancy and maternity status.
- Regardless of their socio-economic background

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different race, cultural and religion or belief backgrounds.
- People of different sexes, sexual orientations and gender reassignment identities.
- People affected by pregnancy and maternity.
- People from different socio-economic backgrounds.

Principle 6: We consult widely

When we seek pupil, parental, colleague or other stakeholder opinions on existing practices or if we consult them on new aspects of school life, we involve:

- Disabled people as well as non-disabled.
- People from a range of race, cultural and religion or belief backgrounds.
- People of all sexes, sexual orientations and gender reassignment identities.
- People from a range of socio-economic backgrounds.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit the school and local community, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- people of a wide range of race, cultural and religion or belief backgrounds.
- People of all sexes, sexual orientations and gender reassignment identities.

- People of different socio-economic backgrounds.

Our Values



As a Trust, we are committed to demonstrate our commitment to equality and community cohesion, through our well-defined values.

Our values, which include “equality” are there to guide the behaviours and culture in each of our communities and will be regularly monitored through “culture walks” by the CEO.

Our values are:

Respect: We respect everyone, no matter who they are or where they come from.

Equality: We value each person, celebrate our differences and give everyone all that they need to thrive.

Courage: We keep trying, even when things are hard.

Integrity: We are always honest with others and ourselves.

Ambition: We set high expectations and work hard to meet them.

Kindness: We look after those around us.

Responsibility: We share credit when things go well and take ownership when times are tough.

Curriculum Development

Each school within The Golden Thread Alliance will consider the context of their school in respect of all key strands relating to community cohesion (namely, faith, ethnicity and culture, and socio-economic factors) and will compare the school community with local and national communities.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles..

Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- colleague recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and suspensions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The Trust is opposed to all forms of prejudice, discrimination and stereotyping which stand in the way of fulfilling the legal duties under the Equality Act 2010. We actively challenge and address:

- Prejudices related to disability and special educational needs (SEN), ensuring an absence of harassment against disabled learners and colleagues.
- Prejudices related to race including racism, xenophobia and specific prejudices directed towards religious or national groups (such as antisemitism and Islamophobia), as well as travellers, refugees and people seeking asylum.
- Prejudices related to sex and sexual orientation, including sexism, misogyny, homophobia and biphobia
- Prejudices related to gender reassignment, including bullying or harassment of children who are gender questioning or colleagues protecting this characteristic.

Robust procedures are in place across all Trust academies to ensure that prejudice-related incidents and bullying are promptly identified, assessed, recorded and dealt with in accordance with our behaviour and anti-bullying policies.

We take seriously our obligation to rigorously record and monitor these incidents internally. This data is analysed by Senior Leadership Teams to identify trends, inform curriculum development and evidence our compliance with the Public Sector Equality Duty. Where required or requested by local safeguarding partnerships, anonymised data trends regarding prejudice-related incidents will be shared with the Local Authority.

Roles and responsibilities

The Local Governing Committees are responsible for ensuring that each school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Chair of the Local Governing Committee has a watching brief regarding the implementation of this policy.

The Trust Board is responsible for overseeing the work undertaken by the Local Governing Committees and is also ultimately responsible for the implementation and adherence to this policy across the whole Trust.

The Headteacher of each school is responsible for implementing the policy; for ensuring that all colleagues are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All colleagues are expected to:

- Promote an inclusive and collaborative ethos in their classroom and across the school.
- Deal with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work.

Religious observance

The Golden Thread Alliance respect the religious beliefs and practice of all colleagues, pupils and parents, and comply with reasonable requests relating to religious observance and practice, in line with the Colleague Absence Policy.

Colleague Development and Training

We ensure that all colleagues, including support and administrative colleagues, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Local Governing Committee.

Monitoring and Evaluation

We collect, analyse and use assessment data in relation to achievement, which can be broken down (when required) according to disabilities and special educational needs; race, language, religious affiliation, national origin and gender.

In order to monitor the impact of this policy, each school will evaluate the actions it has taken to develop community cohesion.



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