Atlantic Academy
Single Equalities Scheme

Version control	
August 2026	Updated Employee Information
Sept 2025	Updated Employee information & Equality Scheme Objectives
July 2024	No changes
July 2023	No changes
July 2021	New guidance jointly agreed with the Principal and SLT Team

Date of next review:	September 2027	Owner:	Principals
Type of policy:	Academy	Approval level:	Principals

Introduction

The Equality Act 2010 replaced all previous equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the predecessor legislation, and it extends the protection from discrimination in certain areas.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The Act protects individuals from discrimination and harassment based on 'protected characteristics'. The protected characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race including ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Age
- Marriage & civil partnership

Specific Schools Provisions

All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010.

Age and being married or in a civil partnership are not protected characteristics for the schools provisions but are included within the duties as an employer.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).

- Pupils at the school (including those absent or temporarily suspended).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

Schools also have obligations under the Equality Act 2010 as employers, bodies which carry out public functions and service providers.

In respect of all the protected characteristics except age and marriage / civil partnership , the new public sector equality duty will require schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation;
- Advance equality of opportunity; and
- Foster good relations

Advancing equality of opportunity involves:

- Removing or minimising disadvantages
- Taking steps to meet people's needs
- Encourage participation in any activity in which participation by such people is disproportionately low

Fostering good relations involves:

- Tackling prejudice, and
- Promoting understanding

Part of normal decision-making for schools involves assessing (where relevant and proportionate) the impact their practices are having on equality. There is no particular process or prescribed set of forms to assess this impact. However, the government believes that transparency about the results of such assessments, and the data that underpins them, is important.

Aspirations Schools profile and values

Aspirations academies are mixed and non-selective, offering local children a first class education and the chance to achieve the academic qualifications and skills that will enable them to go on to higher education. We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

As well as providing the best opportunities for their pupils, Aspirations academies play an important part in the regeneration of communities. The academies are a significant focus for learning for students, their families and the local community.

The Aspirations Vision

Our vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an Aspirations academy to do well enough by the age of 18 to go on to university or pursue the career of their choice.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present:

- Self-Worth
- Engagement
- Purpose.

These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The three Guiding Principles, in turn, are lived out through eight Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The eight Conditions are:

- Belonging
- Heroes
- Sense of Accomplishment
- Fun & Excitement
- Curiosity & Creativity
- Spirit of Adventure
- Leadership & Responsibility
- Confidence to Take Action.

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future

Working in an Aspirations Academy

Atlantic Academy Portland currently employs around 100 people. We are committed to encouraging and achieving a working environment which is underpinned by fairness to all individuals, where equality and diversity is recognised, encouraged and valued, and the concept of individual responsibility is accepted by all.

We want to attract the best and most talented staff from all backgrounds. When recruiting and selecting

workers and staff, each Aspirations Academy will:

- Ensure its practices and systems are transparent, objective, thorough and consistent
- Ensure those involved in the recruitment & selection process receive appropriate training
- Take account of issues relating to safeguarding children at every stage of the procedure
- Avoid over-reliance on DBS checks as a means of 'sifting' out candidates unsuited to working with children

Our Equal Opportunities Policy details our commitment to equality and diversity, and is supported by our Dignity at Work Policy. Each individual academy has a code of conduct in place which further details the high standards of behaviour and conduct expected from staff.

Additionally, to support retention and to promote equality of opportunity, we also:

- Implement best practice in areas such as: equal opportunities in recruitment; selection and promotion; and family working practices, including flexible working arrangements
- Have in place a wide range of training and development opportunities to support continuous professional development
- Support disabled staff with Access to Work applications

Our Employees

Atlantic Academy Portland currently employs 103 staff September (2025). The following tables show the profile of our workforce in a number of key areas.

Gender	Number	Percentage
Female	87	82.1
Male	19	17.9
Grand Total	106	100

The Academy serves a population which is predominantly white and therefore the ethnic split of our staff reflects the community in which it serves.

Ethnicity	**Number**	Percentage
White British	96	90.6
White Asian	1	0.9
White Other	2	1.9
Black minority Ethnic Groups		

(BME)		
Not known	5	4.7
Other	2	1.9
Total	106	100

Atlantic Academy Portland has a mixed age range of its employees from under 25 through to 65 plus. There is the greatest number of representatives in the 45 to 54 age range which sees staff with lots of experience. This is balanced with those newer to working in the education sector; seeing a quarter of our workforce under 30 years of age.

Age	**Number**	**Percentage**
Under 20	4	4.00
20-29	25	23.5
30-39	13	12.2
40-49	29	27.4
50-59	22	20.7
60+	13	12.2
Grand total	106	100

We do not have the data available for Disability and people choose not to complete the monitoring forms and there are considerable gaps in the data for religious affiliation as again people choose not to complete the forms.

Disability	**Number**	Percentage
Disability declared	**8**	**7.6**
No disability declared	**88**	**83.0**
Not known	**10**	**9.4**
Grand Total	**113**	**100**

Religion / Belief	Number	Percentage
Religious	12	7.6
Not Religious	55	83.0
Prefer not to say	2	2.8
Not known	37	6.6
Grand Total	113	100

Unions

Ongoing to continue to involve in consultations and discussions, the respective trade unions. This positive action will ensure that all our practices are scrutinised and monitored by independent organisations which represent staff interests.

Equality Scheme Objectives

Objective	Specific Actions	SLT Member Responsible	Target Date for completion	Success indicators
To ensure Atlantic Academy is an 'Employer of Choice' where diversity is respected and valued.	Develop employee self-service to encourage staff to declare protected characteristics and close gaps where these are not known.	Finance /HR /Principal	September 2026	More comprehensive and meaningful data is collected and used to build an evidence base to help us analyse and assess key areas. This will enable the identification of any equality implications and from this future actions will be formulated.
	Implement an annual staff engagement survey	Finance /HR /Principal	Ongoing	Completed On going annual monitoring of data to inform HR policy development and reviews
	Raise employees awareness of equality issues through publishing briefings and ensuring new staff receive a copy of our Equal Opportunities Policy as part of the induction process	Finance /HR /Principal	Ongoing	Completed Employee awareness of equality issues will increase. This is ongoing, staff are updated at regular intervals.
	Conduct Equality Impact Assessments for all key HR policies /major projects	HR /Principal	Ongoing	Policies and procedures are in place that ensure that there is no unfair and unlawful impact on any group of employees.

	Continue to promote the positive use of mediation to encourage effective information dispute resolution	HR /Principal	Ongoing	Improved skills of managers in dealing with difficult staffing issues without the need to pursue under formal proceedings. Effective resolution of all disputes.

Information Collection	To instigate systems which capture more elements of data for analysis to improve the reporting of equality policy.	HR/ Principal	Ongoing	To prepare information which identifies more elements of equality reporting to include part time/ full time staff as well as the main objectives under the Equalities Act 2010.
Training and Development	To collect equality information from the point of access to training and development	Principal/ Vice Principal / Assistant Principal	Ongoing	To ensure that the Academy is in a position to report on all access to training and development for all its workforce in terms of all equality areas.
Liaison with Staff Representatives	Continue to build relationships with all staff representatives and Trade Unions	HR/Principal	Ongoing	To continue to involve in consultations and discussions the respective trade unions. This positive action will ensure that all our practices are scrutinised and monitored by independent organisations which represent staff interests.