

Bledlow Ridge School Equality Objectives 2026 - 2029

Updated version shared with Governors May 2026

Equality Statement

At Bledlow Ridge School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, regardless of race, gender, disability, faith or religion, or socio-economic background. We aim to foster a culture of inclusion in which every member of our community feels respected, valued and able to participate fully in school life. As a small village primary school with a predominantly White British cohort, we recognise the importance of preparing our pupils for life in a diverse society and ensuring that all children develop a strong sense of belonging alongside an understanding of difference.

We monitor the achievement and experience of pupils across a range of characteristics, including race, gender and disability, and use this information to support individuals, raise standards and ensure that teaching is inclusive and responsive. We are committed to tackling discrimination in all its forms through the positive promotion of equality, by challenging stereotypes and bullying, and by creating an environment that champions respect for all.

We believe that diversity-whether visible within our school community or encountered through the curriculum-is a strength that enriches learning and broadens pupils' understanding of the world. Our curriculum, policies and daily practice reflect our commitment to fairness, dignity and high expectations for every child.

To further strengthen our provision, raise standards, widen opportunities and ensure that Bledlow Ridge School remains an inclusive setting where all pupils can thrive, we have set the following equality objectives:

Focus	Objective	Steps to be taken and impact	Ongoing Review and evidence
Strengthen representation and belonging across the curriculum. Ensure all pupils see themselves and others positively reflected in the curriculum, promoting empathy, curiosity and respect.	To ensure the curriculum reflects a diverse range of people, cultures and experiences, preparing pupils for life in modern Britain.	Steps to be taken Audit curriculum subjects for representation; embed diversity through PSHE, RE and assemblies; ensure staff training on inclusive curriculum design. Resources used provide a wide range of cultures. Success Measure Pupils can talk confidently about difference and diversity; curriculum maps show improved representation; staff report increased confidence.	Evidence: Curriculum audit, book lists, pupil voice, staff surveys, lesson observations, assembly records. Termly enrichment weeks and displays around the school.

<p>Reduce attainment and progress gaps for vulnerable groups. Ensure all pupils, particularly those with SEND, disadvantaged pupils and those with protected characteristics, make strong progress and feel confident as learners.</p>	<p>To narrow gaps in reading, writing and maths for pupils with SEND and disadvantaged pupils.</p>	<p>Steps to be taken Targeted interventions; regular progress meetings; staff CPD on adaptive teaching; close monitoring of attendance and engagement. Tracking of attainment - data book</p> <p>Success Measure Gaps reduce year-on-year; pupils report increased confidence; interventions show measurable impact.</p>	<p>Evidence: Data shows that the gap is narrowing, intervention records, SEN reviews, pupil voice, work scrutiny.</p>
<p>Ensure equal access to enrichment, leadership and wider opportunities. Promote confidence, resilience and health by ensuring all pupils-especially those with SEND or from disadvantaged backgrounds-participate fully in school life.</p>	<p>To increase participation of SEND and disadvantaged pupils in clubs, trips, leadership roles and enrichment.</p>	<p>Steps to be taken Track participation; proactively invite pupils; remove financial/physical barriers; ensure clubs reflect diverse interests.</p> <p>Success Measure Participation increases; pupils report feeling included and valued; leadership roles reflect school demographics.</p>	<p>Evidence: Participation logs, club registers, pupil voice, School Council membership, trip data.</p>
<p>Strengthen staff confidence in promoting equality and responding to prejudice. Ensure all staff feel equipped to uphold the Equality Act and model the school's values.</p>	<p>To ensure all staff feel confident in recognising, challenging and recording prejudice-related incidents. Recorded on CPOMs.</p>	<p>Steps to be taken Refreshers on reporting systems - CPOMs; staff training of scenarios linked to unconscious bias and stereo typing and are aware of this.</p> <p>Success Measures 100% staff report confidence; incidents are logged consistently; follow-up actions are timely.</p>	<p>Evidence: Staff survey, training logs, incident records, SLT monitoring. Staff have an awareness of 9 protected characteristics and are logging/communicating any concerns and can challenge prejudice-related incidents - staff voice/records</p>
<p>Promote a culture of respect, wellbeing and inclusion for all pupils and staff. Ensure the school's values are lived daily and that everyone</p>	<p>To embed the school values (empathy, curiosity, confidence, respect, health, resilience) across all aspects of school life.</p>	<p>Steps to be taken: Values explicitly taught; values referenced in behaviour policy; assemblies and PSHE link to values; celebrate pupils who demonstrate them.</p>	<p>Evidence: Pupil voice, assembly plans, displays, staff feedback.</p>

feels safe, respected and able to thrive.		Recruitment and promotion reflect quality and diversity. Success Measures Pupils articulate the values; behaviour incidents reduce; staff and parents report a strong sense of belonging.	
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*The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected Characteristics”.

How the Equality Objectives will be reviewed:

A member of the governing body will take responsibility for this area. The core purpose of the Equality, Diversity and Inclusion (EDI) governor is to ensure that the governing board maintains strong oversight of how the school promotes **fairness, inclusion and a positive culture** for all pupils and staff. This includes monitoring the school’s compliance with its statutory duties under the Equality Act 2010 and providing appropriate challenge where gaps, risks or inequalities are identified. The role reflects the expectation that governors contribute actively to shaping an inclusive school culture in which every member of the community feels valued and able to thrive.