

St Hild's Church of England School Equality Information Statement 2025-26

This is our published information about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. We include information about the work we do to promote equality and challenge discrimination.

Our school context:

St Hild's Church of England School aims to provide all of our pupils with a world class education in a Christian context. We expect to find God at work in our school. There is a strong ethos with its strong sense of mutual support and loyalty, where excellent relationships are evident between pupils and staff as well as a purposeful learning environment which is evident in lessons and around our site. With this foundation, our pupils have a strong platform to be confident, happy and able to "live life in all its fullness" (John 10:10).

The school is one of eight schools within NEAT Academy Trust. Each school in the trust is encouraged to have its own ethos and character as one trust to achieve our shared purpose, vision and strategic aims.

Our shared values are the behaviors that will help us to do this. Our shared purpose as a trust is to **nurture, educate, achieve and transform together.**

The school's data shows as of October 2025 significantly more than the national average (27.3% state funded secondary schools) are eligible for and claiming Free School Meals. At St Hild's Church of England School 52.2% of our pupils are claiming FSM.

Many of our pupils are also living in highly deprived areas and as of October 2025 54.7% of our pupils receive pupil premium funding.

4.6% of our pupils have EAL and we have 7.7% of our population who are not from White British background, which are below the national averages.

The [school](#) and [NEAT](#) websites outline our ambitions for the children, our vision for learning.

The school's own curriculum is responsive and underpins learning about values, about respect for one another and the wider communities to which children belong. We celebrate and aim to uncover the unique talents and characteristics of each child. Our school promotes and teaches the children to understand community values.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is well above the national average. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, clothes, interventions, clubs, nurture and life experiences. The majority of the pupils on behalf of whom we currently receive the grant are making expected levels of **progress**.



Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for members of the school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship. The school will continue to develop and extend the work we do to bring the principles of equalities legislation to life for our pupils.

Staff work supportively with pupils about gender, gender identity or sexual orientation and we challenge gender stereotypes and promote gender equality.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

Our uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

The school has data on its composition broken down by types of disability and special educational needs.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND local offer and SEND report are accessible from the [school website](#).

The school's accessibility plan explains in more detail the ways in which we are continually working to improve access to the environment, curriculum and information for pupils with disabilities. These include trauma-informed approaches, autism-friendly strategies and ELSA training for staff. Our building is fully accessible for people with physical disabilities, with a lift to provide access to floor 1.

We record and report instances of discriminatory language or bullying on our CPOMS system. The school is a restorative school, which means that we aim to resolve conflict and prevent harm.

All staff recognise the relationship between hate speech and radicalisation or extremism. We welcome open discussion and debate with the children in order to dispel myths and misconceptions, through PSHE lessons, Focus Time, Worship and conversations.

We recognise that some pupils may have limited opportunities to experience the wider UK and other contexts outside Hartlepool and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern life. Pupils visit a local church and we make use of being very close to the sea to look at water safety and enjoy learning about our local environment.

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs. Kitchen staff make dietary adjustments adapted to religious belief, and we comply with parental requests to remove children from, for example, learning about sexual health

if it is requested.

Documentation and Record-Keeping

Our school has is part of NEAT Academy Trust's Equality, Diversity and Inclusion Policy and has published equality objectives.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect. Children learn democratic principles and process through our own elections.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-bullying good practice.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and Attitudes

There are clear procedures for dealing with prejudice-related bullying and incidents. Trauma informed approaches underpin our work in supporting and transforming expectations and attitudes about emotions and behaviour. We have a high number of support assistants trained as Emotional Literacy Support Assistants (ELSA) who can further support pupils.

When appropriate, we can engage with Hartlepool's Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

School council members, along with the Junior Leadership Team are advocates for their peers, and we know from meetings and surveys that the majority of pupils feel safe from all kinds of bullying.

The school's behaviour policy is available from the [website](#).

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum, including PSHE and Worship to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of global citizenship and responsibility within a community.



Consultation and Involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act. Participation and engagement work with families.

The school has procedures for finding out how pupils think and feel about the school, and has regard to these in respect of the Equality Act.

We consult parents and carers through questionnaires, Twitter and Facebook and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment. This is our published information about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. We include information about the work we do to promote equality and challenge discrimination.

Approved by the Local Governing Committee: 13.10.25