

Three Counties Academy Trust



Pupil Equality, Equity, Diversity and Inclusion Policy

#GN19

Last amended 12th June 2026 (v1.0)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 11th June 2029.

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
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Policy Abbreviations and Acronyms

CEO	Chief Executive Officer
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education and Health Care Plan
LAC	Looked After Child
LA	Local Authority
LGB	Local Governing Body
PLAC	Previously Looked After Child
RHE	Relationship and Health Education
RSHE	Relationship, Sex and Health Education
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
TCAT	Three Counties Academy Trust
UK GDPR	UK General Data Protection

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

Three Counties Academy Trust (TCAT), and our schools understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations between different groups
- Promote mental health and wellbeing

Our overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil within a TCAT school receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have zero tolerance for any type of discrimination. We have developed this policy to provide a clear framework for how we will achieve our aims.

TCAT schools demographics are directly linked to our overall aims for achieving equality. Specifically, we aim to:

- Promote understanding, respect and appreciation of the diverse communities, cultures and backgrounds that make up modern Britain
- Foster a culture of kindness, inclusion and belonging where every member of the TCAT community feels valued, respected and safe
- Challenge stereotypes, prejudice, discriminatory language and bullying through an inclusive curriculum and positive role modelling
- Ensure that pupils with disabilities, additional needs and protected characteristics are fully included in all aspects of school life through appropriate support and reasonable adjustments
- Raise aspirations and broaden horizons by providing opportunities for pupils to engage with experiences, perspectives and opportunities beyond their immediate locality
- Promote positive mental health and wellbeing and support pupils to develop resilience, confidence and self-worth
- Work proactively to eliminate discrimination, harassment and victimisation, and to promote positive relationships throughout the TCAT community
- Use pupil voice, attendance, behaviour, wellbeing and attainment information to identify and remove barriers to participation, inclusion and achievement

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our schools
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy and practice to ensure it reflects current trends and issues

Staff Summary

Purpose: To ensure all pupils are treated fairly, with dignity and respect, and that equality and inclusion are actively promoted across all aspects of school life.

Key responsibilities:

- Promote equality, inclusion, and respect in all interactions
- Challenge discrimination, prejudice and stereotypes
- Act immediately on any concerns related to discrimination or bullying
- Model inclusive and respectful behaviour at all times
- Support all pupils to feel safe, valued and included

Protected characteristics:

Staff must not discriminate on the basis of sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity.

Inclusive practice:

- Deliver an inclusive curriculum that promotes diversity and respect
- Use inclusive language and avoid reinforcing stereotypes
- Make reasonable adjustments for pupils with additional needs
- Ensure equal access to opportunities and activities
- Promote pupil wellbeing and positive mental health

Behaviour expectations:

- Zero tolerance for discrimination, bullying, or harassment
- Record and report concerns in line with safeguarding procedures
- Escalate concerns to senior leaders where appropriate

Key principle: Equality is promoted through everyday actions, expectations and consistent inclusive practice.

Parent Summary

Our commitment: We are committed to ensuring every child is treated fairly, feels safe and is supported to succeed.

What this means for your child:

- Respect, kindness and inclusion are actively promoted
- Diversity is recognised and celebrated
- Equal access to learning and opportunities is ensured
- Support is provided for wellbeing and individual needs

Protection from discrimination:

Children are protected from discrimination relating to sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity.

Working together:

- Parents are asked to support inclusive values
- Communicate concerns promptly with the school
- Engage positively with school processes

Key principle: Strong partnerships between home and school ensure every child feels valued and able to thrive.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Human Rights Act 1998](#)
- [The Equality Act 2010](#)
- [UK General Data Protection Regulation \(UK GDPR\)](#)
- [Data Protection Act 2018](#)
- [Protection from Harassment Act 1997](#)
- [The Worker Protection \(Amendment of Equality Act 2010\) Act 2023](#)
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)
- [DfE 'The Equality Act and schools'](#)
- [DfE 'Promoting the education of looked after children and previously looked after children'](#)
- [DfE 'Gender separation in mixed schools'](#)
- [DfE 'Mental health and wellbeing provision in schools'](#)
- [DfE 'School admissions code'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Primary Relationships and Health Education (RHE) Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Admissions Policy Trust Level (setting specific) (GN1)
- School Uniform Policy (GN3)
- Equality Information and Objectives Policy (GN7)
- Complaints Policy and Procedure (GN9)
- Accessibility Policy (SD1)

- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Supporting Pupils with Medical Conditions Policy (SG4)
- LGBTQ+ Policy (SG18)
- Anti-Bullying Policy (SG19)
- Attendance Policy (Secondary) (SG29(A))
- Attendance Policy (Primary) (SG29(B))
- LAC (including PLAC) Policy (SG38)
- Supporting Pregnant Pupils and School-Age Parents Policy (SG41)
- Toilet, Medical and Changing Facilities Policy (ST4)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The CEO is responsible for:

- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures
- Monitor success in achieving equality aims and objectives and report back to the Trust Board

The Trust Board, and where delegated Local Governing Bodies will:

- Be responsible for ensuring each TCAT school complies with the appropriate equality legislation and regulations
- Ensure that the equality information and objective as set out in this statement are published and communicated throughout each TCAT school, including to staff, pupils and parents
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions

- The way each school provides an education for pupils
- How pupils are provided with access to benefits, facilities and services
- The exclusion of a pupil or subjecting them to any other detriment
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Executive Headteacher/Headteacher/Head of School

Executive Headteachers/Headteachers, and where delegated, Heads of School will:

- Implement and champion this policy in their school, ensuring that all of their staff and pupils apply its guidelines fairly in all situations
- Conduct regular training sessions to ensure all members of their staff are aware of their responsibilities under all relevant legislation, as well as to develop their skills and knowledge
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling
- Monitor success in achieving equality aims and objectives and report back to Local Governors and the CEO

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of their school, and to deal with incidents of harassment and/or discrimination as the highest priority
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence
- Act as a role model for equality, diversity and inclusion across the whole TCAT and school community

3. Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health

- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

4. Forms of discrimination

Discrimination is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect, and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, refusing to admit a pupil because of their race.

Indirect discrimination occurs where a school has a policy or practice in place that applies to all pupils but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles, that would disproportionately affect pupils from a particular ethnic origin. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a pupil's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of a pupil who has complained or given information about discrimination or harassment or supported someone else's complaint.

5. Sex

For the purpose of this policy, sex refers to a pupil's biological assignment at birth depending on their reproductive organs. TCAT understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to other pupils.

TCAT schools will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

Our schools will consider non-statutory exceptions on a case-by-case basis and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn where appropriate to do so.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but our schools will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

6. Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and we will regularly review our practices to ensure that they are fair.

Staff will ensure pupils with English as an Additional Language (EAL) are treated equally and fairly; while ensuring they are supported at all times. The school will not separate pupils on the basis of their race or ethnicity.

Our schools may, however, take positive action to alleviate any disadvantage experienced by those with protected characteristics, and to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

7. Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

TCAT schools will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something arising in consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

TCAT schools will endeavour to make reasonable adjustments for pupils who are disadvantaged due to their disability. The school will provide auxiliary aids where necessary, to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have an Education and Health Care Plan (EHCP).

TCAT schools will meet their duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented – in accordance with the LA accessibility strategy and TCAT's Accessibility Policy – and reviewed where necessary.

Our schools will adhere to TCATs Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

8. Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. Our schools will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with TCATs Attendance Policy (Primary or Secondary).

Our schools will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

9. Sexual Orientation

Staff will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

TCAT will follow the Secretary of State's guidance on sex and relationships education when choosing to teach pupils about the nature of marriage.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

Our schools will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

10. Gender reassignment

The Equality Act 2010 defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. Our schools recognise that gender reassignment does not necessarily involve physical change and can be solely social and emotional.

Pupils will be supported to dress in a way that reflects their gender identity, in line with the requirements of TCATs School Uniform Policy and in accordance with current equality legislation.

Our schools will, as far as reasonably possible, ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities
- Private changing facilities

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

Our schools will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

TCAT schools will abide by our LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

11. Pregnancy and maternity

TCAT schools will ensure that pupils are not singled out or treated less favourably in the provision of education, benefits, facilities or services because they become pregnant, have recently given birth, have children or are breastfeeding.

Our schools will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and our schools can fulfil their duty of care, TCAT schools will implement and monitor TCATs Supporting Pregnant Pupils and School-Age Parents Policy. Where a pupil is unable to attend school, the LA will retain the duty to provide suitable full-time education that meets their individual needs, in accordance with Section 19 of the Education Act 1996.

12. Looked after children

Admission of LAC and previously LAC (PLAC) pupils will be undertaken in accordance with the requirements of our Admissions Policy dependant on the year of admission.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without an EHCP.

Our schools will adhere to TCATs LAC (including PLAC) Policy containing further information addressing equal opportunities for LAC/PLAC.

13. The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and TCAT schools will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. Our schools will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies will remain a key aspect of the SLT's programme of monitoring in each TCAT school.

Our schools will respect the right of parents to withdraw their child from sex education as appropriate.

14. Promoting inclusion

TCAT and our schools will promote inclusion and equality through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation
- Ensuring, as far as possible, that our Trust Board, Local Governing Bodies and staff reflect the full diversity of our local community

- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions
- Discussing equality issues as an agenda item for the school council or pupil forums
- Promoting equality of opportunity within the wider society
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND

15. Pupils that have left school

TCAT and our schools responsibility to not discriminate, harass or victimise will not end when a pupil has left a TCAT school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

16. The Public Sector Equality Duty

In accordance with TCATs Equality Information and Objectives Policy, our schools will meet their duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in this policy
- Equality objectives set at Trust level, outlining how our schools may further equality

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

17. Bullying and discrimination

TCATs Anti-Bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in TCATs Child Protection and Safeguarding Policy and Procedures.

The Executive Headteacher/Headteacher or as delegated Head of School, will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in TCATs Complaints Policy and Procedure.

18. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered in-house on a regular basis, either at school or cross Trust level.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic
- Ensure that their school is aware of, and as appropriate participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day

Monitoring and review

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies, Executive Headteachers, Headteachers and Heads of School.

The next scheduled full review date for this policy is 11th June 2029.

Date approved by the Board Appointed Trustee: 12th June 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 12th June 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHCNA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSO	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher