

Three Counties Academy Trust



Child-on-Child Abuse Policy

#SG10

Last amended 7th August 2026

Policy lifespan: 1 year. To be reviewed no later than August 31st 2027

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
07.08.26	1.0	Formatted to house style and checked against model for updates. Addition of section recognising the ability to suspend for safeguarding reasons and new terminology around family help.	MF	✓	✓

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Policy Abbreviations and Acronyms

CEO	Chief Executive Officer
DfE	Department for Education
DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer and Other
NPCC	National Police Chief's Council
RSHE	Relationships, Sex and Health Education
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
TCAT	Three Counties Academy Trust
UK GDPR	United Kingdom General Data Protection Regulation

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) is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of our school premises, and is aware that abuse against children can be inflicted by other children. We implement a trust-wide, whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this commitment, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of mutual respect amongst pupils, irrespective of protected characteristics
- Teaching pupils about behaviour that is acceptable and unacceptable
- Identifying and making provision for any pupil that has been subject to abuse
- Ensuring that members of the Trust Board, Local Governing Bodies, the CEO and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child-on-child abuse, and know to refer concerns to the DSL within each school
- Ensuring that safeguarding policies and procedures are transparent, clear, and easy to understand for staff, pupils, and parents

The Trust Education Welfare and Safeguarding Support Officer is Mr Russell Jones rjones@tcat.school.

Each TCAT school has a Designated Safeguarding Lead (DSL) and at least 1 further Deputy (DDSL).

In the absence of the DSL, child protection matters will be dealt with by the DDSL's or where there is no available DSL or DDSL, Trust Education Welfare and Safeguarding Support Officer.

Member, Trustee, Local Governor and Staff Summary

Purpose of the Policy

- TCAT adopts a trust-wide, whole-school approach to preventing and responding to child-on-child abuse
- All pupils must be safeguarded from abuse whether it occurs in school, outside school or online
- Schools must create a culture of mutual respect and ensure concerns are reported and acted upon promptly

Governance Responsibilities

- Trustees and Local Governors must ensure safeguarding arrangements comply with statutory requirements
- Provide strategic challenge and assurance that safeguarding systems, training and procedures are effective
- Ensure appropriate policies, reporting systems and staff training are in place
- Ensure pupils are taught about safeguarding, respectful relationships and child-on-child abuse

Leadership Responsibilities

- Ensure safeguarding policies remain up to date and implemented consistently across schools
- Appoint and support Designated Safeguarding Leads and deputy DSLs
- Provide appropriate resources, authority, training and time for safeguarding staff
- Ensure all staff receive induction and ongoing safeguarding training

Staff Responsibilities

- Maintain an attitude of it could happen here when considering safeguarding concerns
- Report concerns, disclosures or signs of abuse to the DSL without delay
- Challenge abusive, discriminatory or harmful behaviour whenever it occurs
- Support pupils and maintain appropriate confidentiality
- Recognise that abuse can occur face to face and online

Forms of Child-on-Child Abuse

- Physical abuse
- Sexual violence and harassment
- Sharing of sexualised imagery
- Bullying including cyberbullying
- Online abuse
- Discriminatory abuse
- Intimate partner abuse

Protecting Vulnerable Pupils

- Recognise that girls, LGBTQ+ pupils, pupils with SEND and some minority ethnic pupils may face increased risks
- Ensure appropriate support, reporting mechanisms and intervention are available
- Challenge misogynistic, homophobic, biphobic, transphobic and racist behaviour

Responding to Concerns

- Take every report seriously and support all parties involved
- Complete risk assessments where required
- Consider family help, children social care referrals or police involvement as appropriate
- Record concerns, decisions and actions accurately
- Apply proportionate safeguarding measures including separation of pupils or suspension where necessary to manage risk

Key Assurance Points for Governance

- A culture of zero tolerance towards abuse is promoted across the Trust
- Safeguarding training is regularly updated
- Reporting routes are clear and understood by pupils and staff
- Victims are supported and protected while allegations are investigated
- Safeguarding decisions are lawful, proportionate and properly recorded

Parent Summary

Our Commitment to Children

- Every child has the right to feel safe, respected and protected
- All reports of child-on-child abuse are taken seriously
- The welfare and safety of all children involved remains the priority

If Your Child is a Victim

- Your child will be listened to, believed and supported
- The school will take steps to keep your child safe and reduce further risk
- Your child will never be blamed for reporting abuse
- The school may make referrals to external agencies where this is necessary to protect children
- Support can continue for as long as your child requires it

If Your Child is an Alleged Perpetrator

- The allegation will be investigated fairly and sensitively
- Your child will continue to be safeguarded and supported throughout the process
- Being accused does not automatically determine guilt
- The school will consider the educational and welfare needs of your child alongside the needs of the victim
- The school may require temporary safeguarding measures while enquiries take place

What Parents Can Expect

- The school will respond promptly to concerns
- Appropriate records, risk assessments and safeguarding decisions will be maintained
- Parents will usually be informed and involved unless doing so would place a child at greater risk
- The school may work with social care, police or other agencies when required

Types of Behaviour Covered

- Bullying and cyberbullying
- Sexual harassment and sexual violence
- Sharing sexualised images
- Physical abuse
- Online abuse
- Discriminatory behaviour including racist, homophobic, biphobic or transphobic abuse
- Controlling or abusive behaviour within young relationships

How the School Keeps Children Safe

- Teaches pupils about respectful relationships, consent and safeguarding
- Provides clear routes for children to report concerns
- Trains staff to recognise warning signs and respond appropriately
- Uses proportionate safeguarding measures to protect children

Working Together

- Parents should encourage children to speak up about concerns
- Parents should share safeguarding concerns with the school promptly
- The best outcomes are achieved when schools, families and external agencies work together

1. Legal framework

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

- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Sexual Offences Act 2003](#)
- [The UK General Data Protection Regulation \(UK GDPR\)](#)
- [Data Protection Act 2018](#)
- [Voyeurism \(Offences\) Act 2019](#)
- [DfE 'Working together to safeguard children'](#)
- [DfE 'Keeping children safe in education'](#)
- [DfE 'What to do if you're worried a child is being abused'](#)
- [DfE 'Information sharing'](#)
- [Department for Science, Innovation and Technology, and UK Council for Internet Safety \(2024\) 'Sharing nudes and semi-nudes: how to respond to an incident \(overview\)'](#)
- [Department for Science, Innovation and Technology, and UK Council for Internet Safety \(2024\) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)
- [National Police Chief's Council \(2020\) 'When to call the police: guidance for schools and colleges'](#)

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:

- Behaviour Policy
- Data and Cyber-Security Breach Prevention Management Plan
- Data Protection Policy (FI20)
- Suspension and Exclusion Policy (GN18)

- Staff Code of Conduct (HR26)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Reporting Low-Level Safeguarding Concerns Policy (SG11)
- Children Missing Education Policy (SG15)
- Anti-Bullying Policy (SG19)
- Sharing Nudes and Semi-Nudes Policy (SG44)
- Online Safety Policy (SG43)
- Pupils' Personal Electronic Devices Policy (SG45)

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. Definitions

"Child-on-child abuse" is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e., individuals under the age of 18, against another child or group of children. This policy covers child-on-child abuse both inside and outside of school and both in person and online. Where children from schools other than TCAT are involved in a case of child-on-child abuse with 1 or more TCAT pupils, TCAT staff will work with their counterparts to manage any future associated risks and cooperate with investigations as appropriate.

"Harmful sexual behaviour" is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g., touching someone without their consent
- Is inappropriate for the age or stage of development of the pupil
- Is problematic, abusive, or violent
- May cause developmental damage

Please note: Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two.

This policy will use the following terms to describe pupils involved in child-on-child abuse:

- **Victim(s)** – the individual(s) against whom the abuse has, or has allegedly, been inflicted
- **Perpetrator(s)** – the individual(s) exhibiting abusive behaviour against their peers
- **Alleged perpetrator(s)** – individual(s) against whom a report of abusive behaviour has been made, where guilt has not yet been ascertained

Please note: The use of the word ‘alleged’ does not mean that the pupil in question is not guilty of child-on-child abuse, that the school does not believe the allegation, or that the allegation will not be taken seriously. Staff will remember that TCAT has a legal duty of care to all perpetrators and alleged perpetrators who are pupils at a TCAT school, including a requirement to ensure they can access their education. Staff will also keep in mind that, in some cases, the abusive behaviour will have been harmful to the perpetrator as well. Victims will be reassured that use of the term ‘alleged perpetrator’ is not an attempt to discredit their allegation.

Staff will also be conscious of the fact that not everyone who has been subjected to abuse considers themselves a victim or would want to be described this way. Staff will be prepared to use any term which the individual child is most comfortable. Staff will think very carefully about terminology when speaking in front of pupils, and the use of appropriate terminology will be determined on a case-by-case basis.

3. Roles and responsibilities

The Trust Board and Local Governing Bodies have a duty to:

- Ensure that TCAT and our schools comply with our duties under the above child protection and safeguarding legislation
- Hold TCAT and our schools to account for our obligations under the Human Rights Act 1998, the Equality Act 2010 and their local multi-agency safeguarding arrangements
- Guarantee that the policies, procedures and training opportunities across TCAT are effective and comply with the law at all times
- Guarantee that TCAT contributes to multi-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’
- Confirm that TCAT’s arrangements for handling child-on-child abuse consider the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- Appoint a member of staff from each SLT to the role of DSL as an explicit part of the role-holder’s job description within each TCAT school
- Appoint one or more deputy DSLs per school to provide support to the DSL, ensuring that they are trained to the same standard as the DSL, and that the role is explicit in their job description(s)
- Ensure that the DSL has the appropriate status and authority within the school and TCAT to carry out the duties of the post

- Ensure the DSL is given the additional time, funding, training, resources, and support needed to carry out the role effectively
- Make sure that pupils are taught about child-on-child abuse, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g., if they are LGBTQ+
- Ensure TCAT has clear systems and processes in place for identifying possible risk of harm in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment, and victimisation in relation to child-on-child abuse
- Make sure that pupils' wishes, and feelings are considered when determining what action to take and what services to provide to protect individual pupils
- Guarantee that there are systems in place for pupils to express their views and give feedback
- Ensure that all members of TCAT governance receive appropriate safeguarding and child protection (including online) training at induction that is regularly updated, in order to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust, whole-school approach to safeguarding

The CEO has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the Trust Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all TCAT staff members
- Ensure all associated safeguarding policies are up to date and in line with statutory requirements

Executive Headteachers, Headteachers, and, where delegated, Heads of School have a duty to:

- Safeguard their pupils' wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the Trust Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by their staff members
- Provide their staff, upon induction, with the Child Protection and Safeguarding Policy and Procedures, Staff Code of Conduct, KCSIE part one and, where appropriate, Annex A of the 'Keeping children safe in education' (KCSIE) guidance, (in addition, all school leaders and

staff who work directly with children will read Annex A in accordance with KCSIE), the Behaviour Policy, the Children Missing Education Policy, online safety training, and the identity of the DSL and any deputies for their school

- Ensure their staff receive training on recognising indicators of abuse and handling disclosures or concerns about a pupil

Each DSL has a duty to:

- Understand and keep up to date with local safeguarding arrangements
- Act as the main point of contact with the three safeguarding partners and the child death review partner
- Make the necessary child protection referrals to appropriate agencies
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance
- Liaise with their Executive Headteacher, Headteacher or Head of School to inform them of safeguarding issues and ongoing enquiries
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes
- Act as a source of support for pupils who have been abused by, or who have abused, other pupils
- Lead TCAT in taking a preventative approach to child-on-child abuse
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Provide a safe environment in which pupils can learn
- Act in accordance with TCAT and school procedures with the aim of eliminating unlawful discrimination, harassment, and victimisation in relation to child-on-child abuse
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Be aware of the signs of abuse and understand that children can be at risk of harm inside and outside of the school, inside and outside the home, and online
- Adhere to the family help process and understand their role in it
- Understand and adhere to the procedure to follow in the event that a child confides they are being abused

- Understand that children may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful
- Understand that technology is a significant component in many safeguarding issues
- Support social workers in making decisions about individual children, in collaboration with the DSL
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child
- Understand the importance of challenging inappropriate behaviours between children that are abusive in nature
- Build trusted relationships with children and young people which facilitate communication

4. Types of child-on-child abuse

Staff will familiarise themselves with the forms that child-on-child abuse can take, including but not limited to:

Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning, and poisoning, or otherwise causing physical harm to another child.

Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

“Sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e., non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g., forcing someone to touch themselves sexually.

“Sexual harassment” refers to any sexual behaviour that could violate another child’s dignity, make them feel intimidated, degraded, or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments
- Physical behaviour, e.g., deliberately brushing against someone

- Online sexual harassment, including:
 - Upskirting
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual threats or coercion

The “**sharing of sexualised imagery**” can also constitute sexual harassment – this refers to the consensual and non-consensual sharing between pupils of sexually explicit content, including that which depicts:

- Another child posing nude or semi-nude
- Another child touching themselves in a sexual way
- Any sexual activity involving another child
- Someone hurting another child sexually

Staff will be aware that children creating, possessing, and distributing indecent imagery of other children is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with TCAT’s Sharing Nudes and Semi-Nudes Policy and the Child Protection and Safeguarding Policy and Procedures.

Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the Anti-Bullying Policy; however, particularly severe instances will be handled in line with this policy and the Child Protection and Safeguarding Policy and Procedures.

Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy, and the Anti-Bullying Policy.

Discriminatory behaviour

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g., religion, ethnicity, gender, sexual orientation, culture, or any SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Child Protection and Safeguarding Policy and Procedures.

In accordance with the Equality Act 2010, schools will not tolerate unlawful discrimination against pupils because of any protected characteristics they may have.

Intimate partner abuses his involves a romantic partnership between children in which one or both partners are emotionally, physically, or sexually abusive to the other (sometimes known as 'teenage relationship abuse'). This could include:

- Repetitive insults
- Controlling behaviour, e.g., preventing a child from socialising with others or deliberately isolating them from sources of support
- Sexual harassment
- Threats of physical or sexual abuse

TCAT will manage intimate partner abuse in the same way as a case of abuse between any other children, i.e., via the processes outlined in the handling allegations of abuse against pupils' section of this policy, and in line with the Child Protection and Safeguarding Policy and Procedures.

5. A Trust-wide, whole-school approach to child-on-child abuse

TCAT will continue to involve all members of the school community, including the Trust Board and Local Governing Bodies, staff, pupils, parents, and other stakeholders, in creating a trust-wide, whole-school approach to child-on-child abuse.

The Trust Board will ensure that keeping children safe and protected from harm, including child-on-child abuse, is central to all policies and procedures implemented across TCAT. TCAT will ensure that procedures for handling child-on-child abuse are transparent, clear, and understandable, and are readily accessible to any member of the TCAT community who wishes to access them.

TCAT will implement a contextual approach to safeguarding pupils against child-on-child abuse and will ensure that all procedures consider incidents of child-on-child abuse that occur outside of school or online.

The CEO and Trust Education Welfare and Safeguarding Support Officer, through school DSLs, will ensure that all staff receive adequate training on handling child-on-child abuse.

Trust culture

TCAT will prioritise cultivating a safe and respectful environment amongst pupils and ensure that all pupils are aware that TCAT will adopt a **zero-tolerance stance** on child-on-child abuse of any kind.

TCAT will promote respectful interactions amongst pupils, and all staff will model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g., by refraining from the use of phrases such as ‘boys will be boys’ or describing such behaviour as ‘just having a laugh’ or ‘part of growing up,’ as these phrases can lead to a culture of unacceptable behaviours and normalised abuse.

TCAT will ensure that wider societal factors that exacerbate the problem of child-on-child abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g., girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g., due to abusive home situations or anger management issues, are given additional support from an early stage. TCAT will have a clear set of values and standards that will be upheld and demonstrated throughout all aspects of school life and will be underpinned by TCAT’s policies, procedures, and curriculum.

TCAT will manage all family help and intervention for pupils that show early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy and Procedures.

Family help

Upon receiving notice of a concern or incident, the DSL or deputy DSL will advise whether the children involved in a child-on-child abuse incident require referral or would benefit from family help. This will be decided on a case-by-case basis after thorough examination of the information available, with the aim of reducing the probability of a problem getting worse.

The rationale for the decision to introduce family help as opposed to a referral will be recorded on the Safeguarding Concern Report Form.

The Trust Education Welfare and Safeguarding Support Officer will ensure that DSLs and deputy DSLs have access to suitable training on the family help process and can access further support.

Each school will manage all family help and intervention for pupils that show early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Child Protection and Safeguarding Policy and Procedures.

Curriculum

TCAT maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat child-on-child abuse in school. All staff, not just teaching staff, will be responsible for passing this knowledge on to pupils.

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, TCAT will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum and extra-curricular activities.

TCAT will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. TCAT will also teach a planned programme of evidence based RSHE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such content will be fully inclusive, age and stage of development appropriate (especially when considering the needs of pupils with SEND), and tackle issues such as the following:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice, and equality
- How to recognise an abusive relationship, including coercive and controlling behaviour
- LGBTQ+ identities and relationships

- Body confidence and self-esteem
- The concepts of the laws relating to, and how to access support for the following:
 - Sexual consent
 - Sexual exploitation
 - Abuse
 - Grooming
 - Coercion
 - Harassment
 - Rape
 - Domestic abuse
 - So called honour-based violence, e.g., forced marriage or FGM
- What constitutes as sexual violence and sexual harassment and why these are always unacceptable

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

6. Protecting pupils with increased vulnerability to child-on-child abuse

TCAT is aware that, while child-on-child abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of child-on-child abuse.

Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed, or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be perpetrators of abuse.

TCAT will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with family help procedures, which are laid out within the Child Protection and Safeguarding Policy and Procedures and the Reporting Low-level Safeguarding Concerns Policy.

Girls

Staff will be aware that girls are more likely to be on the receiving end of child-on-child sexual abuse than their male counterparts, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Considering that sexual harassment against girls is widespread in society, and largely based in gender inequality, TCAT will aim to encourage gender equality in all aspects of its operations. TCAT will aim to promote and nurture healthy attitudes and relationships amongst pupils of all genders, e.g., by challenging and working to deconstruct gender stereotypes in school.

Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

LGBTQ+ pupils

Staff will be aware that pupils who are LGBTQ+ or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g., for discriminatory bullying.

TCAT will hold a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

TCAT will ensure that it is able to provide a safe space for LGBTQ+ pupils to speak out and/or share their concerns with members of staff.

Pupils with SEND

Staff will be aware that pupils with SEND are at increased risk of child-on-child abuse, as they are three times more likely to be abused than other children. TCAT will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse, with due regard that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will avoid assuming that changes in the behaviour of pupils with SEND are as a result of their needs or disability and will report any concerns to the DSL. The DSL and the SENCO will collaborate in the handling of instances of abuse towards pupils with SEND to ensure that barriers to communication can be effectively managed.

Black, Asian and minority ethnic (BAME) pupils

Staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse.

TCAT will hold a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual. Every staff member will be individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable.

Staff will also be aware that BAME girls, BAME pupils with SEND, or BAME LGBTQ+, or perceived LGBTQ+ pupils, are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

7. Channels for reporting abuse

Pupils will be able to report incidents of child-on-child abuse or concerns about the behaviour of their peers through the following channels:

- Sending a message to the confidential email address monitored by the DSL and their deputies, or;
- Disclosing to the DSL or a trusted adult in person

All channels for reporting abuse will be promoted and publicised throughout TCAT, and all pupils will be made aware of how, and to whom, to report incidents of abuse. TCAT will also ensure pupils are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g., rape or sexual assault, to everyday harassment, e.g., sexualised jokes or inappropriate comments, to ensure that victims do not view their experience as 'not serious enough' to report.

TCAT will maintain a culture that promotes reporting abuse, whether the individual reporting is the victim, a bystander, or a friend or relative of the victim. Staff will address any incidents of pupils equating reporting abuse to 'snitching' or being a 'tattle-tale' and will convey to these pupils how important it is to report abuse to help tackle the wider problem of child-on-child abuse in schools.

8. Staff identifying and reporting concerns

Staff will receive safeguarding training as part of their induction, and annual refresher training. This training will include guidance on how to recognise indicators of child-on-child abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, which is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, which are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g., sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g., spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by child-on-child abuse, or perpetrating child-on-child abuse, staff will report this to the DSL as soon as is practical.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce TCAT policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will consider the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; staff will be made aware that some pupils will be uncomfortable challenging their peers on inappropriate behaviour or may not be aware themselves that the behaviour is abusive.

Staff will ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; staff will be made aware that failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout TCAT and school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

9. Handling allegations of abuse against pupils

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe. Victims will never be made to feel like they are causing a problem by reporting **any** form of abuse, be made to feel ashamed, or have their experience minimised by staff at the school or TCAT. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged perpetrator(s) and victim(s).

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it or wait for a disclosure. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves, and the discussion will be handled sensitively and with the help of children's social care where necessary. If staff are in any doubt, they will speak to the DSL. All staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns.

Where an alleged incident took place away from the school or online but involved pupils from the school, TCAT and the school's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in school.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage
- Only sharing the report with those necessary for its progression
- Explaining to the victim what the next steps will be and who the report will be passed to
- Recognising that the person the pupil chose to disclose the information to is in a position of trust
- Being clear about boundaries and how the report will be progressed
- Not asking leading questions and only prompting the pupil with open questions
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis
- Ensuring that dialogue is kept open and encourage
- Only recording the facts as the pupil presents them – not the opinions of the note taker
- Where the report includes an online element, being aware of searching, screening and confiscation advice
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy)
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

TCAT will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks TCAT or the school not to tell anyone about the disclosure, they will not make this promise. TCAT will adhere to the principle that, even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's social care

- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. TCAT will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved. When deciding on the steps to take, TCAT will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim
- The alleged perpetrator
- Other pupils at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded, either on paper or electronically, and kept under review in accordance with the TCAT Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes
- The nature of the incident
- The ages and developmental stages of the pupils involved
- Any power imbalance between the pupils
- Whether the incident is a one-off or part of a pattern
- Any ongoing risks
- Any related issues and the wider context, such as whether there are wider environmental factors in a pupil's life that threaten their safety and/or welfare
- The best interests of the pupil
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other pupils involved.

For reports of rape and assault by penetration, the alleged perpetrator will be removed from any classes shared with the victim whilst TCAT establishes the facts. Consideration will also be given to whether additional safeguarding measures, including suspension where necessary and proportionate to manage risk, are required pending investigation.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g., non-consensually sharing indecent imagery of another pupil, TCAT will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

Immediate safeguarding measures

Following a report of child-on-child abuse, the DSL, in consultation with the Executive Headteacher, Headteacher or, where delegated, the Head of School, will determine the immediate safeguarding arrangements required to protect all children and staff.

Wherever possible, TCAT schools will seek to manage risks through proportionate safeguarding measures, such as increased supervision, timetable changes, alterations to seating plans, staggered movement around the school, supervised social times, restricted access to particular areas, or separating pupils from one another.

Where these measures are insufficient to manage the identified safeguarding risk, the Executive Headteacher or Headteacher may decide to suspend a pupil where this is necessary to safeguard the welfare of one or more pupils or staff whilst enquiries, risk assessments or investigations are undertaken.

Any decision to suspend for safeguarding reasons will be:

- based upon an individual risk assessment
- lawful, reasonable, necessary and proportionate
- taken only after considering whether suitable alternative arrangements could adequately manage the safeguarding risk
- reviewed regularly as circumstances change
- recorded fully, including the rationale for the decision

Suspension for safeguarding reasons does not determine guilt or innocence and must not be viewed as a disciplinary sanction where investigations remain ongoing. Decisions will be made in accordance with statutory guidance on suspensions and permanent exclusions and TCAT's Suspension and Exclusion Policy.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to children's social care or the police, TCAT will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing family help
- Referring to children's social care
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussions, decisions, and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16
- A child under the age of 13 can **never** consent to sexual activity
- Sexual intercourse without consent is **always** rape
- Rape, assault by penetration and sexual assault are defined in law
- Creating and sharing sexual photos and videos of children under 18 **is illegal** – including children making and sending images and videos of themselves

Managing internally

In determining the most appropriate response, TCAT will also consider whether temporary safeguarding measures, including suspension where necessary to protect pupils or staff, are required whilst investigations or risk assessments are completed.

Providing family help

TCAT may decide that statutory interventions are not required, but that pupils may benefit from family help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

All staff will be aware of their local family help process and understand their role in it.

Referral to children's social care

If a pupil has been harmed, is at risk of harm or is in immediate danger, TCAT will make a referral to children's social care. Parents will be informed unless there is a compelling reason not to do so, e.g., if the referral will place the victim at risk. This decision will be made in consultation with children's social care.

TCAT will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with children's social care to ensure that the TCAT's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If children's social care decides that a statutory investigation is not appropriate, TCAT will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm. If TCAT agrees with the decision made by children's social care, they will consider the use of other support mechanisms such as family help, pastoral support, and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to children's social care. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for TCAT to support the pupil with any decision they take, in unison with children's social care and any appropriate specialist agencies.

The Executive Headteacher, Headteacher or where delegated the Head of School, the DSL, the Trust Board and Local Governing Bodies where delegated, will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity. The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Pupils against whom further action is taken by the police may be released under bail conditions or 'released under investigation' (RUI) in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to school, TCAT's primary focus will be assessing the risk the perpetrator poses to the victim or other pupils and staff at the school and within TCAT, both physically and in terms of trauma or emotional stress and implementing any mitigating measures necessary to reduce the harm caused.

TCAT will work with children's social care and the police to support the victim, alleged perpetrator, and other pupils, especially witnesses, during criminal investigations. TCAT will seek advice from the police to ensure they meet their safeguarding responsibilities.

TCAT will liaise with police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and the victim can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of the victim.

Managing delays in the criminal justice system

TCAT will not wait for the outcome, or even the start, of criminal proceedings before protecting the victim, alleged perpetrator, and other children. The associated risk assessment will be used to inform any decisions made. The DSL, in collaboration with the Trust Education Welfare and Safeguarding Support Officer, will work closely with the police to ensure TCAT does not jeopardise any criminal proceedings, and to obtain help and support, as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, TCAT will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable. As far as is reasonably possible, TCAT will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring 'no further action', TCAT will consider the previously alleged perpetrator as "the individual formerly under investigation". TCAT will offer support to the victim and the individual formerly under investigation for as long as they are TCAT pupils. Staff will be aware that the victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. TCAT will discuss decisions with the victim and offer support. The individual formerly under investigation will also be offered ongoing support if needed, as they have also been through a difficult and upsetting experience.

The CEO in discussion with the Headteacher/Head of School and Trust Education Welfare and Safeguarding Support Officer, will carefully consider, on a case-by-case basis, whether allowing the victim and the individual formerly under investigation to share classes or attend the same activities is conducive to either party's effective education, and will implement alternative arrangements, in consultation with the DSL (and SENCO where the victim or individual formerly under investigation has SEND), where necessary.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a step-by-step basis; therefore, a dialogue will be kept open, and the victim can choose to appoint a designated trusted adult.

Staff will be aware that victims may struggle in a normal classroom environment. Whilst TCAT will understand that it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. TCAT will ensure that this will only happen when the victim wants it to, not because it makes it easier to manage the situation. TCAT will provide a physical space for victims to withdraw to.

TCAT will be aware that victims may require support for a long period of time and will be prepared to offer long-term support in liaison with relevant agencies. TCAT will ensure that everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the individual formerly under investigation

Any decisions made regarding the support required for an individual formerly under investigation will be made with the following considerations in mind:

- The terminology TCAT uses to describe the alleged perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the individual formerly under investigation may have abused the victim – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like

- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
- What the outcome of the investigation was

When making a decision, advice will be taken from children's social care, specialist sexual violence services and the police as appropriate. If the alleged perpetrator moves to another school, for any reason, the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

If the reported abuse is found to have taken place, TCAT will work with professionals, as required, to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

In most instances, TCAT will not impose any disciplinary sanction for an alleged perpetrator where an investigation is ongoing. However, where there are elements of behaviour from an alleged perpetrator that are proven and warrant action, disciplinary action can be taken whilst investigations into other elements of any such allegation are ongoing.

TCAT will make such decisions on a case-by-case basis, with the DSL taking a leading role. TCAT will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care will be consulted where necessary. TCAT will also consider whether circumstances make it unreasonable or irrational for TCAT to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. TCAT will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on TCAT premises and on school transport – balancing TCAT's duty to educate against its duty to safeguard. The best interests of pupils will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on TCAT premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, TCAT will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the school, TCAT will keep the victim and perpetrator in separate classes and manage potential contact on TCAT premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, TCAT will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents

In most sexual violence cases, TCAT will work with the parents of both the victim and alleged perpetrator as soon as reasonably possible following an allegation being made. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

School leaders will offer to meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report. The DSL or a deputy will attend such meetings, with agencies invited, as necessary.

School leaders will also offer to meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited, as necessary.

Clear policies regarding how TCAT will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other pupils

Pupils who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that pupils will “take sides” following a report, and TCAT will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

TCAT will keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place via social media and will do everything in its power to prevent such activity.

As part of TCAT’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both the victim and alleged perpetrator. TCAT will consider any additional support that can be put in place.

Monitoring and review

Lifespan of Policy: 1 Year

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 and Headteachers/Heads of School.

The next scheduled full review date for this policy is 31st August 2027.

Date approved by the Board Appointed Trustee: 7th August 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 7th August 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
EHENA	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
EWOSSE	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