

Three Counties Academy Trust



Child Sexual Exploitation (CSE) Policy

#SG42

Last amended 24th August 2026 (v1.0)

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
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Trust Glossary

Policy abbreviations and acronyms

CEOP	Child Sexual Exploitation Protection Centre
CSCS	Children's Social Care Services
CEO	Chief Executive Officer
CSE	Child Sexual Exploitation
DfE	Department for Education
DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education
LA	Local Authority
LADO	Local Authority Designated Officer
PSHE	Personal, Social and Health Education
RSHE	Relationships, Sex and Health Education
SEND	Special Educational Needs and Disabilities
TCAT	Three Counties Academy Trust
UK GDPR	United Kingdom General Data Protection Regulation
UK CIS	UK Council for Internet Security

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) strives to ensure the safety and wellbeing of all pupils at our schools. In order to effectively achieve this, TCAT staff members must safeguard and protect children against child sexual exploitation (CSE).

This policy outlines the TCAT's procedures for preventing, managing and reporting cases of CSE.

The responsibilities of staff members in relation to safeguarding and protecting children are outlined, including those in relation to the Executive Leadership, Headteachers/Heads of School, DSLs, LGBs and the Trust Board.

In order to effectively implement this policy and ensure the necessary control measures are in place, parents are responsible for working alongside TCAT and our schools to identify concerns and potential risks, in order to ensure the health and safety of their children.

Member, Trustee, Local Governor and Staff Summary

Purpose of the Policy

- To protect pupils from child sexual exploitation and ensure concerns are identified and acted upon promptly
- To set out responsibilities, reporting arrangements and support available to pupils affected by exploitation

Key Understanding of CSE

- CSE is a form of child sexual abuse that can occur in person, online or through a combination of both
- A child may appear to consent but can still be a victim because exploitation involves an imbalance of power
- CSE can affect any child under the age of 18

Governance and Leadership Responsibilities

- Trustees and Local Governors must ensure safeguarding arrangements, policies, procedures and training relating to CSE are effective and compliant
- The CEO and school leaders must ensure safeguarding procedures are followed and staff understand how to recognise and manage concerns
- Designated Safeguarding Leads must access appropriate training and resources and ensure staff receive regular safeguarding training

Staff Responsibilities

- Follow all safeguarding and child protection procedures
- Remain vigilant to signs and indicators of exploitation
- Report concerns immediately to the DSL or deputy DSL
- Read Part One of Keeping Children Safe in Education

Training

- All staff receive safeguarding training including awareness of CSE

- Training covers warning signs, reporting processes, information sharing and supporting pupils

Recognising Risk

- Indicators may include unexplained gifts or money, missing education, changes in emotional wellbeing, substance misuse, older partners, sexually transmitted infections or pregnancy
- Staff should use professional judgement and consider the wider context when concerns arise

Curriculum and Prevention

- Pupils are taught about exploitation, healthy relationships, consent and online risks through age-appropriate curriculum programmes
- Education includes risks associated with sharing nude or semi-nude images and videos

Reporting and Referrals

- All concerns must be reported without delay
- Allegations involving staff must follow the appropriate safeguarding escalation routes
- Where a pupil is at immediate risk of harm, referrals to children's social care and or the police will be made immediately
- Information must be shared appropriately to safeguard children

Support for Pupils

- Pupils affected by CSE should receive timely safeguarding, pastoral and emotional support
- Schools should promote a listening culture where pupils feel safe to seek help
- Trusting relationships and appropriate external agency involvement are important in supporting recovery

Key Assurance for Governance

- CSE prevention and response are embedded within wider safeguarding arrangements
- The policy aligns with statutory safeguarding guidance and related trust safeguarding policies
- Leaders, Local Governors and Trustees should seek assurance that staff training, reporting systems and pupil support remain effective

Parent Summary

What This Policy Is About

- Child Sexual Exploitation is a form of child sexual abuse that can happen in person, online or through technology
- Children can be exploited even when they appear to have agreed to what is happening
- The Trust is committed to identifying concerns early and keeping children safe

What Parents Need to Know

- CSE can affect any child or young person under the age of 18
- Exploitation often involves manipulation, coercion, gifts, attention, threats or abuse of power
- Children may not always recognise that they are being exploited

Warning Signs

- Unexplained gifts, money or new possessions
- Changes in emotional wellbeing or behaviour
- Going missing or returning home late
- Missing education regularly
- Substance misuse
- Older partners or unhealthy relationships
- Sexualised behaviour beyond expected development

Online Safety and Image Sharing

- The sharing of nude or semi-nude images is treated as a safeguarding concern
- Pupils receive education about consent, healthy relationships and online safety
- Parents are informed about risks and ways to help keep children safe online

Relationships and Sex Education

- Age-appropriate learning helps pupils recognise risks, understand consent and seek support when needed
- Parents are consulted about RSHE arrangements
- Parents retain the legal right to withdraw their child from the sex education elements of RSHE except where content forms part of the statutory science curriculum

Working With Parents

- Parents will be provided with information about support services and sources of help
- Concerns raised by parents will be listened to and taken seriously
- Schools and families work together to protect children from harm

Reporting Concerns

- Any concern about a child should be reported to the school immediately
- The Designated Safeguarding Lead will coordinate support and referrals where required
- Where a child is at immediate risk of harm, social care services and or the police will be contacted

Support Available

- Children affected by exploitation will receive appropriate safeguarding and pastoral support
- Schools promote a culture where pupils feel safe to talk to trusted adults
- Support may involve specialist agencies where appropriate

Key Message for Parents

- Stay alert to signs of exploitation
- Maintain open communication with your child
- Seek advice from the school if you have any concerns however small they may seem

1. Legal framework

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

- [Children Act 1989](#)
- [Children Act 2004](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)
- [Sexual Offences Act 2003](#)
- [The UK General Data Protection Regulation \(UK GDPR\)](#)
- [Data Protection Act 2018](#)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)
- [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'](#)
- [DfE 'Child sexual exploitation' UKCIS \(2024\) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)

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
- Remote Education Policy
- Data Protection Policy (FI20)
- Pupil Equality, Equity, Diversity and Inclusion Policy (GN19)

- Staff Code of Conduct (HR26)
- Health and Safety Policy (HS1)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Children Missing Education Policy (SG15)
- Anti-Bullying Policy (SG19)
- Online Safety Policy (SG43)
- Sharing Nude or Semi-Nude Images Policy (SG44)

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

CSE is defined as a form of child sexual abuse. It may include both physical and non-contact activities and often involves situations where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator
- Through violence or threat of violence

A child can be being sexually exploited even if the sexual activity appears consensual. Additionally, CSE does not always occur in-person; it can also occur through the use of technology.

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice.

All staff will recognise that CSE:

- Can affect anyone under the age of 18, including 16- and 17-year-olds who can legally consent to having sex – some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship
- Can take place in person, through the use of technology, or a combination of the two

- Can involve physical contact, including assault by penetration, e.g. rape or oral sex, or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing
- Can involve non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet)
- Can involve force and/or enticement, and may involve violence or threats of violence
- Can occur without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media
- Can be perpetrated by adult males or females, individuals or groups, and in some cases other children who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim
- Can occur over time or be a one-off occurrence
- Can be opportunistic or complex and organised
- Normally involves a power imbalance in favour of the perpetrator – age is the most obvious imbalance, but it can also be due to other factors such as gender, sexual identity, communication ability, cognitive ability, learning difficulties, physical strength, status and access to economic or other resources

If sexual gratification, or exercising power and control, is the only motive of the perpetrator, this would not normally constitute CSE but will be responded to as a different form of child sexual abuse and dealt with in line with the Child Protection and Safeguarding Policy and Procedures.

3. Roles and Responsibilities

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

- Ensure that each school complies with its safeguarding and child protection duties
- Guarantee that the policies, procedures and training opportunities in each school relating to CSE are effective and compliant

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 staff members

- Ensure staff have a sufficient awareness of the signs and indicators of CSE, and how to manage potential cases

Executive Headteachers, Headteachers, Heads of School and the Trust Education Welfare and Safeguarding Support Officer 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
- Ensure their staff have a sufficient awareness of the signs and indicators of CSE, and how to manage potential cases

Each DSL has a duty to:

- Secure access to CSE-related resources and attend any relevant training courses
- Ensure that staff members receive safeguarding training, including that in relation to CSE, on a regular basis

Other staff members have a responsibility to:

- Follow the procedures outlined in this policy and TCAT's other policies relating to safeguarding and child protection
- Understand and recognise the signs of CSE
- Read Part One of KCSIE

4. Staff training

All staff members will undergo training in line with TCAT's Child Protection and Safeguarding Policy and Procedures.

Where appropriate, training sessions will be provided to parents in order to help combat CSE at all levels within the school community.

When planning training, DSLs, in collaboration with the Trust Education Welfare and Safeguarding Support Officer and their Headteacher/Head of School, will take the context of the school into consideration, ascertaining whether there are specific issues relating to CSE which need to be addressed as a priority.

During staff training, the following issues will be addressed:

- Warning signs and indicators of CSE
- The different forms of CSE
- Pupils most at risk of CSE
- Protecting and supporting pupils
- Procedures for reporting suspected cases of CSE
- Information sharing protocols
- Facilitating conversations with pupils and parents about CSE

All staff members will be trained to respond to concerns in ways that are:

- Child-centred
- Developed and informed by the involvement of the child's family, where appropriate
- Responsive and pro-active
- Relationship-based
- Informed by an understanding of the complexities of CSE

5. Indicators of CSE

Staff members will be aware of the pupils most at risk of being sexually exploited, including vulnerable pupils, excluded pupils and pupils with SEND.

All staff members are aware of the warning signs of CSE and will use their professional judgement in recognising certain indicators.

Staff members will be aware that indicators of CSE may include, but are not limited to, situations where pupils:

- Appear with unexplained gifts, money or new possessions
- Associate with others involved in exploitation
- Suffer from changes in emotional wellbeing
- Misuse alcohol and other substances
- Go missing for periods of time or regularly come home late

- Regularly miss school or do not participate in education
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections
- Display sexual behaviours beyond expected sexual development
- Become pregnant

6. Effects of CSE

CSE can have long-lasting effects on a child. TCAT and our schools are committed to early identification in order to reduce these effects.

All staff members will be made aware of the effects and signs of CSE in order to aid early identification.

Staff members are aware that CSE can affect every aspect of a child's life, including, but not limited to, the following:

- Physical wellbeing
- Mental health
- Education
- Employment prospects
- Family relationships
- Social relationships, as children and as adults
- Their relationship with their own children in the future

7. Consensual and non-consensual sharing of indecent images and videos

TCAT will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

The consensual and non-consensual sharing of indecent images and videos does not include the sharing of sexual photos and videos of those under the age of 18 with or by adults. This is a form of child sexual abuse and must be referred to the police.

Sending and receiving sexually explicit messages or images is a serious offence and is often a primary method utilised by CSE offenders to communicate with victims.

The sharing of nudes and semi-nudes will be handled as a child protection issue in line with the Child Protection and Safeguarding Policy and Procedures and the Sharing Nude or Semi-Nude Images Policy, alongside UKCIS guidance on sharing nudes and semi-nudes.

The dangers of sharing nudes and semi-nudes will be taught alongside CSE in the PSHE curriculum, in order to convey to pupils how the two are linked and why they are dangerous.

Pupils will be made aware that if they, or their peers, are sharing nudes and semi-nudes themselves, they are breaking the law. TCAT will make every effort to provide education and support on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it.

Parents will be informed via letters home and parent meetings about the dangers of sharing nudes and semi-nudes and the appropriate safety measures to be implemented.

Staff members will understand that pupils sharing adult pornography, or exchanging sexual texts which do not contain images, is not classified at the sharing of nudes and semi-nudes. TCAT will deal with such situations on a case-by-case basis and in accordance with the Behaviour Policy for the individual school where necessary.

8. Relationships and sex education

Within our primary settings, pupils will be taught about CSE in line with the individual school's Primary Health and Relationships Policy.

Within our secondary settings, pupils will be taught about CSE in line with the individual school's Secondary RSHE Policy.

CSE will be addressed as part of a wider programme of work regarding RSHE, as well as part of PSHE.

Each TCAT school is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

Each TCAT school understands that the teaching of some aspects of the programmes may be of concern to parents; therefore, parents will be involved in the curriculum planning process, ensuring that what is taught and how it is taught does not cause distress to parents or pupils.

Pupils will be made aware of the dangers of CSE, along with how to spot the signs and symptoms of CSE, through assemblies, leaflets, posters and the curriculum.

DSL's will work in conjunction with senior leaders to ensure that age-appropriate lessons are devised.

Teachers will consider the feelings of pupils who may have been traumatised by similar incidents in their past when teaching about CSE.

Sensitivity will be given to the age and cultural background of pupils.

Where possible, CSE education will build on existing topics that pupils may already be aware of.

Only age-appropriate topics will be taught. Throughout every year group, age-appropriate resources, such as diagrams, videos, books, games, discussion and practical activities, will be used to assist learning.

Teachers understand that they may need to adapt their planning of work regarding CSE when delivering the programme to pupils with SEND, e.g. by being more direct in their teaching.

9. Working with parents

TCAT will ensure that parents:

- Understand the risks of CSE and recognise that the issue is something that could affect their child
- Understand that CSE can occur both online and offline
- Know the warning signs of CSE
- Know how to report any concerns that they may have
- Know where to go for support if their child has been the victim, or is the suspected victim, of CSE
- Are reassured that a range of services will, as appropriate, work with them to try to protect their child
- Can access support to manage the emotional impact of CSE on their child and themselves
- Can access support that is tailored to their specific circumstances, e.g. support that recognises culture or faith

Parents will be provided with the contact information of relevant services and outside agencies via letters home and the school website.

Parents will be made aware of whom to report concerns to within the school via information posted on the school website.

Parents' concerns will always be listened to and taken seriously.

Parents will be consulted regarding the content of pupils' RSHE, including that in relation to CSE, and their views will be listened to and valued.

TCAT respects the legal right of parents to withdraw their child from the sex education part of the RSHE programme, including that regarding CSE, except for the statutory parts included in the science national curriculum.

10. Reporting and referrals

If a member of staff has any concern about a child's welfare, or suspects that a pupil is at risk of, or has been the victim of CSE, they will act on them immediately by speaking to the DSL or a deputy.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Child Protection and Safeguarding Policy and Procedures. The DSL will provide staff members with clarity and support where needed.

Where staff have concerns about CSE this should be reported to their Headteacher/Head of School and DSL.

Where staff have concerns about CSE and an allegation is made about another member of staff, this should be reported to the CEO and DSL. If there is a conflict of interest in reporting the matter to the DSL or CEO, it should be reported directly to the LA designated officers (LADOs).

In all cases, the reporting and referral process outlined in the Child Protection and Safeguarding Policy and Procedures will be followed.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

DSL's will work alongside the Trust Education Welfare and Safeguarding Support Officer and external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

DSL's will work closely with the police to ensure their school does not jeopardise any criminal proceedings, and to obtain help and support, as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

TCAT will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, TCAT will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where CSCS decide that a statutory investigation is not appropriate and TCAT agrees with this decision, TCAT will consider the use of other support mechanisms, such as Family Help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. TCAT and the individual school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

All safeguarding and child protection concerns, including those in relation to CSE, will be dealt with in line with the procedures outlined in our policies, most notably TCAT's Child Protection and Safeguarding Policy and Procedures.

11. Providing support

Staff members will undergo safeguarding training on an annual basis so that they can fully understand the needs of a pupil that has experienced CSE and provide effective support.

Staff members will build trusting relationships with pupils which reinforce positive relationships.

Pupils will be reassured that they can talk to staff members if they feel unsafe. All pupils will be able to identify adults in the school who they feel like they could approach to talk to if they have a concern.

A listening culture within TCAT and each of the school's will be actively promoted by all staff members.

Mentors will be allocated to pupils who have experienced CSE, and frequent contact will be maintained in order to develop a trustworthy and consistent relationship.

Trained staff will provide pupils with advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and its effectiveness.

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: 24th August 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 24th August 2026.

Appendix A: Useful Contacts and Links

Child Exploitation and Online Protection Centre (CEOP)

This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online. For more information, visit: <https://ceop.police.uk/safety-centre/>.

For parents: Parents Protect

A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts. For more information, call 0808 1000 900 or visit: <https://www.parentsprotect.co.uk/home.htm>.

Safe and Sound Group

This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE. For more information, call 01332 362 120 or visit: <http://safeandsoundgroup.org.uk/help-support/parentscarers/parent-support-pack/>.

For teachers: It's Not Okay

A CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE. For more information, visit: <http://www.itsnotokay.co.uk>.

[Primary schools only]

Childnet

This online safety website has an area specifically designed for teachers, providing numerous resources to use within the classroom in order to teach children how to use the internet safely. For more information, visit: <https://www.childnet.com/teachers-and-professionals>.

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