



# Children's Wellbeing and Schools Act 2026

Briefing for schools

Updated 2 June 2026

A background image showing the spines of several colorful books (yellow, orange, red, pink, blue, green) arranged in a circular pattern, viewed from above, creating a starburst effect.

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# EXECUTIVE SUMMARY

The Children's Wellbeing and Schools Act 2026 (the Act) is a major piece of education and safeguarding legislation that will impact all schools but will have a particularly significant impact for academy trusts. It contains both long-term structural reform and also a number of practical operational changes that schools need to plan for now.

## Key takeaways for academy trusts and senior leaders in schools include:

- **Closer alignment between legal frameworks for academies and maintained schools**  
The Act moves academies closer to maintained schools in areas including the national curriculum, teacher regulation and pay, admissions and the ability to direct pupils offsite.
- **Local authorities will have a stronger role in admissions and place planning**  
The Act strengthens the role of local authorities in relation to school places, admissions and children not in school. This includes stronger powers to direct academy admissions in some cases and a new duty on schools and local authorities to co-operate.
- **The Secretary of State and Ofsted will have stronger oversight and intervention powers**  
The Secretary of State (SoS) will have an express power to direct academy trusts to comply with duties in their funding agreements, strengthening the DfE's ability to secure compliance where trusts are not meeting existing obligations. The Act also gives Ofsted a new duty to inspect academy proprietors (i.e. trusts), signalling greater scrutiny of trust-level governance.
- **Greater admissions scrutiny and scope for challenge**  
The new duty to co-operate, local authority direction powers and the Schools Adjudicator's new power to set a PAN in some cases are all significant developments. Admission authorities should review the potential implications carefully.
- **Workforce regulation is tightening**  
The Act signals a move towards greater consistency between academies and maintained schools on teacher qualifications, induction, misconduct regulation and pay.
- **Implementation timetable begins now for some parts of the Act**  
Please see [what schools need to do now](#) for further information.

# 1. INTRODUCTION

**The Government’s stated aim in introducing this legislation is to “remove barriers to opportunity in schools and improve the education system to make it more consistent and safer for every child”. In practice it covers a wide range of changes seeking to meet those aims and also implements manifesto commitments of the Labour Government.**

The ‘Children’s Wellbeing’ parts of the Act aim to tighten the safeguarding of children outside institutions currently regulated as schools, including considerable further regulation of home education and independent institutions not registered as schools.

The ‘Schools’ parts of the Act have been perceived as more controversial, and represent a policy shift, though in practice not such a significant one as initially thought. The Act removes legislation which focused the sector on academy governance as the default structure of the previous Government, and removes some “academy freedoms” by requiring academies to meet certain obligations applying to maintained schools. It also changes the approach to DfE intervention. Together with other changes to admissions and the establishment of new schools, the Act signals an enhancement by the DfE of the role of local authorities as both providers of schools and strategic actors in education overall.

That said, the Act should be seen in the context of the white paper, [Every child achieving and thriving](#), published in February, which set out the Government’s proposals for SEND reform, amongst other matters. The white paper indicates that the Government intends all schools to move to “being part of school trusts”. Whilst no detail is provided as to any legal mechanism by which this might be achieved it would seem there is no policy intention to move away from the trust governance model as an option for schools. The white paper also shifts some responsibilities and decision-making power away from local authorities, indicating that the direction of travel is not entirely an expansion of local authority powers in education.

The Act received Royal Assent on 29 April 2026. Though some parts came into force immediately (such as the power to make regulations and orders to give effect to new requirements), the timing of other changes is subject to secondary legislation and guidance, some of which has begun to be published, but more is expected in the coming months. The more imminent changes are identified under the section [what schools need to do now](#) at the end of this document. Other information about timing is embedded within each section.

## 2. ACADEMIES NO LONGER THE DEFAULT STRUCTURE FOR NEW SCHOOLS OR FOR SCHOOLS CAUSING CONCERN: FURTHER REDUCTIONS OF “ACADEMY FREEDOMS” AND OTHER ACADEMY-RELATED CHANGES

**The Act implements the current Government’s policy of reducing historic “academy freedoms” by bringing academies more closely into alignment with maintained schools. The Act also effectively removes the previous Government’s formal preference (imposed through legislation) for new schools to be established as academies and the requirement for maintained schools causing concern to be converted to academies.**

However as above, the Government’s policy position appears to have evolved and, based on the recent white paper, indicates a more favourable approach to academy trusts so it remains to be seen in practice how these changes will play out. Either way, it is clear that the intention is to bring academy and maintained school legal duties into much closer alignment.

Increased DfE powers of intervention in academies

From 29 June 2026, the Secretary of State (“SoS”) will have increased powers to secure that academy trusts comply with any duties imposed by the academy trust’s funding agreements, by issuing directions to the academy trust to secure the proper performance of those duties. This is a step back though from the original iteration of the Bill, which envisaged much broader powers to the SoS to issue directions to academy trusts.

No longer compulsory for a school causing concern to be academised

From 29 June 2026, section 58 of the Act removes the SoS’ duty to issue an academy order to maintained schools requiring

significant improvement or special measures (i.e. those within a category of concern and eligible for intervention under the Education and Inspections Act 2006)). The SoS though retains a discretionary power to issue academy orders to such schools, as well as to coasting schools which are otherwise eligible for intervention under the Education and Inspections Act 2006. This aligns with the DfE’s policy shift for regional improvement for standards and excellence (“RISE”) teams to become the focus for the improvement of schools causing concern, with directed academy orders potentially reserved for more challenging schools.

Further guidance is awaited on this, with changes anticipated to the [DfE’s Support and intervention in schools](#) guidance to reflect the legislative change.

New schools no longer have to be academies and changes to the new school opening process

Sections 65 – 69 of the Act, combined with

The School Organisation (Establishment and Discontinuance of Schools) (Amendment) Regulations 2026, will bring into force key changes to the process for the establishment of new schools from 1 September 2026. New statutory guidance has also been published by the DfE in May 2026 on Opening new schools (New Schools Guidance) which explains the new processes and the transitional arrangements.

The Act removes the presumption that a new school must be established as an academy, giving Local authorities in England greater flexibility to decide the types of schools that can be established in their area if they think a new school needs to be established.

This means that, in addition to considering new academies, Local Authorities can consider proposals for foundation schools, voluntary schools, foundation special schools, or pupil referral units from other providers, or make its own proposals to open any type of maintained school or a new pupil referral unit. If the Local authority decides a new academy school should be opened, it cannot approve that school unless it has consulted with the SoS about the proposals and the SoS has notified the Local authority that it would be willing (if the proposals are approved) to enter into a funding agreement for the establishment of the Academy.

The New Schools Guidance clarifies that where a Local authority has sought proposals under the free school presumption process prior to 1 September 2026 and specified a date for the submission of proposals, the free school presumption continues to apply.

The New Schools Guidance also clarifies that whilst proposers may be able to submit proposals for academies or other types of school, 'The government's expectation is that new schools will ultimately join or form high-quality trusts'.

The New Schools Guidance also outlines the ways in which new schools can be established, reflecting changes introduced by the Act. The Act amends the Education and Inspections Act 2006 providing for schools to be proposed via a section 7 'invitation process' or a section 10 process where the Local authority has not published an invitation under section 7. The process for establishing new schools will consequently largely return to Local authorities managing proposals for establishing different types of new schools in their area, as part of the long-standing duty on each Local authority to ensure there are sufficient school places in its area, subject to certain decision-making controls exercised by the DfE.

Under the section 7 process, where Local authorities determine there is a need for a new school, the Local authority can publish an invitation notice to proposers to submit proposals for a school. Local authorities will no longer require the consent of the DfE to publish such a notice. The decision-maker for such proposals will be the Local authority (or if the Local authority is one of the proposers or the Local authority is involved in foundation proposals, the SoS will be the decision-maker).

Under the section 10 process, certain proposals can be made without an Local authority invitation. This includes proposals by a Local authority if a school or PRU is replacing an existing corresponding type of institution (school or PRU) already maintained by that Local authority. The section 10 process also continues to allow proposers, aside from the Local authority, e.g. a religious authority or charitable trust to have the power to publish proposals if wanting to propose the establishment of a new foundation, voluntary or foundation special school. The decision-maker for such proposals will be the Local authority (or if the Local authority is one of the proposers or involved in the foundation proposals, the decision-maker will be the Schools Adjudicator).

The New Schools Guidance should be consulted in full for further information on the new schools opening process.

### **Duty to follow and implement the National Curriculum**

Section 54 of the Act imposes this duty on academies, and will override any different arrangements in the existing funding agreements of individual academies. Whilst this provision is not yet in force, the Government has indicated that academies will be required to teach the national curriculum from September 2028.

This will not be the current national curriculum which has been under review, but a new, revised curriculum following the review completed in 2025. It is anticipated this will be published in Spring 2027.

### **Academies to have the express power to direct children off site**

From 26 July 2026 Academies and Pupil Referral Units will be included in the types of institution that can direct pupils off site to receive education intended to improve their behaviour under section 29A of the Education Act 2002. This is a welcome change from academies having to rely on their general corporate powers to issue offsite directions.

New regulations (the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026) have already been published confirming that the change will take effect from 26 July. The DfE have updated the statutory guidance on suspensions and exclusions to reflect the changes and to explain the prescribed steps that academies must now take in relation to off site directions generally which include:

- providing a formal notice of the direction to parents and the Local Authority (if the child has a EHCP) which sets out information including the name and duration of the placement, the objectives to be achieved during the placement and who to report to;
- keeping the placement under review and providing notice of the review meeting to the parents and/or the Local Authority;
- the right of parents or Local Authority to request a review of the placement; and
- providing written notification about any extension to the direction and the relevant timescale.

In the specific scenario where a direction was issued before the 26 July but remains in force afterwards academies are required to carry out an initial review as soon as practicable after 1 August 2026.

Academies should check the wording of their behaviour and exclusion policies and make necessary amendments to reflect the updated DfE guidance. It will also be important to identify any pupils who fall in the category above and to arrange an initial review if necessary.



# 3. TIGHTENING THE REGULATION OF TEACHER PAY, QUALIFICATIONS AND PERFORMANCE

## Teacher misconduct

The Act makes significant reforms to the regulation of teacher misconduct, designed to strengthen the oversight of teacher conduct and ensure a consistent approach across a wider range of educational settings.

One of the key provisions of the Act is the broadening of the criteria for misconduct investigations. Under the current legislation, the Teaching Regulation Agency (TRA) is limited to considering misconduct that occurs during an individual's employment as a teacher. This limitation shall be removed when this reform takes effect, allowing the TRA to investigate misconduct that takes place outside of teaching work, as long as the individual is, or has at any time been employed or engaged in teaching work in a relevant setting.

Additionally, the Act extends the scope of the regulations to include a wider range of educational settings which will be set out within the Education Act 2002, including institutions within the further education sector, independent training providers and online education providers. These settings will be subject to the same regulations as academy trusts and other state-funded schools, and they will have a legal duty to consider making a referral to the TRA when a teacher is dismissed for serious misconduct (or would have been dismissed had they not resigned).

While these changes will enhance the regulatory framework for teacher misconduct, they will not alter the responsibilities of schools in handling teacher misconduct.

Academy trusts and other state funded schools will continue to be required to assess whether referrals to the TRA are necessary when a teacher commits serious misconduct.

The date that this measure will take effect is yet to be announced.

## School teachers' qualifications and induction

The Act introduces key changes to teachers' qualifications and induction. The Act will amend the Education Act 2002 to extend the requirement to hold Qualified Teacher Status (QTS) for "specified work" to teachers in academies of a description specified by the Secretary of State in regulations. This change will align academies with maintained schools and special schools, ensuring that new teachers in these settings either have QTS or are working towards it.

The Act also introduces a statutory induction requirement for Early Career Teachers in academies. This shall only apply to teachers who gain QTS after the new rules come into effect – originally this was anticipated to be 1 September 2026 but recent reports suggest that this will take effect on 1 September 2027, giving schools time to prepare.

Academy trusts will need to review their recruitment and induction processes to ensure they are compliant with these new requirements when they come into effect.

Government guidance is expected, ahead of the implementation date to support academy trusts with this transition.

## Teachers' pay and conditions

The Act gives the Secretary of State the power to set minimum remuneration for academy teachers. When the Bill was published, it was initially unclear whether academy trusts who offered enhanced pay ranges would be required to reduce teacher salaries so that they were in line with the School Teachers Pay and Conditions Document. However, it was confirmed that the reforms will not cut teachers' pay, with Bridget Phillipson stating that "all schools will have full flexibility to innovate with a floor and no ceiling on what that means".

The pay floor will apply to academy teachers providing primary and secondary education and to principals who are not executive leaders of the academy trust.

Whilst the Secretary of State will have the power to make an order regarding minimum remuneration from 29 June 2026 onwards, in practical terms this is likely to mean that the next version of the STPCD will set out the minimum remuneration for academy teachers – we will provide an update in this regard once we have had sight of the latest STPCD. Academy trusts will need to ensure that they comply with the pay floor by the time that the order takes effect.

Representatives of the academy sector will be included by the School Teachers' Review Body in all subsequent statutory consultations.

In addition, on a date to be determined, academies will be required to 'have regard to' the provisions in the STPCD which relate to conditions of employment or service for teachers. The change is likely to be significant for academies who have moved away from the provisions of the STPCD, for example in relation to directed time.



## 4. CHANGES REGARDING EVERYDAY PROVISION FOR PUPILS IN ALL SCHOOL SETTINGS

### Safeguarding

Schools will be automatically included in multi-agency safeguarding arrangements in line with section 2 of the Act and will participate in improved information sharing across those multiple agencies. The Act also gives the Secretary of State the power to make regulations and issue a related code of practice requiring a consistent identifier to be used when processing information about children to avoid information slipping through the cracks in a safeguarding context. The power to make these regulations has already come into force, so it is important to keep an eye out for updates on this topic. There will also be a person “with educational experience” included in multi-agency child protection teams though the timing as to when these provisions will come into force is not yet known.

### Breakfast clubs

The Act will require academies and maintained schools to provide free breakfast clubs for at least 30 minutes before the school day, to be available to all children of primary school age in England. The SoS must issue guidance on this duty to which schools must have regard. Schools can apply to be exempt from the requirement but the direction of travel indicates that these would be a very limited number of cases.

According to the DfE, 12,500 schools are already operating a free breakfast club scheme and the intention is for this to be rolled out to all schools in England by September 2027, however, the timing as to when this will become mandatory is not yet specified. [DfE guidance](#) is available for more information.

### School food including free school meals

The Act introduces measures in relation to food and drink to be provided at academies. This will include a statutory duty to comply with the School Food Regulations 2014 which will apply to academies from 29 June 2026. Proposed changes to The School Food Regulations are currently under consultation and significant revisions are expected.

The Act also extends the eligibility for free school meals to children from households in receipt of universal credit. The DfE have announced this will apply from September 2026. In preparation for this, information sharing provisions in the Act enabling eligibility for free school meals to be determined came into force on 1 June.

### Allergies in school

The Act makes new provision for allergy safety in schools, often referred to as “Benedict’s Law” by placing a duty on the Secretary of State to issue statutory guidance about allergy safety in schools and requiring schools to have regard to it. The DfE have opened a consultation on the guidance, which will cover both allergies and supporting pupils with medical conditions. A draft is available on the DfE website and proposes amongst other things that all schools should have access to adrenaline auto-injectors for emergencies.

The new statutory guidance is intended to come into force in September 2026 and all schools will need to update their policies for supporting pupils with medical conditions.



### School uniforms

The Act places limits on the number of branded uniform items schools can require pupils to have. For primary schools, the limit is three branded items, whilst for secondary it is four, if one item is a tie, and otherwise three. This was a manifesto pledge aimed at bringing down the cost of school uniform.

The DfE has indicated that it intends the new limits to apply from September 2026 and it is recommended that uniform policies are revised if necessary to reflect the new requirements from now.

### Mobile phones

Section 36 of the Act makes existing guidance about mobile phones and other communication devices in schools statutory. This provision was the subject of much press coverage and parliamentary ping pong between the House of Lords and House of Commons. The existing DfE guidance on mobile phones states that “all schools should be mobile phone-free environments by default; anything other than this should be by exception only”.

This guidance (subject to any changes the DfE make in the meantime) will become statutory guidance on 29 June 2026. Therefore schools will need to ensure that behaviour policies reflect the guidance and that any necessary logistics such as phone storage are in place. We have written a separate briefing on the new approach which is available [here](#).

### Online safety and social media

The Act does not specifically impose a ban on social media for children (though this was hotly debated during the progress of the Bill) but does give the Secretary of State an immediate power to make regulations requiring providers of specified internet services (including social media companies) to restrict access for under 16s.

## Children not in school

In the wake of a significant increase in elective home education since the Covid Pandemic and concerns about children missing from education and the safeguarding of children being educated at home (notably the tragic Sara Sharif case), the Act introduces more control as follows:

- The end to a parent's automatic right to home education: there will be a requirement for a parent to obtain their Local authorities's consent to withdraw a "relevant" child from school to receive elective home education ("Education Otherwise"). This applies to children who are attending a special school or subject to Section 47 child protection enquiries or action.
- The Act empowers Local authorities to refuse that consent and to require a relevant child to attend a school when doing so is in their best interests, or if no suitable arrangements have been made for education otherwise by their parent.
- Schools must notify relevant local authorities when they are informed of a parent's intention to withdraw a pupil in the circumstances specified above and will not be allowed to delete a pupil from its admission register unless the Local authority has given its consent.
- The Act also introduces a duty on Local authorities to have and maintain Children Not in School registers and provide support to home-educating parents.

The Act also aims to improve the efficiency of the School Attendance Order ("SAO") process by enabling Local authorities to name academies as well as maintained schools in SAOs. The same exceptions to being named will continue, including a school not being named if it would take a relevant year group (a normal year of entry) over PAN unless it is the only available local school for the child in question (that exemption also only applies if the Local authority is not the admission authority for that school). This is a significant change from the previous position where academies could push back on being named in a SAO at a time when Local authorities are increasingly using SAOs to direct "hard to place" pupils into a school.

The Government Explanatory Notes about the Bill stated that the Government will issue guidance concerning "administrative expectations" of Local authorities in performing

the children not in school measures, and the school attendance order process. Presumably much closer working between the education and social care functions of Local authorities will be necessary to make this work effectively, but we anticipate schools will largely welcome the introduction of more substantial controls over the safeguarding of children educated outside school. The timeline for implementation of the children not in school measures above has not yet been confirmed.

**These provisions require commencement regulations and further statutory guidance and (where relevant) secondary legislation setting out the administrative expectations on local authorities and schools. Current reporting suggests a phased rollout is intended, with implementation expected in late 2026 or during 2027.**

# 5. LOCAL AUTHORITIES TO HAVE A LARGER ROLE IN ADMISSIONS

## School places and admissions

The Act contains some important changes to admissions law:

- Schools and Local authorities will be under a duty to co-operate with each other when carrying out their respective duties regarding school admissions, including duties set out in legislation and the School Admissions Code. This could be used by either schools or Local authorities to ensure compliance with the various duties set out within the Code which can cause disputes to arise, in particular admissions under Fair Access Protocols. The duty to co-operate will not apply to the admission of children with EHCPs (which sits outside the general admission law regime).
- The duty to co-operate also has a second limb which aims to ensure that decisions taken by schools are not detrimental to the Local authority capacity to meet its duties under section 14 (provision of sufficient schools) or section 19 Education Act 1996 (duty to arrange suitable education where a child will not receive such education without authority support). Whilst the explanatory notes suggest that this clause is aimed at the authority's place planning duties (i.e. reduction in PAN or other significant changes to school admission policies) the wording could potentially permit the Local authority to invoke the duty in individual admission cases – i.e. challenges to school decisions not to admit a child.
- Local authorities will be empowered to direct an academy to admit a child, in the same way as they currently can in respect of a maintained school. There will also be a right of appeal for all schools to the Schools Adjudicator. It is also proposed that the use of directions will be extended to cover the admission of previously looked after children and to ensure admissions where fair access protocols have not resulted in the admission of children). The School Admissions Code will be updated to reflect these new powers.
- School Adjudicators will, on receipt of an objection from another person or a referral from the SoS which references the PAN at a school, be able to set a new PAN for the school when upholding the complaint/referral. The Adjudicator will also be able to set the PAN for the admission year following the year to which the objection refers. The Adjudicator's power to set a PAN is only exercisable when the objection/referral refers to the PAN. It cannot be used by the Adjudicator when exercising their reserve powers to consider all aspects of admission arrangements on receipt of a complaint/referral. Nonetheless it is a controversial aspect of the Act which was the subject of some debate. Following objections raised by the House of Lords, the Adjudicator's new power will be subject to certain constraints such as taking into account the impact on the quality of education, the ability to meet parental preference and, where a lower PAN is being considered, the Adjudicator must consult the local authority, the admission authority (if different, i.e. the Trust) and the SoS.

The timing of the admissions changes is not fully known yet. The duty to co-operate comes into effect from 29 June but the other changes, including the School Adjudicator's new powers, are expected to come in alongside an updated version of the School Admissions Code, which will first be subject to consultation.

## 6. CHANGES REGARDING SCHOOL INSPECTION

The law regarding inspection is already flexible enough to accommodate most policy changes but Act includes a significant new duty on Ofsted to inspect academy proprietors (i.e. trusts) as well as new powers for Ofsted to “search” suspected illegal schools, and also to share information freely with the Independent Schools Inspectorate.

The timing of when the new duty to inspect academy trusts will commence is not yet known, though reporting has suggested it could be the 2027/28 academic year.

## 7. CHANGES INVOLVING INDEPENDENT EDUCATIONAL INSTITUTIONS

### **Full-time education**

A new statutory definition of “full-time education” has been introduced for independent educational institutions. Under section 43, an institution is to be treated as providing full-time education if a child could reasonably be expected to receive all or a majority of their education at that institution. This is not reduced to a fixed numerical threshold in the Act. Instead, the question is to be assessed by reference to factors including the number of hours per week for which education, and activities incidental to that education, are provided, the number of weeks in the academic year during which education is provided, and the time of day at which education is provided. The Act also allows for further provision to be made in regulations. In practice, this broader and more flexible test is likely to bring more settings within the scope of regulation and inspection.

### **Suitability of proprietors**

The Act introduces a new power for the SoS to exercise discretion in determining if an individual is ‘fit and proper’ to participate in the management of an independent educational institution. In practice, this allows the SoS to go beyond prescribed checks and assess suitability more broadly, meaning that an individual may meet the required checks but nevertheless be considered not fit and proper to participate in the management of an institution.

### **Power to suspend registrations**

The Act introduces a new power for the SoS to suspend the registration of an institution where relevant standards are breached and there is a risk of harm to children. This has the effect of requiring the institution to cease operating for the duration of the suspension so that remedial action can be taken. The initial suspension cannot exceed 12 weeks, but there is scope for this to be extended.

A parallel power applies to boarding provision, allowing that aspect of the setting's operation to be suspended where appropriate. It is an offence for the proprietor of an institute to continue to provide education whilst its registration is suspended.

The purpose of this power is to enable faster intervention to remove children from an unsafe environment where an institution is not meeting the required standards or where children are or may be exposed to the risk of harm. The power sits between existing enforcement options (such as imposing restrictions on the proprietor) and full deregistration, where closure may be disproportionate. In practice a suspension may have significant (potentially fatal) operational and financial consequences, particularly if the suspension is long enough to trigger a permanent exodus of pupils.

### **Deregistration appeals**

The Act makes changes to the way in which appeals against the de-registration of an independent educational institution are determined. Tribunals must now have due regard to whether the school will meet the Independent School Standards on an ongoing basis (as opposed simply considering whether compliance has been achieved up to the point of the appeal) The onus is on the proprietor to evidence that compliance will be secured going forwards. The purpose of this is to ensure that institutions with persistent, serious failings do not avoid deregistration by making short term improvements that are not sustained.

### **Material changes**

The Act introduces three new types of material change (which sit alongside the existing material change categories):

- Occupying/ceasing to occupy a building for student use, subject to an exclusion for temporary changes reasonably expect to last for less than six months.
- Becoming/ceasing to be an institution for students with special educational needs.
- Changing the type of special educational needs catered for at the institution.

The Act also amends the basis on which material change applications are determined. In particular, the SoS may approve a material change application even where the Independent School Standards are not currently met, if they are satisfied that the change is likely to be beneficial to the education, welfare or safety of students and the standards are likely to be met following the change, or within a reasonable period of thereafter.

In addition, the Act introduces new enforcement powers to impose restrictions (such as preventing the institution admitting more pupils) where an unapproved change is made. This provides a more flexible alternative to de-registration, which may previously have been disproportionate in cases of isolated or technical non-compliance.

**It is not yet confirmed when the changes relating to independent educational institutions will take effect.**

## 8. WHAT SCHOOLS NEED TO DO NOW

As described in the briefing, some parts of the Act have already come into force and/or been given specific commencement dates (for example the offsite direction power for academies and information sharing provisions regarding free school meal eligibility) whilst several will take effect automatically from 29 June. However, confirmation of timing and detail for implementation of remaining parts of the Act (which will come in the form of commencement orders, regulations and statutory guidance) is anticipated in the coming months. In the meantime it is important to prepare for those provisions which are taking effect imminently and to plan ahead for those coming down the road.

In the short term, the following areas should be a priority:

- review food provision and compliance with school food standards
- review mobile phone / device policies
- review uniform policies against the branded item cap
- prepare for changes to free school meal eligibility
- for academies, review behaviour policies in light of the off-site direction power
- look out for updated admissions code, inspection framework and commencement regulations.



Stone King can help by reviewing and drafting policies and other documentation required to implement the changes and providing tailored advice and training on specific issues. We will endeavour to keep you up to date with any important updates as they emerge.

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