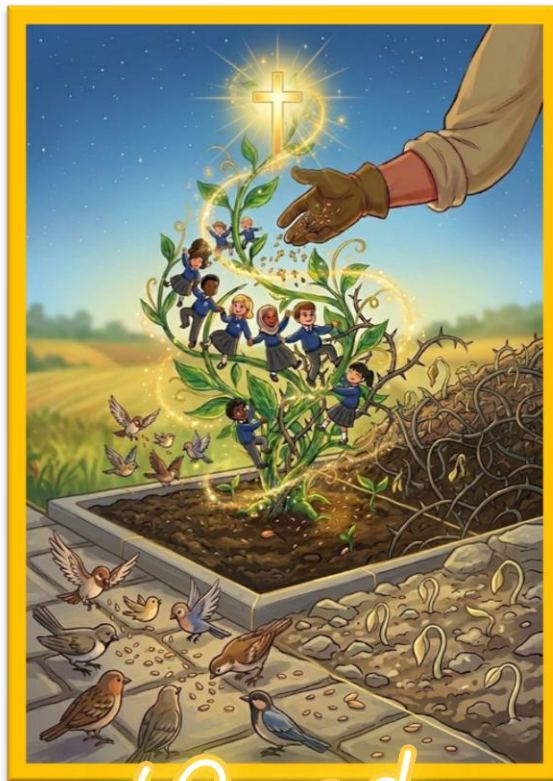




**St. Peter's**  
Church of England Primary School

# **BEHAVIOUR & DISCIPLINE POLICY**



BE THE *Good* SOIL

Mark 4: 1-20

**In Jesus we learn, love and grow together.**

# Behaviour and Discipline Policy

## Contents

1. Statement of intent
2. Aims and purpose
3. Legal framework and statutory requirements
4. Roles and responsibilities
5. Behaviour expectations and school routines
6. Recognising achievement and responding to behaviour
7. Additional support and serious incidents
8. Monitoring and evaluation
9. Review

## Appendices

- A House points and Christian values
- B Recommended procedure for inappropriate behaviour
- C Daily routines for playtimes and lunchtimes
- D Guidance and sources

# Behaviour and Discipline Policy

*"Be kind to one another."*

**Ephesians 4:32**

## 1. Statement of intent

At St Peter's Church of England Primary School, we teach and encourage behaviour that allows everyone to learn, feel safe and be treated with dignity. We expect kindness, honesty, respect and consideration from every member of our community. Adults build trusting relationships, recognise achievement and respond calmly and fairly when behaviour causes concern.

Our Christian vision, "Be the Good Soil" (Mark 4:1–20), and our strapline, "In Jesus we learn, love and grow together", guide our approach. We provide the care, teaching and support that help children grow into responsible and increasingly independent members of the community. Forgiveness gives children a fresh start alongside the responsibility to put things right and protect others from harm.



This policy explains our expectations, rewards, consequences and support. It applies in classrooms, at playtimes and lunchtimes, in school clubs and on visits. It also covers relevant behaviour outside school, including online behaviour, where it affects school life, safety or relationships. Staff consider the circumstances and their lawful authority before taking action.

## 2. Aims and purpose

- ✚ Provide a calm, safe and welcoming environment where pupils can learn and staff can teach.
- ✚ Teach children how to manage feelings, make responsible choices and build respectful relationships.
- ✚ Recognise good work, effort, helpfulness and behaviour linked to our Christian values.
- ✚ Apply clear expectations and proportionate consequences, taking account of age, development and individual needs.
- ✚ Identify barriers to positive behaviour early and work with children, families and other professionals to address them.
- ✚ Protect pupils and adults from bullying, discrimination, abuse and other harmful behaviour.

### 3. Legal framework and statutory requirements

We follow the relevant law and statutory guidance for schools in England. Appendix D provides links to the main guidance and legislation.

- ✚ Education and Inspections Act 2006, sections 88–94. These cover governors' behaviour principles, the headteacher's behaviour measures, lawful disciplinary penalties, reasonable force and recording and reporting significant uses of force. Expectations are communicated to pupils, families and staff at least annually.
- ✚ Education Act 2002, including sections 175 and 51A, and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended. These underpin safeguarding and lawful suspension and permanent exclusion procedures.
- ✚ Equality Act 2010 and Children and Families Act 2014. We prevent unlawful discrimination, make reasonable adjustments for disabled pupils and meet our duties towards pupils with special educational needs and disabilities (SEND), with regard to the SEND Code of Practice.
- ✚ Education Act 1996, including the statutory powers and safeguards for searching and confiscation, and the requirements concerning mobile phone guidance. Staff act within these powers.
- ✚ Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. We record and report relevant incidents in accordance with the duties effective from April 2026.

Our procedures reflect Behaviour in Schools, Keeping Children Safe in Education 2026, the current suspension and permanent exclusion guidance effective from July 2026, Restrictive Interventions guidance effective from April 2026, and the current statutory Mobile Phones in Schools guidance. Safeguarding procedures take priority where a child may be at risk.

### 4. Roles and responsibilities

#### Governing Body

Governors establish and review the written statement of general behaviour principles, consulting the school community as required. They approve and review this policy and hold the headteacher to account for its implementation. They consider anonymised information about behaviour, equality, removals, restrictive interventions and exclusions. Individual exclusion decisions are reviewed through the statutory process by governors who can act impartially.

#### Headteacher and senior leadership team

The headteacher determines the school's behaviour measures with regard to governors' principles and leads their consistent implementation. The senior leadership team (SLT) supports staff, oversees serious or persistent concerns and works with families. Leaders ensure suitable induction, training, supervision and recording arrangements. Only the headteacher, including an acting headteacher, may suspend or permanently exclude a pupil.

#### Teachers, teaching assistants and other staff

All staff model respectful behaviour, teach and reinforce expectations, recognise positive choices and supervise pupils actively. Teachers and teaching assistants use the school's graduated response and seek advice when concerns continue. They listen to children, explain decisions and make reasonable adjustments. Staff record significant concerns and refer safeguarding concerns promptly. Supply, lunchtime and club staff receive the information they need to apply the policy.

### **Safeguarding team SENCO and pastoral staff**

The designated safeguarding lead (DSL) and deputies assess safeguarding concerns and follow referral procedures. The special educational needs coordinator (SENCO) helps staff identify needs, adapt provision and plan support. Pastoral staff work with children and families to address difficulties. These staff liaise with external agencies, including local authority services, when appropriate.

### **Parents and carers**

We ask families to support the school's expectations and home-school agreement, encourage respectful behaviour and share information that may affect their child. Parents and carers should raise concerns promptly with the class teacher and work with us on agreed support. We explain significant incidents and consequences while respecting other children's privacy. Concerns about a child's treatment follow the school's Complaints Policy; statutory exclusion review rights remain separate.

### **Pupils**

Children are taught to follow the school rules, care for people and property, seek adult help and take responsibility for their actions. We listen to their views and help them explain what happened in a way suited to their age and communication needs. Pupils are encouraged to report bullying or unsafe behaviour and to include others in school life.

## **5. Behaviour expectations and school routines**

### **School rules**

Our shared rules are displayed and taught throughout the school. Adults explain what they look like in classrooms, the hall, corridors and playgrounds.

- ✚ We are gentle; we do not hurt others.
- ✚ We are kind and helpful; we do not hurt anybody's feelings.
- ✚ We listen; we do not interrupt.
- ✚ We are honest; we do not cover up the truth.
- ✚ We work hard; we do not waste our own or others' time.
- ✚ We look after property; we do not waste or damage things.
- ✚ We walk when moving around the school; we do not run.

### **Teaching routines**

Staff explicitly teach and practise routines for learning, sharing equipment, transitions, lining up and moving safely around school. They use clear instructions and reminders and revisit expectations after holidays or when pupils need additional help. PSHE, collective worship and everyday conversations develop respect, friendship, fairness and forgiveness. Appendix C sets out the school's daily playground and movement routines.

### **Bullying discrimination and child on child abuse**

We do not tolerate bullying, discriminatory language, harassment, sexual violence or other abuse. Staff act promptly to protect children, record concerns and follow the Anti Bullying Policy and safeguarding procedures. Harmful behaviour is never dismissed as banter, teasing or a normal part of growing up. A single harmful incident still requires action even when it does not meet the definition of bullying.

### **Behaviour outside school and online**

Staff may respond to behaviour on school visits, in school activities, while travelling to or from school or when a pupil is identifiable as a member of the school. They may also address conduct that threatens pupils or staff, affects the orderly running of the school or has repercussions for school relationships. This includes harmful messages, images or online bullying. Any consequence must be reasonable and imposed when the pupil is at school or under the lawful charge of staff.

### **Mobile phones and connected devices**

Pupils must not use personal mobile phones or other personal smart devices with comparable communication functions during the school day, including breaks and lunchtime. A device brought for an agreed reason must be switched off and stored securely under arrangements agreed with the school. Parents contact children through the school office. Necessary exceptions for disability, medical needs or other exceptional circumstances are agreed individually by the headteacher and SENCO where relevant. Misuse is addressed proportionately; any confiscation follows the safeguards in section 7.

## 6. Recognising achievement and responding to behaviour

### Praise and rewards

We recognise positive behaviour, effort, progress and achievement. Praise explains what a child has done well so they understand how to repeat it. Rewards are accessible to all pupils and take account of individual starting points and needs.

- ✚ Verbal praise, positive comments on work and praise in front of the class.
- ✚ Displaying work, sharing it through the visualiser and visiting another class or member of staff to celebrate it.
- ✚ Positive conversations with parents and carers, or notes in homework diaries or reading records.
- ✚ Stickers, house points and certificates recognising good work, manners, helpfulness and other positive choices.

### House points and Good News Assembly

Every child belongs to a house: St George's (red), St Andrew's (blue), St Patrick's (green) or St David's (yellow). House points recognise good work, effort, manners, behaviour and helpfulness. Points are recorded and shared through the school's Dojo system. Appendix A links achievements to our Christian values.

Good News Assembly takes place on Friday mornings, with parents and carers invited to celebrate children's work and achievements. Each teacher recognises children who have worked or behaved particularly well and selects one child for a certificate. Teachers also choose a Star of the Year for a special annual award.

Weekly house totals are announced and the winning house is celebrated. The winning house each term receives an own clothes day. The class with the best attendance is celebrated and receives an extra break. Staff make fair adjustments to attendance recognition so children are not disadvantaged because of disability or health needs. No child loses behaviour points because of illness or an authorised disability-related absence.

### A fair and consistent response

Staff respond calmly, explain the expected behaviour and give the child a reasonable opportunity to put it right. They hear the child's account and consider what led to the incident, the impact on others and any unmet needs. Consequences are reasonable, proportionate and related to the behaviour. We consider age, SEND, disability, communication needs, relevant religious requirements and safeguarding circumstances.

We use the smiley face system to make classroom expectations clear. Children start each day on the smiley face. Where appropriate, a warning may be followed by moving to Straight Face (amber), then Sad Face (red). Staff use the system sensitively, with individual adaptations where necessary, and recognise improvement. It must never be used to humiliate a child or invite other pupils to criticise them.

Appendix B sets out the recommended graduated procedure. Staff normally begin with a reminder and warning, then use a proportionate consequence and support. Serious or unsafe incidents may require immediate referral to senior leaders. Adults explain a fresh start and help the child repair harm through a suitable conversation, action or apology once they are ready.

### Consequences and reflection

Consequences may include a short loss of break or lunchtime of 5, 10 or 15 minutes, completing unfinished work, a supported apology, time at the thinking table or referral to a senior leader. Lost time may be earned back through improvement. Any deduction of individual house points must be clearly explained and proportionate. Staff continue to recognise a child's positive achievements.

Children remain supervised and have enough time to eat, drink, use the toilet and meet medical needs. Brief reflection or time out is normally no longer than 10 minutes and is adjusted to age and need. Adults check on the child, help them regulate and return them to learning promptly. A planned sensory or regulation break is support and is not a sanction.

### **Removal from a classroom**

For serious or persistent disruption, a pupil may work temporarily in another supervised classroom or suitable learning area. Other strategies are used first unless immediate removal is necessary for safety. The pupil continues meaningful education. Staff record the reason, duration and support, inform parents the same day and plan a supported return. Longer periods require the headteacher's explicit agreement and a review of support. Where relevant, staff notify the child's social worker and Virtual School Head. Children are never locked in or prevented from leaving as a punishment.

### **Playtimes and lunchtimes**

Staff teach playground rules, encourage participation and intervene early. A short supervised pause from play may be used to help a child reflect and restore safe behaviour. Children are not left standing unsupervised at a wall or outside an office. Serious or repeated incidents are referred to the class teacher or SLT, with parents involved when appropriate. A lunchtime suspension is a formal suspension and follows section 7.

## **7. Additional support and serious incidents**

### **Understanding needs and planning support**

Behaviour may communicate distress, difficulty understanding an instruction, a sensory need or another barrier. Staff explore causes alongside maintaining safety and expectations. The SENCO and class teacher consider whether a pupil needs assessment, adjustments or additional provision. Staff do not assume that every incident involving a pupil with SEND is caused by their need, or impose a consequence without considering the individual circumstances.

Support may include visual prompts, help with communication, predictable routines, planned regulation breaks, adapted tasks, pastoral support or an individual behaviour support plan. The plan sets clear goals, identifies triggers and helpful responses, names responsible adults and gives a review date. We develop it with the child and family and share necessary information with relevant staff. A behaviour or report book may help monitor agreed targets.

Where concerns persist, the headteacher, SENCO and teacher review support and seek external advice as appropriate. This may include local authority services, educational psychology or other professionals. We consider early help and, where needed, review an education, health and care plan (EHCP). We pay particular attention to the needs of children in care, children with social workers and those affected by trauma or significant changes at home.

### **Safeguarding and immediate safety**

Staff prioritise safety, seek assistance and arrange first aid where needed. They report any concern that a child may be suffering or at risk of harm to the DSL or a deputy without delay. Staff follow the safeguarding referral procedure and contact emergency services where necessary. Leaders plan protection and support for all children involved; disciplinary action can proceed alongside safeguarding work when appropriate.

## **Searching and confiscation**

Only the headteacher or authorised staff use statutory search powers. Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles reasonably suspected of being used to commit an offence or cause injury or property damage. Staff explain the search and seek cooperation. A search without consent requires reasonable grounds and normally a staff member of the same sex as the pupil and another staff witness; the narrow emergency exceptions in DfE guidance apply. Staff protect privacy and must not conduct strip searches.

Confiscation must be lawful and proportionate. Items are stored safely and returned, passed to police or disposed of in accordance with law and guidance. Staff record searches for prohibited items and relevant incidents on the safeguarding system, notify the DSL and inform parents as required. Staff do not view, copy, forward or delete suspected sexual images of children; they seek DSL advice and follow safeguarding procedures.

## **Reasonable force and restrictive interventions**

We use prevention and de-escalation to reduce the need for physical intervention. School staff may use reasonable force where necessary to prevent injury, an offence, property damage or serious disorder, within their legal powers. Any force must be proportionate, use the least necessary restriction and last for the shortest necessary time. Force must never be used as punishment. Staff likely to need to intervene receive suitable training and risk information; urgent protection is not delayed while waiting for a particular adult.

A child must not be confined or prevented from leaving a space as a behaviour punishment. If a safety emergency requires seclusion or restraint, staff seek senior help, maintain observation and end the restriction as soon as safe. We treat this as a restrictive intervention and follow the recording and reporting procedure below.

## **Recording and reporting restrictive interventions**

The staff involved make a written record of every significant use of force and each seclusion or restraint incident, including restraint without physical contact, as soon as practicable, aiming to complete it the same day. The headteacher oversees compliance. One complete record may meet overlapping duties; information need not be duplicated.

The record includes who was involved, the pupil's relevant needs, date, time, place, duration, events and triggers, de-escalation attempted, why intervention was necessary, the type and degree of force or restriction, any injuries and subsequent care. It includes the child's account where possible, witnesses, parent notification and follow-up. Significant force includes intervention beyond ordinary appropriate physical contact.

Parents receive a written report of significant force as soon as practicable, aiming for the same day. For seclusion or restraint covered by the separate regulations, we provide each parent with a copy of the written record. If informing a parent would be likely to cause significant harm to the child, staff must withhold it from that parent, consult the DSL and inform any parent who can safely receive it. If none can, the incident is reported to the local authority where the child ordinarily lives. Prior agreement in a support plan does not remove these duties.

We check pupils and staff for injury or distress, arrange appropriate care and review the incident with the child and family when safe to do so. Leaders review the support plan and staff practice. Any concern about an adult's conduct follows the safeguarding and allegations procedures.

## **Suspension and permanent exclusion**

Only the headteacher, including an acting headteacher, may suspend or permanently exclude a pupil on disciplinary grounds. A suspension has a defined end date; the total must not exceed 45 school days in an academic year. A lunchtime suspension counts as half a school day. Decisions must be lawful, fair and proportionate and take account of SEND, disability, safeguarding and support already provided.

Permanent exclusion is a last resort. It is considered only for a serious breach or persistent breaches of this policy and where the pupil remaining would seriously harm the education or welfare of the pupil or others. A suspension cannot be extended or converted into a permanent exclusion. Any subsequent suspension or permanent exclusion requires a separate decision and the full statutory procedure.

The headteacher informs parents without delay and provides written reasons, the duration or permanence of the exclusion, representation rights and required information about education and public-place duties. The local authority is notified without delay, together with the social worker and Virtual School Head where applicable. Governors are notified within the statutory arrangements. Families receive information about support and advice services.

We do not send children home informally to cool off, ask parents to withdraw a child to avoid exclusion, or use a reduced timetable as a behaviour sanction. Any disciplinary exclusion, including at lunchtime, follows the formal process. Staff set and mark work during the first five school days where appropriate. Suitable full-time education is arranged from the sixth school day: by the school for a suspension and by the local authority for a permanent exclusion.

The governing body considers parents' representations and reinstatement in accordance with the statutory thresholds and timescales. A designated committee has at least three governors. Parents are told how to exercise their rights, including independent review following a decision not to reinstate a permanently excluded pupil and access to a SEN expert. These rights do not depend on the school's Complaints Policy.

## **Reintegration**

Following a suspension or period working away from the class, staff welcome the child back, agree achievable expectations and review support with the family. We help the child resume learning and rebuild relationships. A reintegration meeting supports this process; a parent's inability to attend must not prevent the child returning when the suspension ends.

## **8. Monitoring and evaluation**

Staff keep factual records of serious or repeated behaviour concerns, classroom removals, bullying, discriminatory incidents, restrictive interventions and exclusions using the school's agreed systems. Records identify what happened, the child's account, action taken, support, communication with families and follow-up. Safeguarding information is recorded and shared through the safeguarding procedures. Access is restricted to those who need it, in line with data protection and retention arrangements.

The headteacher and SLT review patterns, repeat concerns, lost learning and the impact of rewards, consequences and support. They check whether particular pupil groups, including pupils with SEND or protected characteristics, experience disproportionate consequences and whether adjustments or staff support are needed. They seek pupils' and parents' views and report anonymised findings to governors.

Governors regularly check that recording and parent notification duties for restrictive interventions are met. They evaluate the frequency, reasons and impact of interventions and challenge leaders to reduce avoidable incidents. Monitoring informs training, supervision, support plans and revisions to the policy.

## **9. Review**

The Governing Body reviews this policy every two years, or sooner following a change in law or guidance, a significant incident or evidence that the approach needs to change. The headteacher checks implementation and current guidance at least annually and ensures the policy reflects governors' behaviour principles. Pupils, staff and families are involved as appropriate.

The school publishes the policy and brings expectations to pupils, parents and all staff at least once each school year. New families and staff receive the information they need.



## Ways in which you can earn House Points at St Peter's:



- Polite, well-mannered behaviour showing the Christian Values of **Respect, Service** and **Truthfulness**.
- Demonstrating a caring attitude towards peers showing the Christian Values of **Compassion, Generosity, Friendship** and **Forgiveness**.
- Working to the best of your ability and putting special effort into a piece of work; having neatly presented work and an overall positive attitude towards work showing the Christian Value of **Perseverance**.
- Good attendance showing the Christian Value of **Thankfulness**.
- Sporting achievement showing the Christian Value of **Trust**.
- Taking part in competitions and events showing the Christian Value of **Courage**.
- Helpful approaches to different situations and doing the right thing showing the Christian Value of **Justice**.



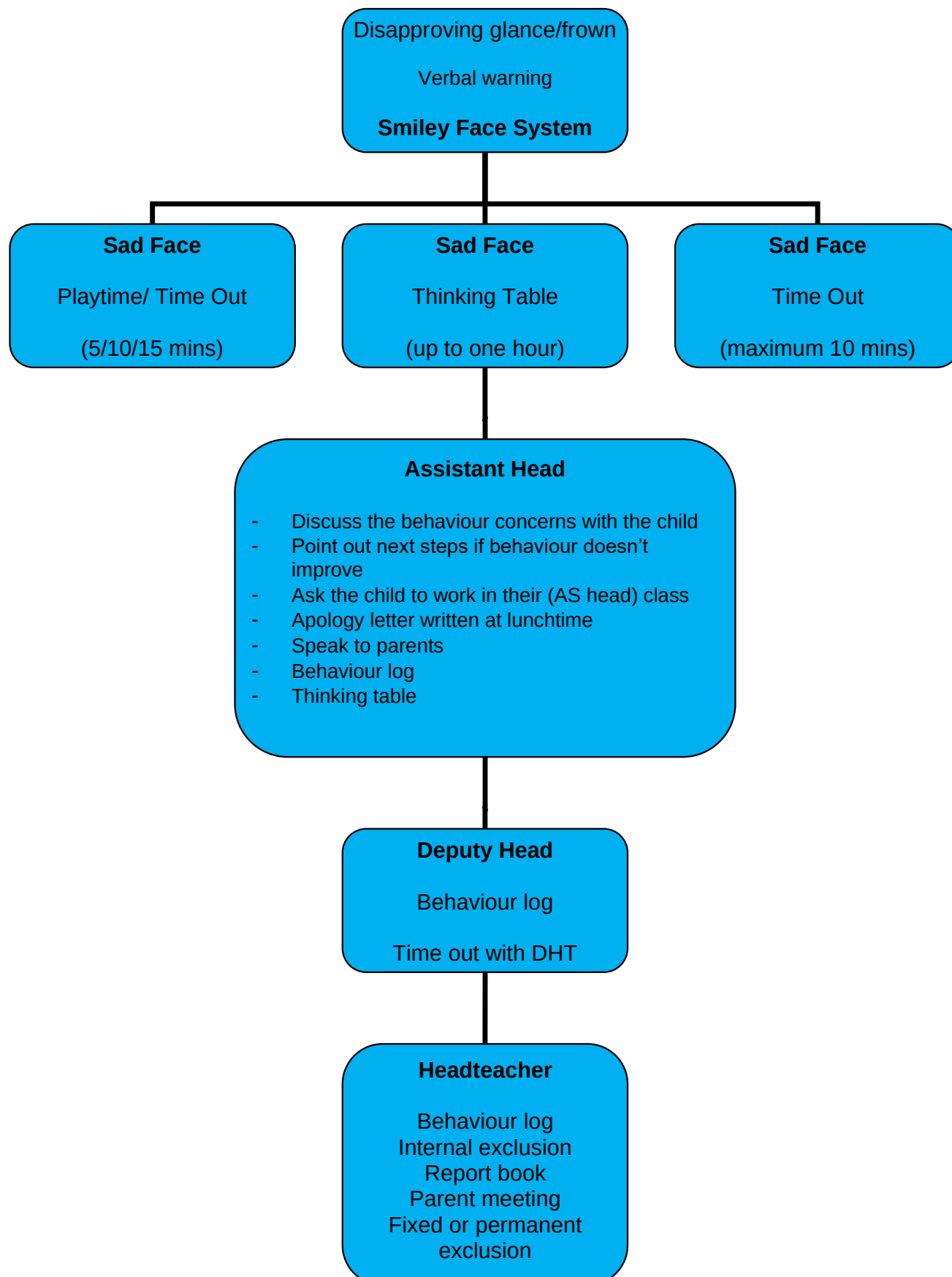
House points recognise the choices, effort and achievements through which children live out the school's Christian values. Staff explain the link when giving praise.

| What we recognise                                                                | Christian values                                   |
|----------------------------------------------------------------------------------|----------------------------------------------------|
| Polite manners, listening and respectful behaviour.                              | Respect, Service and Truthfulness                  |
| Caring for others, including peers and helping to repair relationships.          | Compassion, Generosity, Friendship and Forgiveness |
| Working to the best of your ability, sustained effort and taking care with work. | Perseverance                                       |
| Valuing opportunities to learn and attending regularly when able to do so.       | Thankfulness                                       |
| Positive sporting participation and achievement, including fair play.            | Trust                                              |
| Taking part in competitions, events and new challenges.                          | Courage                                            |
| Helping in different situations and choosing to do what is fair and right.       | Justice                                            |

Attendance and participation rewards are adjusted where needed for disability, health or other individual circumstances. Positive behaviour remains achievable and recognised for every pupil.

## Appendix B Recommended procedure for inappropriate behaviour

This procedure guides professional judgement. Staff consider the child's needs and the seriousness of the incident. Unsafe or serious behaviour may require immediate senior or safeguarding support. A consequence is accompanied by teaching and a route back to positive behaviour.



| Stage                                   | Adult response                                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reminder                                | Use a calm non-verbal prompt or brief reminder of the rule. Check the child understands and provide a clear opportunity to respond.                                                                                                                    |
| Warning and amber                       | Give a clear verbal warning. Where appropriate, move the child's name from Smiley Face to Straight Face (amber), explaining how to return to positive behaviour.                                                                                       |
| Red and consequence                     | Where appropriate, move to Sad Face (red). Apply a proportionate consequence such as 5, 10 or 15 minutes of supervised missed play, which may be earned back. Protect time for eating, drinking and toileting.                                         |
| Reflection and support                  | Use brief supervised reflection at the thinking table or time out, normally up to 10 minutes, adapted to need. Help the child calm, complete appropriate work or repair harm, then return to learning.                                                 |
| Key Stage lead or Assistant Headteacher | Review what happened and earlier support. Discuss expectations with the child, agree next steps and contact parents where needed. Arrange supervised work in another class if appropriate and record the concern.                                      |
| Deputy Headteacher                      | Review repeated or serious concerns with the class teacher and family. Involve the SENCO or pastoral staff, agree targets or a behaviour support plan and set a review date.                                                                           |
| Headteacher                             | Review the incident, risks and support. Meet parents and consider a report book, further support or a planned supervised removal. Only the headteacher or acting headteacher may decide on a formal suspension or permanent exclusion under section 7. |

Record significant incidents and review repeated patterns. Restore relationships, recognise improvement and give the child a fresh start. No stage authorises unsupervised isolation, seclusion as punishment or an informal exclusion.

## **Appendix C Daily routines for playtimes and lunchtimes**

### **Beginning of the day**

Staff on the rota are in the playground from 8.40 am to welcome families, encourage appropriate behaviour and help children line up ready to start the day. The staff on break duty also cover the beginning of the day, as set out in the rota.

### **Playtimes**

Staff on duty and the SENCO organise and manage playground equipment boxes. These include hoops, bats, balls and skipping ropes. Adults teach safe use, encourage inclusive games and support children who need help to join in.

### **Lunchtimes**

The SENCO and teaching assistants on duty manage playground boxes. Staff take out two footballs and supervise the pitches. Teaching assistants follow the duty rota and take responsibility for assigned areas: football pitch 1, football pitch 2, the middle playground, the woodland walk, and the trim trail and playground area.

Adults encourage games and participation, monitor their area and respond promptly to concerns. They maintain active supervision and know how to obtain additional help. Staff hand over significant incidents to the class teacher or SLT and record them as required.

### **Lining up outside**

- ✚ When the whistle sounds, children stop and stand still.
- ✚ Staff call children to their lines and check they are straight, quiet and ready to move.
- ✚ Adults lead and supervise their class into school, making agreed adjustments for pupils who need them.

### **Movement around school**

- ✚ Children line up in the classroom before moving to another area.
- ✚ Teachers lead their lines and stop at suitable points to check the group stays together, quiet and orderly.
- ✚ Children walk on the left of corridors and stairs, following adult instructions.
- ✚ Teachers lead their classes out at playtimes, lunchtimes and the end of the day.
- ✚ Staff limit the number of children using a cloakroom at one time and organise monitors to help keep it tidy and safe.

## **Appendix D Guidance and sources**

The following sources informed this October 2026 update. Staff use the current published versions alongside the school's linked policies and local safeguarding procedures.

### **DfE Behaviour in Schools**

Advice for headteachers and school staff, February 2024.

### **DfE Behaviour and Discipline in Schools**

Statutory guidance for governing bodies, September 2015.

### **DfE Suspension and Permanent Exclusion**

Statutory guidance effective from 26 July 2026.

### **DfE Guide for Parents on School Behaviour and Exclusion**

Information on procedures, support and review rights.

### **DfE Restrictive Interventions Including Use of Reasonable Force**

Guidance effective from 1 April 2026, including statutory recording and reporting guidance.

### **Schools Recording and Reporting of Seclusion and Restraint No 2 England Regulations 2025**

SI 2025/1348, relevant duties effective from 1 April 2026.

### **DfE Searching Screening and Confiscation**

Guidance for schools, July 2022, publication page updated July 2023.

### **DfE Mobile Phones in Schools**

Current statutory guidance, followed from September 2026.

### **DfE Keeping Children Safe in Education 2026**

Statutory safeguarding guidance, September 2026.

### **DfE Equality Act 2010 Advice for Schools**

Advice on equality duties and reasonable adjustments.

### **DfE SEND Code of Practice**

Statutory guidance for children and young people aged 0 to 25.