

Children's Wellbeing and Schools Bill

TWELFTH MARSHALLED

LIST OF AMENDMENTS

TO BE MOVED

IN COMMITTEE OF THE WHOLE HOUSE

The amendments have been marshalled in accordance with the Instruction of 1st May 2025, as follows –

Clauses 1 to 21	Schedule 3
Schedule 1	Clauses 52 to 60
Clauses 22 to 35	Schedule 4
Schedule 2	Clauses 61 to 67
Clauses 36 to 51	Title

[Amendments marked ★ are new or have been altered]

**Amendment
No.**

After Clause 62

BARONESS LISTER OF BURTERSETT
BARONESS BENNETT OF MANOR CASTLE
THE LORD BISHOP OF GLOUCESTER
BARONESS WALMSLEY

469 After Clause 62, insert the following new Clause –

“Child rights impact assessment

- (1) A Minister of the Crown must prepare and publish a child rights impact assessment in relation to any legislative provision, policy decision, budgetary decision, or other decision of a strategic or operational nature that has or will have a direct or indirect impact on children’s wellbeing, social care or education, which are undertaken by virtue of the provisions in this Act.
- (2) The purpose of a child rights impact assessment is to secure better or further effect of the rights set out in the United Nations Convention on the Rights of the Child (UNCRC).
- (3) A child rights impact assessment must include consideration of the views, wishes and feeling of children and young people affected by the decision, insofar as the Minister is able to ascertain those views.

- (4) A child rights impact assessment should be undertaken on all relevant legislation, policy and budget development which are undertaken by virtue of the provisions in this Act at the earliest possible opportunity and prior to making final decisions.
- (5) The UNCRC includes the rights and obligations set out in—
 - (a) the United Nations Convention on the Rights of the Child Part 1;
 - (b) Articles 1 to 6(1), 6(3) and 7 of the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict;
 - (c) Articles 1 to 10 of the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography;
 - (d) any other Optional Protocols to the UNCRC that the United Kingdom may in future ratify.
- (6) The UNCRC rights and obligations for the purposes of this Act are subject to any reservations, objections or interpretative declarations by the United Kingdom as may be in force at the time.
- (7) The UNCRC rights and obligations for the purposes of this Act should be interpreted in the light of General Comments prepared by the UN Committee on the Rights of the Child under rule 77 of its procedure and Concluding Observations made by the UN Committee on the Rights of the Child in response to a United Kingdom report under Article 45 paragraph (d) of the Convention.”

Member's explanatory statement

This amendment will introduce a statutory requirement for Ministers – and thereby government departments – to routinely prepare and make publicly available a children's rights assessment of the impact and/or expected impact of any proposed legislation, policy, budgetary decision or other strategic or operational decision undertaken by virtue of the provisions in this Act as they relate to children's wellbeing, social care or education.

BARONESS LISTER OF BURTERSETT
BARONESS BENNETT OF MANOR CASTLE
THE LORD BISHOP OF GLOUCESTER
BARONESS WALMSLEY

470

After Clause 62, insert the following new Clause –

“Duty on UK Ministers

- (1) A Minister of the Crown must, when exercising any or all of their functions under this Act, as they relate to children's wellbeing, social care or education, have due regard to the rights and obligations set out in the United Nations Convention on the Rights of the Child (UNCRC).
- (2) In complying with the duty under subsection (1), Ministers of the Crown must take account of the relevant views, wishes and feelings of children insofar as the Minister is able to ascertain those views.
- (3) When discharging their duties under the provisions in this Act, Ministers of the Crown must promote public awareness and understanding of the UNCRC as it

relates to children's wellbeing, social care or education, including among children, public authorities, and those performing public functions impacting children's wellbeing, social care or education.

- (4) In complying with this duty, Ministers of the Crown must prepare and publish child rights impact assessments in relation to any legislative provision, policy decision, budgetary decision, or other decision of a strategic or operational nature that has or will have a direct or indirect impact on children's wellbeing, social care or education, which are undertaken by virtue of the provisions in this Act.
- (5) As soon as is practicable after the end of each three-year period, the Secretary of State must publish (in such a manner as they deem appropriate) a report of the steps taken in that period specifically to secure implementation of the rights and obligations set out in the UNCRC, as they relate to children's wellbeing, social care or education.
- (6) A report published under subsection (5) must include—
 - (a) an assessment of the extent to which the UNCRC is being implemented for children and young people in relation to wellbeing, social care and education;
 - (b) steps taken to promote understanding and awareness of the rights of children, as they relate to wellbeing, social care or education.
- (7) The UNCRC includes the rights and obligations set out in—
 - (a) the United Nations Convention on the Rights of the Child Part 1;
 - (b) Articles 1 to 6(1), 6(3) and 7 of the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict;
 - (c) Articles 1 to 10 of the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography;
 - (d) any other Optional Protocols to the UNCRC that the UK may in future ratify.
- (8) The UNCRC rights and obligations for the purposes of this Act are subject to any reservations, objections or interpretative declarations by the United Kingdom as may be in force at the time.
- (9) The UNCRC rights and obligations for the purposes of this Act should be interpreted in light of General Comments prepared by the UN Committee on the Rights of the Child under rule 77 of its procedure and Concluding Observations made by the UN Committee on the Rights of the Child in response to a UK report under Article 45 paragraph (d) of the Convention.”

Member's explanatory statement

The purpose of this amendment is to require Ministers to have due regard to the rights and obligations set out in the United Nations Convention on the Rights of the Child (UNCRC) when exercising their functions under this Act, as they relate to children's wellbeing, social care or education.

BARONESS BURT OF SOLIHULL
LORD WATSON OF INVERGOWRIE
LORD DUBS

471 After Clause 62, insert the following new Clause –

“Inclusion of non-religious beliefs in religious education

- (1) Section 375 of the Education Act 1996 is amended as follows.
- (2) Omit subsection (3) and insert –
 - “(3) Every agreed syllabus shall –
 - (a) reflect the fact that the religious traditions in Great Britain are in the main Christian, and
 - (b) take account of the teachings of the other principal religions and non-religious beliefs represented in Great Britain.
 - (3A) In subsection (3)(b), the reference to non-religious beliefs is to non-religious philosophical convictions that –
 - (a) are explicitly non-religious, and
 - (b) are philosophical convictions within the meaning of Article 2 of the First Protocol to the European Convention on Human Rights.
 - (3B) In subsection (3A)(b) “the European Convention on Human Rights” means the Convention for the Protection of Human Rights and Fundamental Freedoms, agreed by the Council of Europe at Rome on 4 November 1950, as it has effect for the time being in relation to the United Kingdom; and “the First Protocol”, in relation to that Convention, means the protocol to the Convention agreed at Paris on 20 March 1952.””

Member's explanatory statement

This amendment requires non-religious beliefs to be taught in religious education, and defines non-religious beliefs for those purposes.

LORD O'DONNELL
LORD LAYARD
BARONESS TYLER OF ENFIELD
LORD MOYNIHAN

472 After Clause 62, insert the following new Clause –

“Establishment of a national children's wellbeing measurement programme

- (1) The Secretary of State must establish a national children's wellbeing measurement programme.
- (2) A programme established under this section must –
 - (a) conduct an annual online national survey of the wellbeing of children in relevant schools in England;

- (b) provide central analysis of data and support for schools in the administration of the survey;
 - (c) make provision for school, parental and student consent to participation in the survey, ensuring that participation is voluntary and that results are handled confidentially;
 - (d) regularly publish the results of the survey and provide relevant data to participating schools, local authorities and other public bodies for the purposes of improving children's wellbeing.
- (3) For the purposes of this section, "wellbeing" includes the drivers of wellbeing, including nutrition, physical activity, participation in arts, culture and entertainment and any other factors the Secretary of State deems relevant.
- (4) For the purposes of this section, "relevant schools" includes academy schools, alternative provision, maintained schools, non-maintained special schools, independent schools, and pupil referral units."

LORD WEI

473 After Clause 62, insert the following new Clause –

"Right to convert underperforming schools to community learning hubs

Where Ofsted rates a school as inadequate for three consecutive years, a majority vote of local home-educating families may petition for its conversion into a community learning hub."

Member's explanatory statement

This amendment empowers communities to repurpose failing schools into shared learning centres for home-educated children, promoting community-led education and flexible use of public assets.

LORD LUCAS

474 After Clause 62, insert the following new Clause –

"Curriculum materials

All external resources used in schools must be published, citable, and accessible for public and regulatory scrutiny."

Member's explanatory statement

This amendment seeks to ensure that only resources that are accessible in the public domain are used, so that parents can at all times know what their children are being taught.

LORD ADDINGTON

475 After Clause 62, insert the following new Clause —

“Review of off-rolling in schools

- (1) Within 12 months of the passing of this Act, the Secretary of State must publish a review into the practice of off-rolling in schools.
- (2) The review must produce proposals outlining the steps necessary to eliminate the practice of off-rolling in schools.”

Member's explanatory statement

This amendment requires the Secretary of State to review the practice of off-rolling and to produce proposals to eliminate the practice.

LORD WEI

476 [Withdrawn]

LORD WEI

477 After Clause 62, insert the following new Clause —

“Experimental home education zones

The Secretary of State may designate up to three local authority areas as experimental education zones, exempt from national education regulation for a period of ten years.”

Member's explanatory statement

This amendment seeks to create experimental zones where communities may opt out of national education laws to trial alternative education systems including in relation to home education and gather long-term data.

LORD WEI

478 After Clause 62, insert the following new Clause —

“Early graduate certificate for advanced learners

A child who has demonstrably completed education equivalent to A-levels before the age of 16 is entitled to an official certificate of graduation issued by the Secretary of State.”

Member's explanatory statement

This amendment enables early academic achievers to receive formal recognition, ensuring they can progress to further education or employment without being held back by age-based constraints.

LORD WATSON OF INVERGOWRIE
BARONESS LONGFIELD
BARONESS FINLAY OF LLANDAFF

479 After Clause 62, insert the following new Clause –

“Wellbeing support for schools

- (1) The Secretary of State must provide statutory guidance for all relevant schools on whole school approaches to mental health and wellbeing.
- (2) Such guidance should include, but not be limited to –
 - (a) identifying and measuring children and young people’s mental health and wellbeing;
 - (b) the collation of appropriate wellbeing data to adapt both internal and external support within settings;
 - (c) appropriate training and development for teachers and other school staff;
 - (d) access to mental health support within schools;
 - (e) further specialist provision as required within community services.
- (3) The Secretary of State must report to Parliament each year on progress made in implementing the guidance and how wellbeing data collected is informing appropriate support offered through community services.”

Member's explanatory statement

This amendment would require the Secretary of State to provide statutory guidance on whole school approaches to mental health and wellbeing and to report to Parliament annually on progress.

BARONESS BARRAN

480 After Clause 62, insert the following new Clause –

“Approved free schools in pre-opening

The Secretary of State must make provision for the opening of all free schools whose applications were approved prior to October 2024.”

Member's explanatory statement

This new clause would require the Secretary of State to proceed with the opening of free schools whose opening was paused in October 2024.

LORD AGNEW OF OULTON

481 After Clause 62, insert the following new Clause –

“Financial governance of local authority schools

- (1) Local authority maintained schools must –
 - (a) ensure that their accounts are externally audited between the end of the academic year and 31st December annually, and

- (b) publish these accounts on their school website by no later than 31st January of the following year.
- (2) The relevant local authority must monitor the resolution by the school of any material issues raised in these audit reports.”

Member's explanatory statement

This amendment seeks to ensure that the same standard of financial governance exists between academy schools and local authority schools.

THE LORD BISHOP OF GLOUCESTER

482 After Clause 62, insert the following new Clause—

“Educational attainment of children with a parent in prison

- (1) Within six months of the day on which this Act is passed, the Secretary of State must commission a report on the educational attainment of school age children with a parent who is in prison.
- (2) The report must make recommendations for how the educational attainment of those children can be improved.
- (3) The Secretary of State must publish the report and lay it before Parliament.”

LORD LAYARD
BARONESS TYLER OF ENFIELD
LORD MACPHERSON OF EARL'S COURT
LORD CLARKE OF NOTTINGHAM

483 After Clause 62, insert the following new Clause—

“Apprenticeship provision

The Secretary of State must promote sufficient provision of apprenticeship places up to level 3 to ensure that every qualified applicant aged 16 to 18 receives an offer of a place.”

LORD LUCAS

As an amendment to Amendment 483

483A Leave out “3” and insert “7”

Member's explanatory statement

This amendment seeks to broaden the discussion to include higher levels of apprenticeship.

BARONESS BENNETT OF MANOR CASTLE

484 After Clause 62, insert the following new Clause –

“School: hair requirements

Pupils must not be denied opportunities to take part in classes, or any other school activities, by reason of their hair style or cut, unless for reasons of health and safety.”

Member's explanatory statement

This clause aims to ensure children are not denied education or other school-related opportunities for reasons of hair cut or style.

LORD JACKSON OF PETERBOROUGH

485 After Clause 62, insert the following new Clause –

“Parental complaints (maintained schools)

(1) After section 29 of the Education Act 2002 insert –

“29ZA Parental complaints: appeals

- (1) A complainant may appeal to the First-tier Tribunal (Health, Education and Social Care Chamber) where –
 - (a) the complaint was against a maintained school in England under section 29(1),
 - (b) the complainant was a parent of a registered pupil at the school at the time they first pursued the complaint,
 - (c) the complaint specified one or more legal duties listed in Schedule 1A of which the school was alleged to be in breach,
 - (d) the complaints process under section 29(1) was completed,
 - (e) the complaint was not fully upheld in respect of one or more of the matters specified as described in paragraph (c), and
 - (f) the complainant does not have and has not had any other prescribed right of appeal apart from that provided under section 29(1) and this section.
- (2) The Secretary of State must make regulations about appeals to the First-tier Tribunal in respect of subsection (1), including –
 - (a) making and determining appeals;
 - (b) the powers of the tribunal on determining an appeal.
- (3) Regulations under subsection (2) may include provision conferring power on the First-tier Tribunal, on determining an appeal against a matter, to make recommendations in respect of other matters (including matters against which no appeal may be brought).
- (4) A person commits an offence if without reasonable excuse that person fails to comply with any requirement –

- (a) in respect of the discovery or inspection of documents, or
 - (b) to attend to give evidence and produce documents,
 where that requirement is imposed by Tribunal Procedure Rules in relation to an appeal under this section or regulations under subsection (2).
- (5) A person guilty of an offence under subsection (4) is liable on summary conviction to a fine not exceeding level 3 on the standard scale.”
- (2) After Schedule 1 to the Education Act 2002 insert –

“SCHEDULE 1A

LEGAL DUTIES FOR THE PURPOSES OF SECTION 29ZA

- 1 (1) The legal duties to which section 29ZA applies are as follows.
- (2) The Education Act 1996 –
 - (a) section 9 (Education in accordance with parental wishes),
 - (b) section 402 (Obligation to enter pupils for public examinations),
 - (c) sections 403 to 405 (Sex education),
 - (d) sections 406 to 407 (Politics) and
 - (e) section 542(1) (Prescribed standards for school premises);
- (3) The Education Act 2002 –
 - (a) sections 78 to 80B (General duties in respect of the curriculum), and
 - (b) section 175(2) and (3) (Duties ... in relation to welfare of children);
- (4) The School Standards and Framework Act 1998 –
 - (a) section 1(6) (Duty in relation to infant class size),
 - (b) sections 69 to 71 (Religious education and worship), and
 - (c) section 114A (Requirements for food and drink provided on school premises etc);
- (5) Childcare Act 2006, section 40 (Duty to implement Early Years Foundation Stage);
- (6) Children Act 1989, sections 87 and 87C (Welfare of children in boarding schools and colleges and national minimum standards) and
- (7) The Education and Inspections Act 2006, sections 88 to 94 (School Discipline).”

LORD RUSSELL OF LIVERPOOL
LORD YOUNG OF COOKHAM
BARONESS THORNTON

486 After Clause 62, insert the following new Clause –

“Draft legislative proposal: early years strategy

- (1) The Secretary of State must lay before Parliament a draft Bill containing legislative proposals for a comprehensive early years strategy.
- (2) The draft Bill required by subsection (1) must include –
 - (a) provisions to support the rollout of the Start for Life and Family Hubs programme nationally,
 - (b) adequate funding for government departments to improve data collection on the wellbeing of children in social care,
 - (c) a workforce plan for the children’s social care workforce, to complement the NHS Workforce Plan and support multi-disciplinary working in teams for the most vulnerable children, and
 - (d) guidelines for the recording of children’s early health and development as key data points contributing to consistent identifiers required by section 16LB of the Children Act 2004.
- (3) The Secretary of State must lay the draft Bill under subsection (1) before Parliament within six months of the day on which this Act is passed.”

LORD JACKSON OF PETERBOROUGH

487 After Clause 62, insert the following new Clause –

“Parental complaints (independent educational institutions, including academies)

After section 137 of the Education and Skills Act 2008 (Service of notice etc) insert –

“137A Parental Complaints: appeals

- (1) A complainant may appeal to the First-tier Tribunal (Health, Education and Social Care Chamber) where –
 - (a) the complaint was against an independent educational institution in England under Part 7 of the Schedule of The Education (Independent School Standards) Regulations 2014,
 - (b) the complainant was a parent of a registered pupil at the institution at the time they first pursued the complaint, and
 - (c) the complaint specified one or more –
 - (i) Independent School Standard Regulations that apply to the institution, or
 - (ii) terms of any funding agreements between the proprietor of the institution and the Secretary of State, or
 - (iii) obligations under the memorandum and articles of the proprietor company, or

- (iv) the proprietor's charitable objects, or
 - (v) legal requirements that apply to the institution under the Academies Act 2010,

in relation to the institution's provision for pupils with which the proprietor is alleged to be in breach, and
 - (d) the complaints process under (a) has been completed,
 - (e) the complaint was not fully upheld in respect of one or more of the matters specified as described in (c), and
 - (f) the complainant does not have and has not had any other prescribed right of appeal beyond that provided in Part 7 of the Schedule of The Education (Independent School Standards) Regulations 2014 and this section.
- (2) The Secretary of State must make regulations about appeals to the First-tier Tribunal in respect of subsection (1), including –
 - (a) making and determining appeals,
 - (b) the powers of the tribunal on determining an appeal.
 - (3) Regulations under subsection (2) may include provision conferring power on the First-tier Tribunal, on determining an appeal against a matter, to make recommendations in respect of other matters (including matters against which no appeal may be brought).
 - (4) A person commits an offence if without reasonable excuse that person fails to comply with any requirement –
 - (a) in respect of the discovery or inspection of documents, or
 - (b) to attend to give evidence and produce documents,

where that requirement is imposed by Tribunal Procedure Rules in relation to an appeal under this section or regulations under subsection (2).
 - (5) A person guilty of an offence under subsection (4) is liable on summary conviction to a fine not exceeding level 3 on the standard scale.”

Member's explanatory statement

This clause would afford to parents the ability to appeal complaints about an independent educational institution failing to comply with its legal duties in educational provision to the first-tier tribunal in circumstances where the institution's internal complaints process has been completed and has not upheld their complaint. Independent Educational Institutions include academies.

LORD JACKSON OF PETERBOROUGH

488 After Clause 62, insert the following new Clause –

“Parental complaints (non-maintained special schools)

After section 342C of the Education Act 1996 insert –

“342D Parental complaints: appeals

- (1) A complainant may appeal to the First-tier Tribunal (Health, Education and Social Care Chamber) where –
 - (a) they have pursued a complaint against a non-maintained special school in England under paragraph 31 of the Schedule of the Non-Maintained Special Schools (England) Regulations 2015 (S.I. 2015/728),
 - (b) the complainant was the parent of a registered pupil at the school at the time of first pursuing the complaint,
 - (c) the complaint specified one or more –
 - (i) non-maintained Special School Regulations
 - (ii) obligations under the memorandum and articles of any proprietor company, or
 - (iii) obligations imposed under any trust deed of the school in relation to the institution’s provision for pupils with which the proprietor is alleged to be in breach,
 - (d) the complaints process under (a) has been completed,
 - (e) the complaint was not fully upheld in respect of one or more of the matters specified as described in (c), and
 - (f) the complainant does not have and has not had any other prescribed right of appeal beyond that provided in paragraph 31 of the Schedule of the Non-Maintained Special Schools (England) Regulations 2015 and this section.
- (2) The Secretary of State must make regulations about appeals to the First-tier Tribunal in respect of subsection (1), including –
 - (a) making and determining appeals;
 - (b) the powers of the tribunal on determining an appeal.
- (3) Regulations under subsection (2) may include provision conferring power on the First-tier Tribunal, on determining an appeal against a matter, to make recommendations in respect of other matters (including matters against which no appeal may be brought).
- (4) A person commits an offence if without reasonable excuse that person fails to comply with any requirement –
 - (a) in respect of the discovery or inspection of documents, or
 - (b) to attend to give evidence and produce documents,where that requirement is imposed by Tribunal Procedure Rules in relation to an appeal under this section or regulations under subsection (2).

- (5) A person guilty of an offence under subsection (4) is liable on summary conviction to a fine not exceeding level 3 on the standard scale.””

Member's explanatory statement

This clause would afford to parents the ability to appeal complaints about a non-maintained special school failing to comply with its legal duties in educational provision to the first-tier tribunal in circumstances where the school's internal complaints process has been completed and has not upheld their complaint.

LORD JACKSON OF PETERBOROUGH

489 After Clause 62, insert the following new Clause –

“Amendment of the First-tier Tribunal and Upper Tribunal (Chambers) Order 2010

The Secretary of State may by regulations make such amendments to the First-tier Tribunal and Upper Tribunal (Chambers) Order 2010, the Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008, and any other relevant subordinate legislation as are necessary or expedient in consequence of, or in connection with, sections (Parental Complaints (Maintained Schools)), (Parental Complaints (Independent educational institutions, including academies)), and (Parental Complaints (Non-maintained Special Schools)) of this Act.”

Member's explanatory statement

This clause allows the Secretary of State to make amendments to secondary legislation for tribunals as a consequence of the amendments proposed on parental complaints.

LORD HOLMES OF RICHMOND
BARONESS GREY-THOMPSON

490 After Clause 62, insert the following new Clause –

“Royal Commission on the education attainment gap

- (1) On the day on which this Act is passed, the Secretary of State must make arrangements to establish a Royal Commission to investigate the education attainment gap for children with special educational needs and disabilities (SEND).
- (2) The Commission must investigate and make recommendations relating to –
 - (a) the education attainment gap for individual special educational needs and disabilities;
 - (b) the education attainment gap at each level of examination, including Key Stage 2, GCSE, A-Level and other relevant qualifications;
 - (c) the level of understanding of the social model of disability in teacher training and schools.
- (3) The Commission must publish recommendations and recommend a deadline by which the SEND education attainment gap must be closed.”

LORD HOLMES OF RICHMOND
BARONESS GREY-THOMPSON
LORD WATSON OF INVERGOWRIE

491 After Clause 62, insert the following new Clause –

“School mentorship scheme for children with SEND

- (1) Within six months of the day on which this Act is passed, the Secretary of State must establish a school mentorship scheme for children with special educational needs and disabilities (SEND).
- (2) The mentorship scheme must –
 - (a) involve members of local communities, business and wider society who are disabled people or have other relevant lived experience to offer to support children with SEND,
 - (b) offer appropriate, relevant and contextualised advice from mentors, and
 - (c) include the delivery of mentors’ advice gained from lived experience, work experience opportunities and other experience as appropriate.”

LORD HOLMES OF RICHMOND
BARONESS GREY-THOMPSON
LORD MOYNIHAN
BARONESS SATER

492 After Clause 62, insert the following new Clause –

“Curriculum review: recommended physical activity

Within six months of the day on which this Act is passed, the Secretary of State must undertake a curriculum review on how the levels of physical activity recommended by the Chief Medical Officer can form part of physical education provision within schools.”

LORD HOLMES OF RICHMOND
BARONESS KIDRON

493 After Clause 62, insert the following new Clause –

“Education technology: guiding principles

- (1) The Secretary of State must by regulations made by statutory instrument make provision for the regulation of education technology deployed in schools in England.
- (2) The regulations made under subsection (1) must ensure that education technology used in schools in England –
 - (a) is inclusive by design,
 - (b) is accessible to all,

- (c) is transparent with regard to its training data and, where applicable, its algorithmic make-up,
 - (d) is labelled clearly if it uses artificial intelligence,
 - (e) does not sell or provide data to third parties, and
 - (f) does not store personal data at a location other than that of the school in which it is being used.
- (3) A statutory instrument that contains regulations under this section is subject to annulment in pursuance of a resolution of either House of Parliament.”

LORD HOLMES OF RICHMOND
 BARONESS KIDRON
 LORD RUSSELL OF LIVERPOOL

494 After Clause 62, insert the following new Clause –

“Procurement standard for education technology

Within six months of the day on which this Act is passed, the Secretary of State must publish guidance for schools on procurement standards for education technology.”

LORD HOLMES OF RICHMOND
 BARONESS GREY-THOMPSON
 LORD MOYNIHAN
 BARONESS SATER

495 After Clause 62, insert the following new Clause –

“Teacher training review

- (1) Within six months of the day on which this Act is passed, the Secretary of State must establish a review of teacher training in England.
- (2) The review must assess the extent to which teacher training includes physical and mental literacy and the challenges of new technologies.
- (3) The review must –
 - (a) report within 12 months of the day on which it is established, and
 - (b) recommend a new teacher training offer which includes –
 - (i) artificial intelligence,
 - (ii) sport and physical literacy,
 - (iii) data literacy,
 - (iv) media literacy, and
 - (v) financial literacy.”

LORD HOLMES OF RICHMOND

496 After Clause 62, insert the following new Clause —

“Character education

Within six months of the day on which this Act is passed, the Secretary of State must establish a review of the research, evidence and practice in relation to character education in schools in England.”

LORD HOLMES OF RICHMOND

497 After Clause 62, insert the following new Clause —

“Curriculum review: AI

- (1) Within six months of the day on which this Act is passed, the Secretary of State must undertake a curriculum review to explore how children can receive teaching, learning and a curriculum which recognises any opportunities and challenges of technologies including, but not limited to, artificial intelligence.
- (2) The curriculum review must investigate how children can be equipped with the learning and skills to flourish through their use of technology in all subjects in the National Curriculum.”

LORD HOLMES OF RICHMOND
BARONESS GREY-THOMPSON
LORD WATSON OF INVERGOWRIE

498 After Clause 62, insert the following new Clause —

“SEND provision review

- (1) Within six months of the day on which this Act is passed, the Secretary of State must undertake a review of provision for children with special educational needs and disabilities (SEND provision) in schools in England.
- (2) The review must report within 12 months of the day on which it is established.
- (3) The review must produce recommendations, including on how the Secretary of State should fund SEND provision required by law.”

LORD HOLMES OF RICHMOND
LORD WEI

499 After Clause 62, insert the following new Clause —

“Attendance code of practice

- (1) The Secretary of State must issue an attendance code of practice giving guidance to the following bodies on their functions in relation to school attendance —
 - (a) local authorities in England,

- (b) admission authorities in England,
 - (c) the governing bodies of schools,
 - (d) the proprietors of Academies, and
 - (e) the management committees of pupil referral units.
- (2) The Secretary of State may revise the code from time to time.
- (3) The bodies listed in subsection (1) must have regard to the code in exercising their functions in relation to school attendance.
- (4) Those who exercise functions on behalf of the bodies in subsection (1) in relation to school attendance must also have regard to the code.”

LORD HOLMES OF RICHMOND
BARONESS GREY-THOMPSON
LORD MOYNIHAN

500 After Clause 62, insert the following new Clause –

“Review: physical and mental wellbeing standards

- (1) Within six months of the day on which this Act is passed, the Secretary of State must publish standards for schools in England on the physical and mental wellbeing –
- (a) teaching,
 - (b) training, and
 - (c) care and support,
- which they provide to children.
- (2) The standards must include delivery targets to which schools must adhere.”

LORD STOREY

501 After Clause 62, insert the following new Clause –

“National survey on bullying

- (1) The Secretary of State must arrange for the collection and publication of national data on bullying experienced by children and young people in schools in England on an annual basis.
- (2) The survey must include –
- (a) the groups of children most at risk of experiencing bullying;
 - (b) the nature and type of bullying experienced, including, but not limited, to sexual, sexist, racial, and online bullying;
 - (c) the interventions and responses perceived as most effective in reducing bullying;
 - (d) how schools in England are responding to bullying, including in both in-person and online contexts.

- (3) The report must be published annually and the Secretary of State must lay the report before Parliament which outlines the findings and a proposed policy response.”

BARONESS COFFEY
BARONESS FOX OF BUCKLEY

502 [Withdrawn]

LORD STOREY

502A After Clause 62, insert the following new Clause—

“Review: number of teachers unable to stand in local elections

With six months of the day on which this Act is passed, the Secretary of State must publish a review of the anticipated impact of this Act on the number of teachers in maintained schools who will, because of their employment, be unable to stand for election to local education authorities.”

BARONESS BENNETT OF MANOR CASTLE
LORD FARMER
BARONESS WILLIS OF SUMMERTOWN

502B After Clause 62, insert the following new Clause—

“Right to access to nature

- (1) The Secretary of State shall have a duty to promote school pupils' access to nature, with the aim of ensuring that each pupil spends an average of one hour per week as a minimum during term time in a natural setting during class time.
- (2) The Secretary of State must, within 12 months of the day on which this Act is passed, and every 12 months thereafter, lay before Parliament a report on progress on achieving this goal.
- (3) For the purposes of this section, “natural environment” has the same meaning as in section 44 of the Environment Act 2021.”

Member's explanatory statement

This amendment aims to improve pupils' exposure to and knowledge of natural environments.

LORD NORTON OF LOUTH

502C After Clause 62, insert the following new Clause—

“Review of the Act

- (1) The Secretary of State must—
 - (a) carry out a review of the operation and effect of this Act,

- (b) set out the conclusions of the review in a report,
 - (c) publish the report, and
 - (d) lay a copy of the report before Parliament.
- (2) The report must be published before the end of the period of five years beginning with the day on which this Act is passed.
- (3) The report must, in particular –
 - (a) assess the extent to which the objectives intended to be achieved by this Act have been achieved, and
 - (b) assess whether those objectives remain appropriate and, if so, the extent to which they could be achieved more effectively in any other way.
- (4) In carrying out the review, the Secretary of State must publish an invitation for interested parties to make submissions on the operation of the Act.”

BARONESS SATER
LORD FARMER

502D After Clause 62, insert the following new Clause –

“Financial education in primary schools

- (1) All primary schools must teach financial education from Year 1.
- (2) For the purposes of this section, “financial education” is the teaching of knowledge, skills and behaviours that allow an individual to understand and manage money.”

LORD CARLILE OF BERRIEW

502E After Clause 62, insert the following new Clause –

“Anti-Bullying Lead

- (1) In pursuance of their duty under section 89 (1)(b) of the Education and Inspections Act 2006, the head teacher of a relevant school in England must appoint a member of staff who is the school’s Anti-Bullying Lead.
- (2) The role of the Anti-Bullying Lead will include developing the school’s written anti-bullying strategy.
- (3) The anti-bullying strategy must include details of –
 - (a) the steps taken by the school to prevent all forms of bullying among pupils, including those with protected characteristics.
 - (b) how the school records incidences of bullying.
 - (c) the training that the school makes available for staff related to bullying.”

Member's explanatory statement

This amendment seeks to protect children from bullying by requiring head teachers to appoint an Anti-Bullying Lead to develop an Anti-Bullying Strategy in applicable schools.

LORD BANNER
BARONESS HALE OF RICHMOND
LORD MESTON

502F After Clause 62, insert the following new Clause –

“Duty on public authorities

- (1) A public authority must, in the exercise of a relevant function, have due regard to the desirability of exercising that function in a way that is consistent with the UNCRC requirements.
- (2) The Secretary of State may by regulations make provision about how a public authority is to comply with the duty under subsection (1) (including provision about things that the authority may, must or must not do to comply with the duty).
- (3) A court or tribunal is exempt from subsection (1).
- (4) The Secretary of State may, by regulations, exempt from the duty in subsection (1) –
 - (a) a public authority, or
 - (b) a relevant function.
- (5) The power under subsection (4) may only be exercised if the Secretary of State is satisfied that the duty under subsection (1) should not apply to a public authority or a relevant function because it will not result in any adverse impacts on the wellbeing and safety of children.
- (6) Regulations made under subsections (2) and (4) are to be made by statutory instrument and may not be made unless a draft of the instrument has been laid before, and approved by a resolution of, each House of Parliament.
- (7) A power to make regulations under this section includes the power to make –
 - (a) consequential, incidental, supplementary, transitional or saving provision;
 - (b) different provision for different purposes.
- (8) The Secretary of State must –
 - (a) on or before 31 January 2026, and
 - (b) at or before the end of each successive period of five years,publish a report on how the Government has complied with the duty under this section.
- (9) The Government must lay before Parliament a copy of each report published under subsection (8).
- (10) For the purposes of this section –

“public authority” has, subject to the specific provision made above about courts and tribunals, the same meaning as in section 6 of the Human Rights Act 1998;

“relevant function” means a function exercised under this Act.

(11) In this section—

“the Convention” means the United Nations Convention on the Rights of the Child adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989;

“the UNCRC requirements” means the rights and obligations from the Convention, and the articles of the first optional protocol and the second optional protocol as referred to above.

(12) The UNCRC requirements have effect for the purposes of this Act subject to any reservations, objections or interpretative declarations by the United Kingdom as may be in force from time to time.”

LORD CARTER OF HASLEMERE

502G After Clause 62, insert the following new Clause—

“Application of Part 2

Nothing in Part 2 of this Act shall apply if it would have the effect of impeding the right of parents to ensure access to such education and teaching for their children as is in conformity with their own religious and philosophical convictions.”

Member's explanatory statement

This amendment disapplies any provision of Part 2 if its effect would be to impede the right of parents to educate their children consistently with their own religious and philosophical beliefs.

LORD MOYNIHAN
LORD ADDINGTON
BARONESS SATER
BARONESS GREY-THOMPSON

502H After Clause 62, insert the following new Clause—

“National strategy for physical education and sport in schools

- (1) Within 12 months of the day on which this Act is passed, the Secretary of State must publish a national strategy for physical education and sport in schools.
- (2) The strategy must include recommendations related to—
 - (a) the delivery of a minimum of 60 minutes of school sport and physical activity per day;
 - (b) physical and mental wellbeing;
 - (c) incentivising pupils to continue sport and physical activity throughout their school careers;
 - (d) full and integrated sports provision for disabled students;
 - (e) integrating physical education and sport into the teaching of other school subjects;

- (f) integrating outdoor recreation, non-traditional sport, physical activity and natural facilities into sports provision in schools;
 - (g) meeting swimming attainment standards through school sport provision;
 - (h) the levels of investment in and effectiveness of primary physical education and sport premium funding;
 - (i) the role of volunteering in the teaching of sport and physical education in schools, including qualifications, standards, and engagement of external coaches and parents with qualifications recognised by the governing bodies of sport in Great Britain;
 - (j) a duty of care for all schoolchildren participating in sport;
 - (k) the development of a list of key performance indicators to measure outcomes of the national strategy.
- (3) The national strategy must be reviewed, updated and laid before both Houses of Parliament annually.”

LORD MOYNIHAN
LORD ADDINGTON
BARONESS SATER
BARONESS GREY-THOMPSON

502J After Clause 62, insert the following new Clause –

“Curriculum review: physical education programmes of study

Within six months of the day on which this Act is passed, the Secretary of State must undertake a curriculum review which investigates how sport provision in schools can help ensure that pupils –

- (a) develop competence in a broad range of competitive and physically demanding activities;
- (b) are physically active for a sustained period of time equal to or in excess of the minimum time recommended by the Chief Medical Officer;
- (c) can engage in competitive sports and activities in a way which supports their health and fitness;
- (d) can lead healthy, active lives and help embed values such as fairness and respect.”

BARONESS KIDRON
BARONESS CASS
LORD RUSSELL OF LIVERPOOL
LORD HOLMES OF RICHMOND

502K After Clause 62, insert the following new Clause –

“Code of practice on the efficacy of education technology in schools

- (1) The Secretary of State must prepare a statutory code of practice on the efficacy of educational technology (“EdTech”) for supporting learning in schools.

- (2) The code of practice must set standards for the use of EdTech in schools, including digital products, software or services used for teaching, learning, assessment, administration, or communication.
- (3) The standards under subsection (2) must –
 - (a) consider all types of schools;
 - (b) require transparency and efficacy of EdTech products and services in line with pedagogical standards currently used for measurement of attainment and the wellbeing of children in the provision of education.
- (4) In preparing a code or amendments under this section, the Secretary of State must –
 - (a) have regard to the fact that children may have different requirements at different ages and stages of development,
 - (b) have regard to the costs of EdTech products and services to school budgets,
 - (c) have regard to the need to support innovation to enhance children's education and learning opportunities, including testing of novel products and supporting the certification and development of standards, and
 - (d) ensure that the benefits from EdTech products and services developed using children's data accrue to the United Kingdom.
- (5) In preparing a code or amendments under this section, the Secretary of State must consult with –
 - (a) educators,
 - (b) children,
 - (c) parents,
 - (d) persons who appear to the Secretary of State to represent the interests of teachers,
 - (e) persons who appear to the Secretary of State to represent the interests of children,
 - (f) persons who appear to the Secretary of State to represent the interests of schools,
 - (g) child development experts,
 - (h) curriculum and subject experts,
 - (i) trade associations,
 - (j) the AI Security Institute, and
 - (k) the relevant education department for each nation of the United Kingdom.
- (6) The Secretary of State must prepare a report, in consultation with persons listed in subsection (5), on the steps required to develop a certification scheme for EdTech products and services to enable the industry to demonstrate the efficacy of its products in line with the standards under subsection (2).
- (7) The certification scheme under subsection (6) must be a minimum requirement for the procurement of EdTech products and services in schools (of any status) in England.
- (8) Where requested, evidence of compliance with the code under subsection (1) or a certification standard prepared under subsection (6) must be provided by relevant

providers of EdTech products and services in a manner that satisfies the obligations of education providers under the Code.”

Member's explanatory statement

This is a probing amendment that considers the rapid introduction of Ed Tech in school and seeks to understand what pedagogical standards Ed Tech in schools is or will be subject to after the passage of the Bill.

BARONESS KIDRON
BARONESS CASS

502L [Withdrawn]

LORD YOUNG OF ACTON
LORD BRADY OF ALTRINCHAM

502M After Clause 62, insert the following new Clause –

“Duty to keep schools open for in person attendance

- (1) So far as reasonably possible, public authorities must ensure that, during the period of any civil emergency, schools are kept open for in person attendance by children and young people.
- (2) The Secretary of State must, by regulations, make provision about how public authorities should discharge the duty under subsection (1), including provision specifying –
 - (a) steps that a public authority may or must take to comply with the duty, and
 - (b) actions that a public authority is prohibited from taking.
- (3) Regulations made under subsection (2) must be made by statutory instrument.
- (4) A statutory instrument containing regulations under subsection (2) may not be made unless a draft has been laid before, and approved by a resolution of, each House of Parliament.
- (5) A power to make regulations under this section includes the power to make –
 - (a) consequential, incidental, supplementary, transitional or saving provision;
 - (b) different provision for different purposes.
- (6) A public authority must not, in response to a civil emergency, take or facilitate any action (including making regulations, issuing directions, issuing orders, giving guidance, or making recommendations) that –
 - (a) results in, or encourages, the closure of schools, or
 - (b) otherwise prevents or restricts lawful attendance at such institutions or premises by children and young people,unless the requirements of subsection (7) are met.

- (7) Before taking any action of the kind described in subsection (6), the public authority must first, unless the urgency of the civil emergency precludes this –
 - (a) request the advice of the Children's Commissioner on the likely impact of such action on the children and young people who will be affected by the action,
 - (b) provide the Children's Commissioner with full and complete information about the nature of and reasons for the proposed action, and
 - (c) have due regard to the Children's Commissioner's advice in determining whether to proceed with the action.
- (8) If any action of the kind described in subsection (6) is taken prior to seeking the advice of the Children's Commissioner due to urgency –
 - (a) as soon as reasonably practicable and in any event within 7 days of taking the action, the public authority must provide the Children's Commissioner with full and complete information about the nature of and reasons for that action;
 - (b) the Children's Commissioner must then promptly, and in any event within 14 days of the action having been taken, provide the public authority with its advice in relation to the impact of that action on children and young people;
 - (c) the public authority, having due regard to the Commissioner's advice, shall determine whether the action continues to be justified or whether it should be revoked.
- (9) If action of the kind described in subsection (6) continues beyond 14 days, and in relation to each such period of 14 days thereafter, the Secretary of State must –
 - (a) lay before Parliament a copy of the Children's Commissioner's advice, and
 - (b) seek approval from the House of Commons for the continuation of the action.
- (10) If the House of Commons does not approve continuation under subsection (9)(b) within 14 days of the advice of the Children's Commissioner being laid before Parliament under subsection 9(a), the relevant action automatically lapses, and any measures (including regulations, directions, orders, guidance, or recommendations made in support of or continuance of the relevant action) become legally void.
- (11) Where under any of the above provisions the advice of the Children's Commissioner is sought, the Children's Commissioner shall set out in writing his or her advice on the following matters –
 - (a) the foreseeable impacts of any closures of schools on the affected children and young people,
 - (b) any reasonable actions that could be taken to mitigate those impacts,
 - (c) whether the anticipated benefits for those children of the closures identified by the public authority appear to him or her to outweigh the foreseeable impacts of closures for those children, and
 - (d) any other matters which appear to him or her to be relevant.

- (12) The Children's Commissioner is entitled to require the public authority or the Secretary of State to provide such further information, assistance, and resources as he or she considers necessary in order to set out his or her advice on a particular action and the public authority or the Secretary of State, as the case may be, shall provide such information, assistance or resources as soon as reasonably practicable.
- (13) For the purposes of this section –
- “children” means persons under the age of 18;
 - “civil emergency” shall include any emergency situation which could constitute an emergency for the purposes of section 1 of the Civil Contingencies Act 2004 or which has otherwise been identified as a risk in the UK's National Security Risk Assessment. For the avoidance of doubt an emergency need not be the subject of measures taken under the Civil Contingencies Act 2004 to be a civil emergency for the purposes of this Act.
 - “closure” in relation to schools, means any action to discourage, restrict or prevent in person attendance at those institutions or premises by children and young people who would ordinarily be entitled to attend, or any sub-group or class of such children or young people;
 - “open for in person attendance” in relation to schools, means being open for the attendance by all of the children who would ordinarily, and but for the occurrence of a civil emergency, be entitled to attend those institutions or premises, during their normal hours of operation;
 - “open for in person attendance” does not include the provision of online learning or other remote learning services nor the keeping of such institutions or premises open for physical attendance only for a sub-group or class of those children or young people who would ordinarily be entitled to attend;
 - “public authority” has the same meaning as in section 6 of the Human Rights Act 1998” save that a court or tribunal is not included for these purposes.”

Member's explanatory statement

The purpose of the amendment is to enact a statutory duty to keep schools open for in person attendance in future public health and other civil emergencies, unless Parliament expressly approves, and continues every two weeks to approve, any closures.

BARONESS GREY-THOMPSON

502N

After Clause 62, insert the following new Clause –

“Use of seclusion (including isolation rooms) in schools

- (1) For the purposes of this section, "seclusion" means the involuntary confinement and isolation of a child or young person, in a room or space from which they are not free to leave, whether or not a member of staff is physically present.
- (2) The Secretary of State may by regulations, following consultation with relevant stakeholders, make provision for the regulation and oversight of the use of seclusion in schools.

- (3) If regulations are made under this section, they must include provision ensuring that—
 - (a) seclusion is not used as a form of discipline or behaviour management;
 - (b) any use of seclusion is recorded, and reported to the child's parent or carer on the same day;
 - (c) any incident involving seclusion is reviewed by a person with lead responsibility for safeguarding within the setting;
 - (d) data on the use of seclusion is collected, monitored, and made available for external scrutiny.
- (4) For the purposes of subsection (3)(c), "a person with lead responsibility for safeguarding within the setting" means the individual who holds primary designated responsibility for child protection or safeguarding matters in that educational setting.
- (5) Before making regulations under this section, the Secretary of State must consult such persons as they consider appropriate, including representative organisations of education staff, providers, children and young people, and families, and organisations representing those with special educational needs or disabilities.
- (6) When making regulations under this section, the Secretary of State must have regard to relevant duties under the Equality Act 2010 and the Human Rights Act 1998.
- (7) A statutory instrument containing regulations under this Act is subject to annulment in pursuance of a resolution of either House of Parliament."

Member's explanatory statement

This clause is proposed as a probing amendment to support parliamentary debate on legal safeguards for the use of seclusion in schools. It does not impose direct duties on schools. Instead, it invites the Secretary of State to consider enabling regulation, following sector-wide consultation.

BARONESS BOYCOTT
LORD GASCOIGNE

502P

After Clause 62, insert the following new Clause—

“Safe and Resilient Schools Plan

- (1) All new school buildings must be net zero in operation, and designed for a 2°C rise in average global temperatures and future-proofed for a 4°C rise.
- (2) All new school buildings must be built to adapt to the risks of climate change, including increased flooding and higher indoor temperatures.
- (3) The Secretary of State must within two years of the day on which this Act is passed—
 - (a) publish a national Safe and Resilient Schools Plan which sets out how existing school buildings can reach net zero and be resilient to climate risks, and

- (b) set a target date, using the affirmative resolution procedure, and delivery roadmap for implementation of the Safe and Resilient Schools Plan.”

Member's explanatory statement

This amendment would make the Department for Education's guidance around new school buildings statutory, and require government to publish and implement a plan which ensures that existing school buildings are resilient to climate risks, like overheating and flooding, and reach net zero.

LORD CARLILE OF BERRIEW

502Q After Clause 62, insert the following new Clause —

“Preventing school exclusion and strengthening support for vulnerable children

- (1) Where a child is subject to police involvement or is known to youth justice services, a youth justice practitioner must be invited to attend any school exclusion hearing or appeal concerning that child, to assist the child and their family and the school in identifying appropriate support to maintain the child's engagement in education.
- (2) In cases where a child has suspected or recognised special educational needs and disabilities (SEND) or neurodivergence, there shall be a presumption against permanent or fixed-term exclusion.
- (3) An alternative educational plan must be developed, including a timely assessment of the child's learning needs.
- (4) Where police are called to a school in relation to a child known to youth justice or other statutory services, the school must notify the relevant agency to ensure coordinated decision-making and safeguarding.”

LORD CARLILE OF BERRIEW
BARONESS BULL

502R After Clause 62, insert the following new Clause —

“Mandatory training in SEND and neurodivergence

- (1) Within one year of the passing of this Act, all school teaching staff must receive mandatory training in the identification and support of children with SEND and neurodivergence.
- (2) The Secretary of State must issue guidance on the content, frequency and delivery of such training, and ensure it is embedded in initial teacher training and continuing professional development.”

LORD CARLILE OF BERRIEW

502S After Clause 62, insert the following new Clause –

“Duty on schools to work with youth courts to provide assessment of special educational needs and neurodivergence

Schools must, when requested, provide courts with an assessment of a child’s special educational needs or neurodivergence, including but not limited to –

- (a) whether the child has SEND or neurodivergence;
- (b) whether appropriate adaptations and support were in place during their schooling;
- (c) whether further expert assessment is required.”

LORD CARLILE OF BERRIEW

502T After Clause 62, insert the following new Clause –

“Duty on schools to support reintegration and rehabilitation for children post-custody

- (1) Schools must collaborate with social services, mental health providers and youth justice services to embed post-custody reintegration planning for children with special education needs.
- (2) The Secretary of State must publish an annual assessment of how effectively schools in England support the reintegration and rehabilitation of children post-custody.”

BARONESS GREY-THOMPSON

502U After Clause 62, insert the following new clause –

“Inclusive education standards for teachers

- (1) All teachers employed in state-funded special schools in England and Wales must possess Qualified Teacher Status (QTS) in addition to the Special Educational Needs Coordinators National Professional Qualification, unless –
 - (a) they are undergoing a recognised programme of initial teacher training leading to QTS, or
 - (b) they are under the direct supervision of a qualified teacher.
- (2) The Secretary of State must ensure that all approved providers of initial teacher training include in their curriculum –
 - (a) mandatory training in inclusive education principles and practice,
 - (b) understanding of the barriers faced by Disabled pupils and those with special educational needs, and
 - (c) practical strategies for supporting diverse learners in mainstream and specialist settings.

- (3) The Secretary of State must, within six months of the day on which this Act is passed, issue regulations made by statutory instrument requiring schools to ensure that all teaching staff participate in regular continuing professional development that includes –
 - (a) inclusive pedagogy,
 - (b) Universal Design for Learning, and
 - (c) working in multidisciplinary teams to support Disabled pupils.
- (4) A statutory instrument containing regulations under subsection (3) is subject to annulment in pursuance of a resolution of either House of Parliament.
- (5) All schools must ensure that Disabled pupils' access to the curriculum and opportunities is not reliant on a single member of staff, including by –
 - (a) developing inclusive practice as a whole-school approach, and
 - (b) ensuring consistency in teaching quality and support across subjects and key stages.
- (6) The Secretary of State must publish statutory guidance on the implementation of inclusive education training and qualification requirements under this section within 12 months of the day on which this Act is passed.
- (7) In preparing the guidance, the Secretary of State must consult –
 - (a) the Children's Commissioner for England,
 - (b) teaching unions,
 - (c) organisations led by Disabled people, and
 - (d) experts in inclusive and special education."

BARONESS GREY-THOMPSON

502V

After Clause 62, insert the following new Clause –

“Transparency and reporting of special educational needs and disabilities funding in state funded schools

- (1) All state-funded schools in England, including maintained schools and academies, must submit to the Secretary of State an annual report detailing the allocation and expenditure of funds designated for supporting pupils with special educational needs and disabilities (SEND).
- (2) Each school's report must include –
 - (a) the total amount of –
 - (i) the notional SEND budget allocated to the school;
 - (ii) any additional high-needs (top-up) funding received via the local authority;
 - (iii) any funding received through the Early Years SEN Inclusion Fund or similar grants;
 - (b) a detailed breakdown of how SEND funding was allocated, including but not limited to the following categories –

- (i) staffing costs specifically for SEND provision, including Special Educational Needs and Disabilities Coordinators, teaching assistants, therapists and any other relevant roles;
 - (ii) costs of external specialist services, including speech and language therapy, educational psychology and any other relevant services;
 - (iii) training and professional development related to SEND, inclusion, or disability equality;
 - (iv) assistive technology, specialist equipment, and adaptive learning materials;
 - (v) SEND-specific interventions or curriculum adaptations, including small-group and individual support;
 - (vi) expenses related to preparing and delivering provision under education, health and care plans (EHCPs);
 - (c) identification of funding spent on system-level or whole-school inclusive practice, such as –
 - (i) universal design for learning strategies;
 - (ii) inclusive classroom design or accessibility improvements;
 - (iii) engagement of families of children with SEND;
 - (d) a statement evaluating the outcomes of SEND funding, including –
 - (i) progress made by pupils with SEND, including those with EHCPs;
 - (ii) how funding contributed to meeting pupils' individual needs and EHCP objectives;
 - (iii) any measurable improvements in attendance, engagement, or inclusion of pupils with SEND;
 - (e) any underspend or unallocated SEND funding and how the school plans to use it in the following academic year.
- (3) The Secretary of State must issue statutory guidance outlining an annual deadline and the standardised format and content requirements for the SEND funding report to ensure consistency and comparability across schools.
 - (4) Schools must adhere to this guidance when preparing their annual SEND funding reports.
 - (5) School governing bodies are responsible for ensuring compliance with the requirements set out in this clause.
 - (6) Failure to comply with the publication requirements may result in appropriate remedial actions as determined by the Secretary of State.
 - (7) The Secretary of State must publish all schools' reports received under this section within one month of receiving them."

LORD CARLILE OF BERRIEW

502W After Clause 62, insert the following new Clause –

“Cross-sector data collection and reporting

- (1) The Secretary of State must establish a cross-sector data management system to track children through education, health and social care systems using a unique reference number.
- (2) The Secretary of State must publish annual reports using data collected from the cross-sector management system under subsection (1) to assess how many children who are –
 - (a) excluded from school, and
 - (b) in social care settings,have been diagnosed with special educational needs.
- (3) Annual reports must include disaggregation by diagnosis and Education, Health and Care Plan (EHCP) status.”

BARONESS BENNETT OF MANOR CASTLE
BARONESS BOYCOTT

502X After Clause 62, insert the following new Clause –

“Education about food growing and preparation

- (1) The Secretary of State shall have a duty to promote school pupils’ knowledge of food growing and food preparation, with the aim of ensuring that each pupil spends an average of one hour per week as a minimum during term time in education on such topics.
- (2) The Secretary of State must, within 12 months of the day on which this Act is passed, and every 12 months thereafter, lay before Parliament a report on progress on achieving this goal.”

Member's explanatory statement

This amendment aims to improve pupils’ exposure to and knowledge of food growing and preparation, with a view towards both improving public health and food security, particularly in times of crisis.

BARONESS WILLIS OF SUMMERTOWN
BARONESS PARMINTER
BARONESS BOYCOTT

502Y After Clause 62, insert the following new Clause –

“Benefits of nature-based learning to children’s wellbeing

- (1) The Secretary of State must, within six months of the passing of this Act, conduct a review on the benefits of nature-based learning to children's health and wellbeing, including but not limited to –
 - (a) the desirability of bringing nature into schools through greening physical spaces and encouraging horticulture,
 - (b) the desirability of outdoor learning for developing skills, including those relevant to a nature-positive economy, and
 - (c) the barriers to nature-based learning, and potential policy solutions to overcome those barriers.
- (2) A report on the review must be published within six months of the conclusion of the review.”

Member's explanatory statement

This amendment would require government to review and report on the benefits of nature based learning to children’s health and wellbeing

BARONESS FINLAY OF LLANDAFF

502YA After Clause 62, insert the following new Clause –

“Civil preparedness

Every school must demonstrate appropriate age-specific training for all children across the school for local individual or mass casualty emergencies.”

BARONESS BENNETT OF MANOR CASTLE

502YB After Clause 62, insert the following new Clause –

“Review of climate adaptation of schools

- (1) Within 12 months of the day on which this Act is passed, and then biannually thereafter, the Secretary of State must publish a review of the level of preparedness of grant maintained schools, and other schools, for increasing extremes of climate, particularly high temperatures, taking into consideration –
 - (a) the preparedness of buildings and grounds;
 - (b) the suitability of uniform provision;
 - (c) the suitability of transport provision;
 - (d) the level of emergency planning to protect pupil health and wellbeing, including regulations or rules about maximum temperatures in classrooms;
 - (e) such other issues as may be considered relevant.

- (2) In preparing such a report, the Secretary of State shall take advice from the Committee on Climate Change, the chief medical officer, and such other individuals as the Secretary of State considers appropriate.
- (3) Within six months of the completion of the review, the Secretary of State must publish and lay before Parliament a report on the findings of the review and any recommendations for improvements.”

BARONESS BARRAN

502YC After Clause 62, insert the following new Clause—

“Education Act 2002: exemptions related to school performance

In section 216 (commencement) of the Education Act 2002, after subsection (3), insert—

- “(3A) The following provisions come into force on the day on which the Children’s Wellbeing and Schools Act 2025 is passed—
- (a) section 6,
 - (b) section 7,
 - (c) section 8,
 - (d) section 9, and
 - (e) section 10.””

Member's explanatory statement

This amendment seeks to commence Chapter 2 of Part 1 of the Education Act 2002 (Exemptions related to school performance), which would allow well-performing schools to be exempt from curriculum provision and pay and conditions provision.

LORD HAMPTON

502YD After Clause 62, insert the following new Clause—

“Exemption from duty to follow National Curriculum

- (1) The Education Act 2002 is amended as follows.
- (2) In section 78 (general requirements in relation to curriculum), after subsection (1), insert—

“(1A) Any school which has an Ofsted rating of outstanding or any equivalent Ofsted rating is exempt from the requirements under this section.”
- (3) In section 80 (basic curriculum for every maintained school in England), after subsection (2A), insert—

“(2B) Any school which has an Ofsted rating of outstanding or any equivalent Ofsted rating is exempt from the requirements under this section.””

BARONESS BARRAN
LORD SANDHURST

502YE After Clause 62, insert the following new Clause –

“Guidance for schools on gender questioning children

- (1) The Secretary of State must publish statutory guidance for schools on gender questioning children on the day on which this Act is passed.
- (2) A relevant school must have regard to the guidance on gender questioning children published by the Secretary of State under this section.”

Member's explanatory statement

This amendment seeks to require the Department for Education to publish the guidance for schools on gender questioning children and schools must have regard for the guidance.

LORD NASH
BARONESS BARRAN
LORD BAILEY OF PADDINGTON

502YF After Clause 62, insert the following new Clause –

“Permanent exclusion: assessment

After being informed that a pupil has been permanently excluded from a school or academy, the local authority must carry out an assessment under paragraph 3 (assessment of children’s needs) of Schedule 2 of the Children Act 1989.”

Member's explanatory statement

This amendment seeks to require the local authority to undertake an assessment of the needs of the child if they are permanently excluded from school.

BARONESS MORGAN OF COTES
BARONESS HELIC
BARONESS WALMSLEY
LORD LEVY

502YG After Clause 62, insert the following new Clause –

“Allergy safety provisions in schools

- (1) Within 12 months of the day on which this Act is passed, all schools in England must –
 - (a) adopt a school allergy and anaphylaxis policy,
 - (b) obtain individual healthcare and anaphylaxis action plans for all pupils with allergies,
 - (c) purchase and store in-date adrenaline auto-injectors on school property,
 - (d) provide training for school staff on allergy awareness and administering adrenaline auto-injectors, and

- (e) record any allergic reactions in the pupil's individual healthcare and anaphylaxis action plan.
- (2) The Secretary of State must provide guidance to schools on the implementation of subsection (1) within six months of the day on which this Bill is passed."

Member's explanatory statement

This amendment seeks to introduce mandatory allergy safety policies for all schools in England.

BARONESS KIDRON
LORD RUSSELL OF LIVERPOOL

502YH After Clause 62, insert the following new Clause—

"Statutory standards of filtering and monitoring systems deployed in schools

- (1) The Secretary of State must by regulations made by statutory instrument specify minimum standards for filtering and monitoring technologies used to safeguard children in schools.
- (2) A statutory instrument containing regulations under this section is subject to annulment in pursuance of a resolution of either House of Parliament.
- (3) These regulations apply to any filtering and monitoring systems procured by or deployed in schools.
- (4) The standards in subsection (1) must—
 - (a) meet the standards of the Department for Education's *Keeping children safe in education* statutory guidance;
 - (b) meet the standards of the Department for Education's *Meeting digital and technology standards in schools* guidance, including its filtering and monitoring standards for schools and colleges;
 - (c) meet the standards of the Department for Education's *Generative AI: product safety expectations*;
 - (d) prevent filtering and monitoring systems' barriers to accessing illegal content from being switched off.
- (5) Filtering and monitoring standards set out in subsection (4) must be certified by an accreditation scheme sanctioned by the Department for Education.
- (6) Certification must be dependent on the completion of a real-time test each term, delivered remotely or in person, to ensure compliance with the requirements of subsection (4).
- (7) When inspecting a school, the Secretary of State must require OFSTED to ensure that—
 - (a) schools have a certified filtering and monitoring system;
 - (b) real-time tests, set out in subsection (6), are conducted and recorded;
 - (c) incidents or breaches are recorded.
- (8) In this section, "school" means an entity that provides education to children in the United Kingdom including early years providers, nursery schools, primary

schools, secondary schools, sixth form colleges, city technology colleges, academies, free schools, faith schools, special schools, state boarding schools, and private schools.”

BARONESS KIDRON
LORD RUSSELL OF LIVERPOOL

502YI After Clause 62, insert the following new Clause –

“Code of practice on Children’s Data and Education

- (1) The Information Commissioner’s office must prepare a code of practice which contains such guidance as the Commissioner considers appropriate on the processing of data in connection with the provision of education to children.
- (2) Guidance under subsection (1) must include consideration of –
 - (a) all aspects of the provision of education including learning, school management and safeguarding;
 - (b) all types of schools and learning settings;
 - (c) the need for transparency and evidence of efficacy on the use of artificial intelligence (AI) systems in the provision of education;
 - (d) the collection of data for the purpose of training AI systems used in schools, including the collection of data by the Department for Education during trials of AI systems,
 - (e) the impact of profiling and automated decision-making on children’s access to education opportunities;
 - (f) the principle that children have a right to know what data about them is being generated, collected, processed, stored and shared;
 - (g) the principle that those with parental responsibility have a right to know how their children's data is being generated, collected, processed, stored and shared;
 - (h) the safety and security of children’s data;
 - (i) the need to ensure children's access to and use of counselling services and the exchange of information for safeguarding purposes are not restricted.
- (3) In preparing a code or amendments under this section, the Commissioner must have regard to –
 - (a) the fact that children are entitled to a higher standard of protection than adults with regard to their personal data as set out in the United Kingdom GDPR, and the ICO’s Age Appropriate Design code;
 - (b) the need to prioritise children's best interests and to uphold their rights under UN Convention on the Rights of the Child and General Comment 25;
 - (c) the fact that children may require different protections at different ages and stages of development;
 - (d) the need to support innovation to enhance United Kingdom children’s education and learning opportunities, including facilitating testing of novel

- products and supporting the certification and the development of standards;
 - (e) ensuring the benefits from product and service developed using United Kingdom children's data accrue to the United Kingdom.
- (4) In preparing a code or amendments under this section, the Commissioner must consult with—
- (a) children,
 - (b) educators,
 - (c) parents,
 - (d) persons who appear to the Commissioner to represent the interests of children,
 - (e) the AI Safety Institute, and
 - (f) the relevant Education department for each nation of the United Kingdom.
- (5) The Code applies to data processors and controllers that—
- (a) are providing education in school or other learning settings;
 - (b) provide services or products in connection with the provision of education;
 - (c) collect children's data whilst they are learning;
 - (d) use education data, education data sets or pupil data to develop services and products;
 - (e) build, train or operate AI systems and models that impact children's learning experience or outcomes;
 - (f) are public authorities that process education data, education data sets or pupil data.
- (6) The Commissioner must prepare a report, in consultation with the EdTech industry and other stakeholders set out in subsection (4), on the steps required to develop a certification scheme under Article 42 of the United Kingdom GDPR, to enable the industry to demonstrate the compliance of EdTech services and products with the United Kingdom GDPR, and conformity with this Code.
- (7) Where requested by an education service, evidence of compliance with this Code must be provided by relevant providers of commercial products and services in a manner that satisfies the education service's obligations under the Code.
- (8) In this section—
- “AI” means technology enabling the programming or training of a device or software to perceive environments through the use of data, interpret data using automated processing designed to approximate cognitive abilities, and make recommendations, predictions or decisions; and includes generative AI, meaning deep or large language models able to generate text and other content based on the data on which they were trained,
 - “EdTech” means a service or product that digitise education functions including administration and management information systems, learning and assessment and safeguarding, including services or products used within school settings and at home on the recommendation, advice or instruction of a school,

“education data” means personal data that forms part of an educational record,

“education data sets” means anonymised or pseudonymised data sets that include Education Data or Pupil Data,

“efficacy” means that the promised learning outcomes can be evidenced,

“learning setting” means a place where children learn including schools, their home and extra-curricular learning services, for example online and in-person tutors,

“pupil data” means personal data about a child collected whilst they are learning which does not form part of an educational record, and

“safety and security” means that it has been adequately tested.”

BARONESS BENNETT OF MANOR CASTLE

502YK After Clause 62, insert the following new Clause –

“Prevention of the transmission of respiratory and other diseases

- (1) The Secretary of State shall have a duty to ensure that the levels of ventilation and where necessary filtration of air within classrooms and other school buildings are at the best possible levels for the reduction of the transmission of respiratory diseases, and that other appropriate measures are in place to reduce the transmission of all diseases.
- (2) The Secretary of State must, within 12 months of the day on which this Act is passed, and every 12 months thereafter, lay before Parliament a report on progress on achieving this goal.”

Member's explanatory statement

This amendment seeks to ensure that schools provide the safest and most resilient environment possible against the spread of infectious diseases.

BARONESS BENNETT OF MANOR CASTLE

502YL After Clause 62, insert the following new Clause –

“Education for voting

- (1) The Secretary of State shall have a duty to promote school pupils' knowledge of the electoral system at all levels of government and the process of voting within it, such that by the age of 16 all pupils have had contact with and practical experience of all the processes involved in an election, including schools facilitating mock elections giving all students opportunities to experience standing for election, campaigning and voting.
- (2) The Secretary of State must, within 12 months of the day on which this Act is passed, and every 24 months thereafter, lay before Parliament a report on progress on achieving this duty.”

Member's explanatory statement

In the light of the Government's intention of lowering the age of voting to 16 in General Elections, this amendment seeks to probe what practical steps the Government is taking to ensure full preparation for the change within schools.

BARONESS SPIELMAN
BARONESS BARRAN

502YM After Clause 62, insert the following new Clause –

“School complaints procedure

- (1) Within 12 months of the day on which this Act is passed, the Secretary of State must establish a central complaints handling system for use by –
 - (a) the Department for Education,
 - (b) His Majesty's Chief Inspector of Schools (“Ofsted”),
 - (c) the Teacher Regulation Agency, and
 - (d) schools in England.
- (2) The system must review the complaint and direct it to the most appropriate person or body.
- (3) The system must enable complaints to be submitted via the GOV.UK website.
- (4) Complaints submitted under the system must be stored in a single database, to which the Department for Education and Ofsted must have access.”

Member's explanatory statement

This amendment seeks to establish a central complaints system for the education system in England, to avoid the duplication of complaints to multiple organisations.

LORD WEI

502YN After Clause 62, insert the following new Clause –

“Annual review of burdens and sunset of ineffective measures

- (1) The Secretary of State must, within 12 months of the day on which this Act is passed and annually thereafter, conduct a review of the operation of all measures introduced by this Act to determine whether they –
 - (a) achieve their stated purpose, and
 - (b) impose unnecessary or disproportionate bureaucratic burdens on local authorities, parents, schools, or the Department.
- (2) Where a review under subsection (1) finds that any measure does not achieve its stated purpose, or imposes unnecessary burdens disproportionate to its benefits, the Secretary of State must –
 - (a) by regulations made by statutory instrument repeal that measure, or

- (b) provide exemptions, modifications, or other adjustments to reduce the burden, consistent with the principle of value for money.
- (3) Any measure introduced by this Act which has failed the tests under subsection (1) and which has not been rectified by regulations under subsection (2) shall automatically cease to have effect two years after the date of the review in which it was identified.
- (4) A report on each review under subsection (1) must be laid before both Houses of Parliament, setting out –
 - (a) the evidence relied upon,
 - (b) the costs and benefits assessed, and
 - (c) the steps taken under subsection (2).
- (5) A statutory instrument containing regulations under this section may not be made unless a draft of the instrument has been laid before and approved by a resolution of each House of Parliament.”

Member's explanatory statement

This amendment establishes an annual review of all measures in the Act to ensure they achieve their purpose without imposing unnecessary bureaucratic burdens. Measures found ineffective or disproportionately burdensome must be repealed or amended, with a sunset clause ensuring that no such measure can persist beyond two years without correction.

LORD WEI

502YP After Clause 62, insert the following new Clause –

“Substantive fairness in ministerial action

- (1) In exercising any function under this Act, whether by issuing guidance or by reviewing parental appeals, the Secretary of State must act in a manner that is substantively fair, proportionate, and consistent with the best educational interests of the child.
- (2) To be compliant with subsection (1) it is not sufficient for the Secretary of State to frame guidance or decisions in terms which appear compatible with the Human Rights Act 1998 or the European Convention on Human Rights where the effect in practice is to impose unfair, excessive, or coercive obligations on parents.
- (3) In any challenge brought before a court, the court must have regard to the actual operation and impact of the guidance or decision on parents and children, and not merely to its formal wording or stated purpose.
- (4) Guidance issued under this Act must –
 - (a) not extend beyond what is necessary to secure lawful compliance by local authorities and schools, and
 - (b) avoid creating undue burdens on parents.
- (5) Nothing in this section prevents the Secretary of State from issuing guidance designed to protect children from significant harm, provided such guidance is

necessary, proportionate, and capable of practical implementation without undermining parental rights.”

Member's explanatory statement

This amendment prevents the Secretary of State from relying on superficial or merely formal compliance with human rights standards to shield their actions from judicial review. It ensures that courts may assess the real-world impact of guidance and appeal decisions, thereby protecting parents and children from unfair or coercive state interference.

LORD WEI

502YQ After Clause 62, insert the following new Clause –

“Restriction on collection of data relating to children in education

- (1) Public authorities, schools, or any state body may only collect, retain, or process personal data relating to a child in an educational setting where such collection is strictly necessary to protect the child from significant harm as defined by section 31 of the Children Act 1989 (care and supervision).
- (2) Data collected under subsection (1) must not exceed what is proportionate and essential to the specific risk of harm identified.
- (3) No personal data may be collected for the purposes of profiling, monitoring, or assessing a child beyond what is necessary for safeguarding under subsection (1).
- (4) The Secretary of State must, within six months of the day on which this Act is passed, publish guidance setting out the limits of permissible data collection in accordance with this section.”

Member's explanatory statement

This amendment seeks to prevent the excessive collection of children's data in educational settings by limiting state powers of collection to circumstances strictly necessary for protecting a child from harm, as defined by the statutory threshold in the Children Act 1989.

LORD WEI

502YR After Clause 62, insert the following new Clause –

“Use of powers in the Act

- (1) From the day six months after the day on which this Act is passed the Secretary of State must ensure that the measure in subsection (2) is ready to be enforced at any time.
- (2) In the event of a national emergency or authoritarian governance, the courts have the final authority to safeguard the primacy of parental rights to determine their child's education in their best interests.
- (3) Authoritarian governance means a situation where emergency regulations or executive actions suspend, limit, or derogate from rights protected under the Human Rights Act 1998 or the European Convention on Human Rights.”

Member's explanatory statement

This amendment seeks to protect the legal rights of parents to determine their child's education in exceptional national circumstances by placing judicial oversight above executive restrictions.

BARONESS BARRAN

502YS After Clause 62, insert the following new Clause —

“Right to opt out from device-based homework

- (1) Before the beginning of the 2026/27 academic year, the Secretary of State must, by regulations made by statutory instrument, confer a right for parents to elect, by giving notice in writing to a school, for their child to receive, complete and submit homework tasks otherwise than by means of a computer or a personal electronic device.
- (2) Any regulations made under subsection (1) —
 - (a) must apply to all schools in England;
 - (b) may provide for parents to withdraw any notice previously given to a school, provided they give reasonable warning;
 - (c) may provide for schools temporarily to disregard any such notice in relation to certain or all subjects —
 - (i) by agreement with the parents,
 - (ii) if the headteacher reasonably considers in relation to a particular pupil that it is necessary to do so to accommodate the medical or educational needs of that pupil and provided that the school has first consulted with the parents, or
 - (iii) in exceptional circumstances if the headteacher reasonably considers that it is necessary to do so to maintain continuity of educational provision for particular pupils or for all pupils attending the school.
- (3) A statutory instrument containing regulations under this section may not be made unless a draft of the instrument has been laid before and approved by a resolution of each House of Parliament.
- (4) For the purposes of this section “parent”, “pupil” and “school” have the meanings given in the Education Act 1996 (see sections 3, 4 and 576 of that Act).”

Member's explanatory statement

This amendment establishes a right for parents to ensure their child is able to complete homework without the use of a computer or personal device.

BARONESS BARRAN
LORD NASH

502YT After Clause 62, insert the following new Clause –

“Device-based examinations: secondary education examinations

- (1) Before the beginning of the 2026/27 academic year the Secretary of State must, by regulations made by statutory instrument, require examination boards to ensure that all secondary education examinations are completed by pupils by hand, and not by means of a computer or a personal electronic device.
- (2) Any regulations made under subsection (1) may provide for exceptions –
 - (a) in relation to the examination of subjects for which computer or device use proficiency is a core element of the subject, such as computing and music technology, or
 - (b) where completing an exam by means of a computer or a personal electronic device –
 - (i) is more appropriate for a pupil with special educational needs or disabilities, or
 - (ii) is required by a pupil’s education, health and care plan.
- (3) A statutory instrument containing regulations under this section may not be made unless a draft of the instrument has been laid before and approved by a resolution of each House of Parliament
- (4) For the purposes of this section “pupil” has the meaning given by the section 3 of the Education Act 1996 (definition of pupil etc).”

Member's explanatory statement

This amendment seeks to ensure that secondary education examinations are completed by hand and without pupils needing to use a computer or a personal electronic device, subject to relevant subject or SEND exceptions.

BARONESS BARRAN
LORD NASH

502YU After Clause 62, insert the following new Clause –

“Device-based examinations: reception baseline assessments

- (1) Before the beginning of the 2026/27 academic year, the Secretary of State must, by regulations made by statutory instrument, require that reception baseline assessments are completed by pupils otherwise than by means of a computer or a personal electronic device.
- (2) Any regulations made under subsection (1) may provide for exceptions for pupils with special educational needs or disabilities.
- (3) A statutory instrument containing regulations under this section may not be made unless a draft of the instrument has been laid before and approved by a resolution of each House of Parliament.

- (4) For the purposes of this section “pupil” has the meaning given by the section 3 of the Education Act 1996 (definition of pupil etc).”

Member's explanatory statement

This amendment would ensure that the reception baseline assessment is completed without pupils needing to be able to use a computer or a personal electronic device, unless relevant SEND exceptions apply.

BARONESS BARRAN

502YV After Clause 62, insert the following new Clause –

“Behaviour improvement: presumption against reinstatement for children who engage in extremely serious behaviour

- (1) The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (S.I. 2012/1033) are amended as follows.
- (2) In regulation 6, after paragraph (3) insert –
 - “(3A) For any pupil engaged in any of the circumstances set out in sub-paragraphs (a) to (c), the presumption should be that the governing body must not reinstate the pupil unless a risk assessment has been carried out which demonstrates that the students does not present a heightened risk factor to other students and staff –
 - (a) where a pupil’s possession of a knife or other offensive weapon was a factor in the decision to exclude the child;
 - (b) where the pupil’s behaviour which led to their being excluded included sexual assault;
 - (c) where the pupil’s behaviour which led to their being excluded included assault against a teacher.
 - (3B) Any risk assessment required under paragraph (3A) must demonstrate how this risk has been eliminated or negated.
 - (3C) Where a pupil has not been reinstated as a result of conditions under paragraph (3A), the pupil must be relocated to an environment that is more suitable to their challenging behaviour, such as a People Referral Unit or Alternative Provision or similar.””

Member's explanatory statement

This amendment seeks to probe the Government’s willingness to introduce a presumption against the reinstatement of a child who has been excluded for possession of a knife or other offensive weapon, sexual assault, or assault against a teacher. It would instead mean that the pupil must be relocated to an environment that is more suitable to challenging behaviour.

BARONESS BARRAN

502YW After Clause 62, insert the following new Clause—

“Behaviour improvement: presumption against reinstatement in a mainstream school for children who have been permanently excluded on two occasions

- (1) The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (2012/1033) are amended as follows.
- (2) In regulation 6, after paragraph (3) insert—
 - “(3A) Where a pupil has been permanently excluded on two occasions, the presumption should be the governing body, of any mainstream school, must not reinstate the pupil unless a risk assessment has been carried out which demonstrates that the student does not present a heightened risk factor to other students and staff, in which case the school must be able to demonstrate how this risk has been eliminated or negated.
 - (3B) Where a pupil has not been reinstated as a result of conditions under paragraph (3A), the pupil must be relocated to an environment that is more suitable to their challenging behaviour, such as a Pupil Referral Unit or Alternative Provision or similar.””

Member's explanatory statement

This amendment seeks to probe the Government's willingness to introduce a presumption against the reinstatement of a child who has been permanently excluded on two occasions from any mainstream school from being moved to another mainstream school and relocated to an environment that is more suitable to their challenging behaviour, such as a Pupil Referral Unit or Alternative Provision or similar.

BARONESS BARRAN

502YX After Clause 62, insert the following new Clause—

“Report: impact of behaviour of school children on teacher recruitment and retention

- (1) The Secretary of State must, within 12 months of the day on which this Act is passed, publish a report on the impact of the behaviour of school children on teacher recruitment and retention.
- (2) In producing the report under subsection (1), the Secretary of State must consult—
 - (a) local authorities,
 - (b) parents,
 - (c) school governing bodies,
 - (d) teachers,
 - (e) The Office for Standards in Education, and
 - (f) any other persons the Secretary of State deems appropriate.”

Member's explanatory statement

This amendment seeks to require the Department for Education to undertake and publish a report on the impact of behaviour of school children on teacher recruitment and retention.

BARONESS BARRAN

502YY After Clause 62, insert the following new Clause —

“Report: impact of behaviour of school children on educational outcomes

- (1) The Secretary of State must, within 12 months of the day on which this Act is passed, publish a report on the impact of the behaviour of school children on educational outcomes for their fellow schoolchildren.
- (2) In producing the report under subsection (1), the Secretary of State must consult —
 - (a) local authorities,
 - (b) parents,
 - (c) school governing bodies,
 - (d) teachers,
 - (e) academy trusts,
 - (f) The Office for Standards in Education, and
 - (g) any other persons the Secretary of State deems appropriate.”

Member's explanatory statement

This amendment seeks to require the Department for Education to undertake and publish a report on the impact of behaviour of school children on educational outcomes.

BARONESS BARRAN

502YYA After Clause 62, insert the following new Clause —

“Right to exclude under section 51A of the Education Act 2002

- (1) The Secretary of State has a duty to ensure that agreements or schemes to create local “no exclusion” areas do not infringe on headteachers’ right to exclude pupils in England under section 51A of the Education Act 2002 (Exclusion of pupils: England).
- (2) The Secretary of State must publish a review to assess —
 - (a) whether headteachers’ right to exclude under section 51A of the Education Act 2002 is being upheld, and
 - (b) whether headteachers are subject to undue pressure to sign up to “no exclusion” agreements or schemes.
- (3) In preparing the review under subsection (2), the Secretary of State must consult such persons they consider appropriate.”

Clause 65

BARONESS SMITH OF MALVERN

503 Clause 65, page 123, line 33, at end insert —

“(b) section (*Employment of children in Scotland*) extends to Scotland only.”

Member's explanatory statement

This amendment provides for the clause inserted after clause 26 (by my amendment) to extend to Scotland.

Clause 66

LORD LUCAS

504 Clause 66, page 124, line 4, at end insert, “, but no part of Sections 30 to 35 and Schedule 2 may be commenced earlier than the day on which the National Cyber Security Centre (or an equivalent body designated by the Secretary of State) certifies that the arrangements for the security of the register of children not in school are in line with best practice and that testing of its systems is complete.”

BARONESS BARRAN

504A Clause 66, page 124, line 4, at end insert “, subject to subsection (2A)”

BARONESS BARRAN

504B Clause 66, page 124, line 4, at end insert —

“(aa) section (*Guidance for schools on gender questioning children*);”

Member's explanatory statement

This amendment ensures another amendment in the name of Baroness Barran would take effect on the day the Act is passed.

BARONESS FINLAY OF LLANDAFF

LORD HAMPTON

BARONESS WALMSLEY

505 Clause 66, page 124, line 18, at end insert —

“(2A) Section (*Abolition of common law defence of reasonable punishment*) comes into force at the end of the period of 12 months beginning with the day on which this Act is passed.”

Member's explanatory statement

This amendment is consequential on a new clause amendment by Baroness Finlay of Llandaff.

BARONESS BARRAN

505A Clause 66, page 124, line 18, at end insert –

- “(2A) Section 15 may not come into force until the Secretary of State has published a report that contains –
- (a) details of the number of available placements in relevant establishments or agencies, and
 - (b) an analysis of the expected impact of this section on the number of available placements in relevant establishments or agencies.”

Member's explanatory statement

This amendment seeks to require a report that would clarify the supply and capacity of independent children's homes and independent fostering agencies before the clause is commenced.

BARONESS BARRAN
THE EARL OF EFFINGHAM

505B Clause 66, page 124, line 18, at end insert –

- “(2A) Section 27 may only come into force after the Secretary of State has laid before Parliament a report containing the following information –
- (a) what form breakfast club provision by schools currently takes;
 - (b) how much breakfast club provision costs schools, and how much is charged by schools for such provision;
 - (c) how much funding is estimated to be required to enable schools to meet the requirements of section 27;
 - (d) what additional staff will be required to deliver the breakfast clubs;
 - (e) the grounds on which the Secretary of State would use the power under section 551C of the Education Act 1996.”

Member's explanatory statement

This amendment would delay the commencement of clause 27 until the Secretary of State has laid before Parliament a report containing information on breakfast club provision, costs and resources.

LORD WATSON OF INVERGOWRIE

505C Clause 66, page 124, line 18, at end insert –

- “(2A) Sections 12 to 18 may not come into force until the Secretary of State has published a statement regarding the human rights obligations of publicly-funded private providers of children's social care.”

BARONESS SMITH OF MALVERN

506 Clause 66, page 124, line 19, leave out subsection (3) and insert –

“(3) Subject to subsection (1), the following come into force, in relation to Wales, on such day as the Welsh Ministers may by regulations made by statutory instrument appoint –

- (a) section (*Employment of children in England and Wales*);
- (b) sections 30 to 35 and Schedule 2.

(3A) Subject to subsection (1), section (*Employment of children in Scotland*) comes into force on such day as the Scottish Ministers may by regulations appoint.”

Member's explanatory statement

This amendment provides for certain provision for Wales or Scotland to be brought into force by (respectively) the Welsh Ministers or Scottish Ministers.

BARONESS FOX OF BUCKLEY

506A Clause 66, page 124, line 21, at end insert –

“(3A) Section 47 comes into force when all the following conditions are met –

- (a) the period of six months, beginning on the day that the Secretary of State publishes the final report of the Curriculum and Assessment Review, has elapsed;
- (b) the Secretary of State has published a draft Bill making legislative provision for the changes recommended by the Curriculum and Assessment Review;
- (c) the Secretary of State has undertaken a consultation on the findings of the Curriculum and Assessment Review.”

LORD WATSON OF INVERGOWRIE

506B Clause 66, page 124, line 21, at end insert –

“(3A) Section 11 may not come into force until regulations under section 11 (qualifying for civil legal aid) of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 providing legal aid on a non-means tested basis in relation to proceedings that may result in the deprivation of a child's liberty have come into force.”

Member's explanatory statement

This amendment would provide that the provisions in the Bill on accommodation for the deprivation of liberty for children cannot come into force until legal aid has been provided on a non-means tested basis for children at risk of this and their families.

LORD BELLINGHAM

506C Clause 66, page 124, line 21, at end insert –

“(3A) Section 10 may not come into force until the Secretary of State has published an evaluation of the impact, cost and effectiveness of the Regional Care Cooperatives pathfinder areas.”

Member's explanatory statement

This amendment would delay the implementation of regional cooperation arrangements until the pilots can be fully evaluated.

BARONESS BARRAN

506D Clause 66, page 124, line 21, at end insert –

“(3A) Section 37(2) may not be brought into force until the review required by section (Review of independent educational institution standards) has been published and laid before Parliament.”

Member's explanatory statement

This amendment, and another in the name of Baroness Barran, seeks to prevent section 37(2) of the Act from coming into force until the Secretary of State has published a report on the predicted impact of that subsection on the academic institutions set out in the new clause amendment.

BARONESS SMITH OF MALVERN

507 Clause 66, page 124, line 22, leave out “(3)” and insert “(3A)”

Member's explanatory statement

This amendment is consequential on my amendment to clause 66 inserting new subsection (3A).

BARONESS BARRAN

508 Clause 66, page 124, line 23, at end insert –

“(4A) Section 3 may not come into force until the Secretary of State has made a statement confirming that safeguarding partners which are party to an agreement under section 16J(1) of the Children Act 2004 (combining safeguarding partner areas and delegating functions) have equal responsibility for the effective delivery of the multi-agency child protection team.”

Member's explanatory statement

This amendment would require the Secretary of State to clarify that safeguarding partners which are party to an agreement under section 16J of the Children Act 2004 have equal responsibility for the effective delivery of the MACPT.

BARONESS BARRAN

509 Clause 66, page 124, line 23, at end insert —

“(4A) Section 3 may not come into force until the Secretary of State has published guidance to clarify how the duties in section 3 will be delivered and funded, including for non-statutory agencies.”

Member's explanatory statement

This amendment seeks to clarify what resources and funding will be provided to ensure effective delivery of the additional duties set out in clause 3.

BARONESS SMITH OF MALVERN

510 Clause 66, page 124, line 24, after “(3)” insert “, (3A)”

Member's explanatory statement

This amendment is consequential on my amendment to clause 66 inserting new subsection (3A).

BARONESS SMITH OF MALVERN

511 Clause 66, page 124, line 28, leave out from “Act” to end of line 29 and insert “other than —

- (a) the provisions listed in subsection (3) in relation to Wales;
- (b) section (*Employment of children in Scotland*).”

Member's explanatory statement

This amendment is consequential on my amendments to clause 66 inserting new subsections (3), (3A) and (7A).

BARONESS SMITH OF MALVERN

512 Clause 66, page 124, leave out line 32 and insert “any provision listed in subsection (3) in relation to Wales.”

Member's explanatory statement

This amendment is consequential on my amendment to clause 66 inserting new subsection (3).

BARONESS SMITH OF MALVERN

513 Clause 66, page 124, line 32, at end insert —

“(7A) The Scottish Ministers may by regulations make transitional or saving provision in connection with the coming into force of section (*Employment of children in Scotland*).”

Member's explanatory statement

This amendment provides for the Scottish Ministers to make transitional and saving provision in connection with certain provision relating to Scotland.

BARONESS SMITH OF MALVERN

514 Clause 66, page 124, line 33, leave out “or (7)” and insert “, (7) or (7A)”

Member's explanatory statement

This amendment is consequential on my amendment to clause 66 inserting new subsection (7A).

Children's Wellbeing and Schools Bill

TWELFTH MARSHALLED
LIST OF AMENDMENTS
TO BE MOVED
IN COMMITTEE OF THE WHOLE HOUSE

17 September 2025

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