

Schools' HR Bulletin

February 2026

Purpose of letter	For Information & Action
Target audience	All Governing Bodies All Head Teachers Teachers-in-Charge of Pupil Referral Units School Business Managers
Date of Edition	February 2026

Dear Colleagues,

We hope you are well.

LGA Advisory Bulletin - Employment Law Update 742

Attached to this Bulletin are the latest LGA Advisory Bulletins and announcements on changes to employment legislation, as summarised below:

- Employment Rights Act 2025
 - Timetable for implementation
 - Further details on key provisions
 - How employers can prepare now
- Leave where a mother or primary adopter dies
- ACAS consultation: Code of practice on trade union duties and activities
- LGA Employment law update event: 5 March 2026
- Employment law timetable

LGA Advisory Bulletin - Employment Law Update 741

Attached to this Bulletin are the latest LGA Advisory Bulletins and announcements on changes to employment legislation, as summarised below:

- Employment Rights Bill: Update
- Employment Rights for Unpaid Carers
- Suicide Risk and the Workplace: British Standards Institution Guidance
- Statutory Pay Rates: Proposed Increases
- Non-Compete Clauses: Options for Reform
- Protection from dismissal for Pregnant Women and New Mothers Consultation
- LGA Redundancy Guide Updated
- LGA Employment Law Update Event: 5 March 2026
- Employment Law Timetable

Department for Education. NPQ Review. Call for Insights and Evidence

Building on the first call for evidence, we are welcoming insights or opinions on the full suite of NPQs and research evidence which may inform updates to the evidence-base underpinning the following seven NPQ frameworks:

- NPQ Leading teacher development (NPQLTD)
- NPQ Leading teaching (NPQLT)
- NPQ Leading behaviour and culture (NPQLBC)
- NPQ Leading literary (NPQLL)
- NPQ Leading primary maths (NPQLPM)
- NPQ Early years leadership (NPQEYL)
- NPQ Special educational needs co-ordinator (NPQSENCO)

The call for insights and evidence survey opened on 10 December and will close on 20 February. This exercise is the opportunity to share your views.

Further details can be found at this link.

If you have any questions, please do get in touch with the team at: npq.insights@education.gov.uk

Restrictive Force in Schools

The updated April 2026 DfE guidance on restrictive interventions sets out how schools should lawfully and safely use reasonable force, restraint and seclusion, while placing strong emphasis on prevention, early support and de-escalation. It clarifies that any restrictive intervention must be necessary, proportionate and mindful of the pupil's welfare, with particular care for pupils with SEND who may be disproportionately affected.

The guidance introduces new statutory duties from April 2026 requiring schools to record and report all significant uses of force, seclusion and non-contact restraint to parents on the same day where practicable, alongside clear expectations for governance oversight and data monitoring. It also prohibits force as punishment, restricts any techniques that could compromise breathing or dignity, and requires ongoing support, reflection and wellbeing follow-up for both pupils and staff after incidents.

['Restrictive Interventions, Including use of reasonable force, in schools guidance'](#)

Teaching and Learning Responsibility (TLR) - LGA Q&As

The DfE's updated guidance on Teaching and Learning Responsibility (TLR) payments will require all schools to move to a proportional calculation of TLR1 and TLR2 allowances from 1 September 2026, based on the actual proportion of responsibilities undertaken rather than contracted hours.

This means Governing Bodies must review existing TLR arrangements during 2025/26, ensure that payment values accurately reflect the share of duties carried out, and record the rationale for these decisions.

Importantly, reductions arising from proportionality will not trigger salary safeguarding. Schools will therefore need to update their pay structures, job descriptions and internal processes to ensure full compliance, while also communicating changes clearly to affected staff.

Please see attached Q&A document.

Parent Guide to Schools Complaints

The *Parent Guide to School Complaints*, produced by Parentkind and developed in partnership with expert contributors and members of the Improving Education Together (IET) Board—including the Local Government Association and work led by the Secretary of State for Education—offers clear, practical advice to help parents navigate concerns with their child's school.

Designed to support constructive communication, the guide explains how to identify whether an issue is feedback, a concern or a formal complaint, who to approach and when, and how to communicate calmly and effectively. It aims to prevent escalation by helping parents understand school processes, avoid common pitfalls, and work collaboratively with schools so that issues can be resolved at the earliest opportunity.

Please see attached guide.

Yours sincerely,



Schools HR Advisory Service

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Feedback on the Service can be submitted regarding the Schools HR Advisory Service via the following link: [Feedback Survey 2025](#)