



## **Annual Conference**

**2021**

**Conference Motions**

# **STANDING ORDERS 2021**

## **Order of Business**

1. The order of the business on the Agenda will be decided by the Conference Committee.

## **Conference Committee**

2. The report of the Conference Committee on the allocation of business as set out in the Agenda will be made available to members of Conference before the first session of Conference.
3. The report may be amended by Conference. Notice of an amendment should be submitted to [annual.conference@neu.org.uk](mailto:annual.conference@neu.org.uk) listing at least 200 members of Conference, who have indicated their support, giving details of the name of their Local District together with their membership number.
4. An amendment to the Conference Committee report received prior to the adoption of the Standing Orders will be debated immediately after the CC report has been moved and seconded. The amendment will be proposed and seconded.
5. Subsequent decisions of the Conference Committee may be subject to amendment by Conference and will normally be debated at the commencement of the next session. The amendment will be proposed and seconded.

## **Motions**

6. Motions may be submitted in accordance with Rule and the Conference Committee arrangements. Local Districts may submit up to 6 motions. Sector or Equality sections may submit one motion.
7. The proposer of a motion or an amendment will be allowed to speak for up to 4 minutes.
8. The seconder of a motion or an amendment and subsequent speakers will be allowed 3 minutes.
9. The motion on the vote of thanks and presentation to the Chairperson will be proposed and the Chairperson will be able to make a reply of up to four minutes.

## **Speakers Cards**

10. A List of Speakers who have submitted cards through Survey Monkey by 31 March, will be circulated on 2 April.
  - a) Cards received on the day will be put in a random and female/non-female speaking order at the end of the published speakers list in order of receipt in female/non-female order.
  - b) Members of Conference that have spoken twice or more during Conference will be added to the speaking order after cards handed in under Standing Order 10 and 10 a).
  - c) This shall not apply to movers and seconders of motions and amendments or members exercising the right of reply.

## **Amendments to motions**

11. Up to 6 amendments to original motions may be submitted by Local Districts in accordance with Rule and the Conference Committee arrangements. The Executive will not be restricted by the number of amendments to original motions.
12. The Chairperson will normally take a vote on an amendment after it has been moved and seconded unless there are cards against.
13. Conference will debate at least one amendment to the substantive motion. When an amendment to a motion is being debated, further amendments will not be considered until the vote on the first amendment is declared. If that amendment is carried or accepted, the amended motion will, for the purposes of subsequent amendments, be treated as the original motion and capable of further amendment. If not, then a further amendment may be proposed to the original motion. Only one amendment shall be submitted for discussion at a time.
14. The Conference Committee will consider Urgent Motions and place them in an appropriate position on the Agenda. Urgent motions from the Executive shall only be debated where Conference decides to do so by a majority vote after the suspension of Standing Orders has been proposed and agreed. The motion to suspend Standing Orders shall be put to the vote after it has been proposed and formally seconded with not more than one speech made in opposition.
15. Amendments to Urgent Motions from the Executive shall be submitted to the Joint General Secretary or nominee, stating the proposer and seconder. The Conference Committee will decide the timetable of debate and arrangements for speakers, which will be notified to Conference without delay. Amendments will be supplied to Members of Conference as soon as possible.

## **Decisions of the Chairperson**

16. The decision of the Chairperson on any point shall be final. If any decision is challenged, it will be done at the next session of Conference as first business using the following procedure:
  - a. The Chairperson shall vacate the Chair in favour of the Vice-Chairperson.
  - b. The Vice-Chairperson will read to Conference the decision of the Chairperson which is the subject of the challenge.
  - c. The member of Conference making the challenge shall then have four minutes to speak to the challenge.
  - d. The Chairperson whose decision is being challenged will be allocated four minutes to answer the challenge.
  - e. Conference will then vote on the Chairperson's ruling, without further debate.
17. Delegates who wish to raise a point of order must quote the relevant standing order.
18. All questions to the Chairperson should be submitted in writing to [Annual.conference@neu.org.uk](mailto:Annual.conference@neu.org.uk). Delegates may not address questions to the Chairperson from the floor.

## **Procedural Motions**

19. Debate on a substantive motion may be decided to be unnecessary by the Chairperson and terminated by either the Chairperson or by Conference. In the latter case, it may be terminated by a motion that "Conference now votes" being proposed, seconded and carried. A speech may not be interrupted for the purpose of proposing this motion, nor may it be put to the vote unless and until at least one speech has been taken against the main motion, providing there are delegates who have indicated an intention to speak against.
20. Any debate on an amendment, may be closed by a motion "that Conference now votes" being proposed, seconded and carried, although no speech shall be interrupted for the purpose of proposing such a motion. This motion will be put to the meeting without debate. It may not be proposed unless and until the amendment being debated has been proposed and seconded and until at least one speech has been taken against the amendment providing there are delegates who have indicated an intention to speak against it.
21. Where an amendment is under discussion, the motion "Conference now votes" will apply only to that amendment. After Conference has voted on the amendment debate will continue. Subsequently a proposal "that Conference now returns to the substantive motion" may be proposed, seconded and put to the meeting without debate.
22. Debate in any section may be closed following the conclusion of a debate on an original motion by Conference passing the motion "that discussion in this section of Conference be terminated". This motion will be put to Conference without debate. If Conference approves this motion, there can be no re-opening of debate on that section and Conference will normally then consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.
23. Delegates may apply procedural motions through the App. Numbered buttons, matching the above standing orders, will be included on the Democracy App. This facility will not be active during speeches and requires a threshold of at least 5\* delegates to be valid.
24. In the event of the completion of business of a section before the end of the time allocated, Conference will normally consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.

### **Other Rules of Debate**

25. In addition to the general privileges of debate:
  - a. The proposer of an original motion shall have the right of reply upon the original motion or upon one amendment.
  - b. The proposer of an original motion who has accepted an amendment shall have the right of reply upon the amended motion or upon one subsequent amendment.
  - c. Subject to d and e below, the right of reply shall pass to the proposer of an amendment which has not been accepted by the proposer of an original motion but has been carried.
  - d. The right of reply shall be the final contribution to a debate and subsequently no further debate shall be allowed on the question.
  - e. No member shall speak more than once on the same motion nor on the same amendment except in the exercise of the right of reply and no new matter shall be introduced by the proposer in reply.

26. Every motion shall be put to the vote with a digital show of hands using the \*\*online facility agreed by the Executive. The Chairperson will declare the result. If the Chairperson decides, a full weighted digital vote will be completed through the \*\*online facility. Accredited members who logged in at the start, but are temporarily absent from the Conference session, may authorise other members of Conference to digitally vote on their behalf.
27. Procedural motions shall be put to the vote using a digital show of hands based on one-member-one-vote.
28. The result of a digital vote cannot be challenged. In the event of a tied result, the proposal is deemed to be lost.
29. Any member of the Union who wilfully disregards the ruling of the Chairperson after being warned, or who is guilty of gross disorderly conduct in interrupting the proceedings of Conference, will be immediately suspended from further attendance at Conference and shall have this conduct dealt with under Rule.

### **Suspension of Standing Orders**

30. A proposal to suspend Standing Orders must be submitted to [annual.conference@neu.org.uk](mailto:annual.conference@neu.org.uk), listing at least 200 members of Conference, who have indicated their support, giving details of the name of their Local District together with their membership number.
31. The Conference Committee will decide the time in the order of business it is proposed to debate the Suspension of Standing Orders. It will also decide the time it is proposed to debate the issue giving rise to the suspension, assuming the motion is successful. The time stipulated by the Conference Committee for debate on the Suspension of Standing Orders must be at least one hour of Conference business time after the written notice has been received. The Committee will also decide the arrangements for Speakers.
32. The Proposal to suspend Standing Orders will be put to the vote after it has been proposed and formally seconded and not more than one speech made in opposition. Should such a Proposal be defeated, no further proposal to suspend Standing Orders to discuss the same subject shall be permitted.
33. A two-thirds majority of those present is required to suspend standing orders.

### **Standing Orders.**

34. In the interests of orderly debate, the Chairperson may seek the approval of Conference to vary the order of discussion on amendments to motions without the necessity to suspend the Standing Orders.

### **General**

35. No motion or amendment may be withdrawn, nor proposer or seconder replaced without the consent of Conference. Districts may identify, in advance, reserve speakers, who in the event of loss of internet connection when called to speak, may automatically replace the speaker.
36. Only members of Conference, accredited observers who are members of the Union, and members of staff, shall be admitted to a private session of Conference.

37. Access needs for all delegates will be taken into account and the operation of Standing Orders may be varied if necessary, to take account of those needs.

\*only applies to a virtual conference

\*\* Digital voting system (*Changelab*) - shall be used for delegate voting and full instructions on how to vote will be sent to delegates in advance of the Conference.

# Conference Motions 2021

---

The motions listed have been submitted by Districts and have been composited, arranged, classified, and approved by the Conference Committee.

Districts are invited to select six motions that they consider to be the most important, regardless of the section or order in which they appear.

Motions from the Sector & Equality Conferences are automatically included on the Agenda and are not part of this process. These motions are included in the Motions Booklet for information purposes only.

The Conference Committee will consider the number of votes counted for each motion in the allocation of Conference time.

The sections under which the motions are listed are as follows:

- Assessment, Curriculum and Accountability
- Bargaining and Negotiations
- Education Policy for Schools and Colleges
- Equalities and Social Justice
- Equality Conferences
- General Purposes
- International
- Member Defence
- Sector Conferences
- Union Strength

Where motions have been composited, this is marked "COMPOSITE".

A separate Circular has been prepared (21C-002/BSD) explaining the process of prioritisation of motions, the closing date is midnight, 17 February 2021.

# **Assessment, Curriculum and Accountability:**

---

## **MOTION 1**

### **Abolish Ofsted and League Tables (COMPOSITE)**

Conference notes that:

1. 'Demands created by accountability' is the most significant cause of teachers' and school/college leaders' excessive workload leading to nearly 40% of teachers leaving the classroom within five years of qualification.
2. Ofsted and league tables place schools in competition with each other, leading to growing inequality between schools.
3. Ofsted's own report (June 2019) illustrates the lack of reliability between inspectors, questioning the accuracy of Ofsted findings
4. Ofsted inspections do not account for the local context, or multiple demanding roles discharged by schools in high poverty areas and therefore Ofsted fuels teacher recruitment & retention challenges for those settings.

Conference rejects Ofsted's claims that its new inspection framework is fairer to schools in disadvantaged areas and notes:

- i. The new framework is not fit for primary schools, where teachers may have accountability for subject areas while receiving no TLR payment, and FOIs have revealed that no SEN expert groups were involved in its development.
- ii. Ofsted cannot 'match' inspectors who are qualified and experienced in subjects/phases to judge the curriculum through 'deep dives' and 'work scrutiny' in those subjects/phases.
- iii. In the trials of the new framework even experienced HMIs were unable to come to reliable comparative judgements of curriculum quality and reported difficulties in coming to inspection judgements on subjects and age phases they were neither qualified in, nor had taught.
- iv. The new framework is further increasing workload, which does not benefit teaching and learning.

Conference welcomes the fact that Labour, Liberal Democrats and Greens are now all committed to abolishing Ofsted and the role the Union has played in these policy developments.

### **Conference instructs the Executive to:**

- a. **Continue to campaign for the abolition of Ofsted and league tables.**
- b. **Develop an alternative framework for accountability based on self-evaluation, as outlined in MacBeath's "Schools Speak for Themselves", and support between local groups of schools, co-ordinated by the Local Authority and overseen by HMI;**

- c. Build support for an alternative vision for school accountability, working with all political parties to achieve a framework that supports social justice in and through education.**

*West Sussex, East Kent, Wandsworth, Bedford, North Tyneside, Sheffield, North Somerset, Lewes, Eastbourne & Wealden*

## **MOTION 2**

### **Stop toxic testing: abolish statutory testing in Primary and GCSEs; radically transform A-Levels**

Conference believes:

1. That most progressive educationalists support the abolition of GCSEs. Even Kenneth Baker, who introduced them, now supports their abolition, backed by a number of Tory MPs. The CBI also supports the abolition of GCSEs.
2. Given the additional stress placed on children, families and school staff by the Covid crisis, and the disrupted education students have suffered; year 11 students are unlikely to benefit from sitting GCSE exams in May-June 2021. GCSEs are pointless, expensive, wasteful and damage children.
3. All qualifications sat in schools and Sixth Form colleges at the end of the academic year 20-21 should be cancelled.

Conference supports:

- i. The abolition of GCSEs, without replacement, removing the restrictions GCSEs place on subsequent learning options, and enabling teaching and learning in secondary schools to be more appropriate to the needs of students.
- ii. The radical transformation of A Levels and other post-16 qualifications, in particular to broaden the education available to students between the ages of 16 and 18, allowing them to study what they choose, post-16.
- iii. Nationalisation, amalgamation and rationalisation of the work of the exam boards.
- iv. The abolition of UCAS, allowing students to proceed to any university whose grade offer a student meets.
- v. The guarantee of a place at a local university to all those wanting to attend university, the abolition of student fees and provision of adequate maintenance grants for college students. The guarantee of useful work, on union rates of pay, integrated with continuing education, for those wishing to do so, post-16.
- vi. The abolition of all high-stakes summative testing in Primary schools.

**Conference instructs the Executive to:**

- A. Mount a vigorous campaign around the issues above, approaching other education unions and politicians.**
- B. Ballot all primary school members to boycott statutory high stakes testing in their schools for the school year 2021/22. The ballot should allow for disaggregation of regions and districts on the basis of the results of the indicative ballot, in consultation with the appropriate lay bodies in the area.**

*Rochdale, Lewisham, Leeds, Luton, City of Leicester*

### **MOTION 3**

#### **GCSE and A Levels (COMPOSITE)**

Conference congratulates those students who demonstrated to demand justice in the awarding of GCSE and A Level grades last summer.

Conference believes:

1. The awarding of GCSEs and A levels in 2020 through the algorithm used to process Centre Assessed Grades highlighted systemic injustices which caused huge distress to students, their parents, and teachers
2. Current proposals to minimally reduce examination content and hold examinations a few weeks later cannot compensate for education that has been severely disrupted due to Covid-19 and students could face further injustice
3. The government's refusal to acknowledge the validity of teacher assessment is an insult to our professionalism.

Conference is pleased that in Wales exams have been cancelled for Summer 2021

Conference further believes:

- i. The debacle over the awarding of grades has exposed the inadequacies of the examination system and its reliance on single, high stakes examinations
- ii. There is substantial evidence of the huge mental stress generated by the current examination system, exacerbated by the pandemic and its effects on the education system
- iii. That GCSEs and A Levels are not fit for purpose
- iv. Students' progress would be better assessed and supported through a mix of approaches, including moderated teacher assessment, which is used successfully in many high performing education systems
- v. The use of norm-referencing is discriminatory and rations students' access to higher education and to different career pathways
- vi. The curriculum content of many examination syllabuses is rigid and fails to reflect adequately our society and history

**Conference calls upon the Executive to:**

- a. Demand that GCSEs and A-Levels examinations in 2020 are replaced by moderated teacher assessment.**
- b. Campaign for arrangements in 2021 to ensure students are justly served in the awarding of grades.**
- c. Work with other bodies as appropriate to campaign for a fundamental reform of the examination system.**
- d. Campaign for wider, more flexible curricula and specifications which reflect the society in which we live, and which begin to restore a love of learning.**
- e. Continue to research and publicise to our members and to the wider educational community alternatives to GCSEs and A Levels.**

*Birmingham, Wandsworth, Tower Hamlets & City, Coventry, Vale of Glamorgan, Sheffield, Devon, Stockport, Ealing, Redbridge, Lambeth, Bradford, Wakefield, Lewes, Eastbourne & Wealden*

## **MOTION 4**

### **Secondary Assessment**

Conference believes there is a compelling need to review secondary assessment at Key Stage 4, as most students remain in education and training until age of 18.

The Covid-19 Pandemic has highlighted the importance of teacher continuous assessment and the fact that many other nations are moving away from high-stakes testing.

Conference re-asserts its belief that students should be offered both academic and vocational forms of education. Such qualifications should be of equal status and standing.

Conference is also concerned about the narrow curriculum and qualification offer to students at Key Stage 5.

**Conference instructs the Executive to build on the Assessment Commission carried out last year and to develop an assessment policy that includes:**

- 1. Replacing existing academic and vocational qualifications into a subject based category.**
- 2. Basing qualifications on a continuous assessment, with moderation and the use of extended projects.**
- 3. Recognising the need for supporting SEN students with the process of assessment at all levels of the qualification.**
- 4. A reduction in the number of exams pupils must take.**
- 5. Replacing all coursework with a single extended project; and**
- 6. Supporting schools and colleges to move to the International Baccalaureate**

*Somerset, Portsmouth, Isle of Wight, Cumbria, North Tyneside, Haringey, North Yorkshire, Newcastle Upon Tyne*

## **MOTION 5**

### **A Diverse and Inclusive Curriculum (COMPOSITE)**

Conference notes that in the wake of the Covid19 pandemic, the government has sought to impose its own vision of curriculum and pedagogy and has:

1. Encouraged a model where all children sit in rows and face the front all of the time in class.
2. Advertised and funded private interests with one particular model of remote teaching and learning, promoting these as the solution to teacher workload.
3. Focussed solely on “catch up” rather than allowing educators to make their own judgements about the needs of the children that they teach.

Conference believes:

That every child and young person has the right to a school experience in which their unique needs are met, and in which they can fulfil their own potential.

- i. That the COVID-19 pandemic has made it impossible to ignore the stark inequalities which exist within and between schools, and that such inequalities lead to many young people not having their needs met and not having the opportunity to fulfil their own potential.
- ii. That a high degree of teacher autonomy is required to ensure that all children are able to achieve. The attainment of children is undermined by a “one size fits all” model of curriculum delivery.
- iii. Conference believes that, instead of reserving particular practices for subjects, each subject area should be allowed to be approached in the same way, including Creativity in Education. This approach should be developed for each subject on the curriculum as new and innovative ways to teach the subject would lead to a better engagement from the pupils and a greater understanding of its theory and practice. The formal three-part lesson is the greatest way that pupils can be turned off a subject; the way to make learning both effective and enjoyable is to allow for creativity and innovation in the way that the subject is taught and managed. Pupils need to be given a creative intelligence to be able to navigate the ever-complex world around them.

Conference further believes that:

- a. Current Government policy promotes a narrow ideological view of education and its purpose.
- b. We urgently need a curriculum that is fit for purpose and equips young people with the skills they need for their current lives, and their future lives.
- c. We need a Curriculum that is broad and balanced, offering opportunities for creativity, exploration and for meaningful, collaborative learning.
- d. We urgently need a diverse, anti-racist curriculum which centres around the principles of equality and inclusion.
- e. The development of critical thinking skills is essential and must be central to learning in schools. Students need opportunities to hear alternative viewpoints and to question and challenge.

**Conference instructs the Executive to:**

- A. Establish a curriculum working party, working alongside other organisations, with the aim of developing events and resources that help foster a professional understanding of the wide range of approaches to curriculum and pedagogy that educators can use.**
- B. Campaign for a diverse, inclusive curriculum which meets the needs of all students and young people, such actions could include organised mass lobbying of MPs.**
- C. Develop and promote resources (such as Hackney Diverse Curriculum Resources) and CPD opportunities to support schools to develop diverse, inclusive learning opportunities for learners which are embedded across the curriculum.**
- D. Continue to campaign to challenge the systems of accountability and assessment which prevent educators from meeting the needs of the young people they teach.**
- E. Produce resources (such as the Union Anti-Racist Charter) to support and enable school union groups to start discussions with parents, headteachers and governors, to seek support for an inclusive, relevant, and meaningful school experience which acknowledges and respects the rights of children and young people.**

**F. Continue to support the work of Celebrating Education.**

**G. Conference instructs the Executive to ask the Department for Education to recognise our professional integrity and, therefore, introduce aspects of Creativity in Education into all subjects on the National Curriculum.**

*Camden, Lambeth, Northern Derbyshire*

## **MOTION 6**

### **EYFS Reforms**

Conference notes:

1. That the EYFS reforms (including new statutory and non-statutory guidance and the introduction of the Reception Baseline) currently due to take place from September 2021 fall far short of what is needed for the EYFS sector right now.
2. Many Early Years experts and practitioners are concerned by the proposed changes, the lack of proper consultation and the impact that it will have on the EYFS curriculum.

Conference believes:

- i) The people who are best placed to provide guidance on the revision of the Early Years Curriculum are Early Years experts and current practitioners.
- ii) That any changes made to the current Early Years Framework should be based on sound research and evidence.
- iii) That the developmental needs of children should be at the centre of any changes to the Early Years curriculum.

**Conference instructs the Executive to:**

- a. **Campaign against the introduction of the new framework and non-statutory guidance and introduction of the Reception Baseline in September 2021.**
- b. **Campaign for high quality, Government funded CPD for the implementation of any new EYFS curriculum including CPD for leaders and Head Teachers.**
- c. **Support the work already being done by The Early Years Sector Coalition to create Birth to Five Matters guidance.**
- d. **Work with representatives of the DfE and representatives of political parties to ensure that any future changes to the EYFS reflect sound research and best practice and which places the developmental needs of children at the centre of policy.**
- e. **Create an NEU Early Years Network for EYFS members to share good practice and to shape Union policy linked to the Early Years sector.**

*Oxfordshire*

## **MOTION 7**

### **An Assessment System Fit for the Modern Age**

Conference believes that:

1. If this year has taught us anything, it is that the way we assess our young people is outdated and unfair and every size does not fit all. Conference questions whether a system that assesses all of our young people's knowledge in one exam on one day is really the best answer? What if the child is unwell that day? What if exam stress restricts a child's ability to perform in an exam? Conference believes that mental Health issues are at an all-time high and our current assessment system just adds to this issue.
2. The whole assessment system needs to be reviewed, taking things we have learnt this year in to account. Our students learn every day for 11 years, the current system does not test knowledge, it tests memory. Surely if we feel the need to 'assess' our student's knowledge, this should be done in a timely and fair way. What is wrong with teaching a unit then 'testing' knowledge straight away rather than up to 5 years later? Should results when our young people are 11 years old impact the rest of their lives?
3. We need to put pressure on our education system to make changes to 'assessment' to reflect the times we live in, all other things in life 'move with the times' and are updated when needed. Why should the education of our young people be any different?

**Conference instructs the Executive to:**

- i. **Survey members to ascertain what the people who work with our young people every day would feel was a fair and appropriate way to assess our young people.**
- ii. **Lobby the Government to review our current outdated assessment system and bring it in to the modern era.**
- iii. **Investigate internationally what other assessments methods are used and draw on these comparisons when putting together the Union's version of what assessment should look like.**

*Durham*

## **Bargaining and Negotiations:**

---

### **MOTION 8**

#### **Collective Bargaining on Pay and Conditions**

Conference notes that pay and conditions for education workers have been eroded and undermined through academisation, outsourcing and the absence of machinery for collective bargaining.

Conference believes that pay and conditions for all education workers should be the subject of collective bargaining at national, local and school level and welcomes the commitment of the TUC to support this as a priority.

Conference believes that the introduction of sector-wide collective bargaining should be accompanied by steps to improve and extend the rights of unions and their members to access and organise in the workplace, to ensure higher union membership and more effective workplace organisation, representation, and bargaining.

Conference notes that the NASUWT have hitherto been opposed to the introduction of collective bargaining.

**Conference instructs the Executive to:**

1. **Work with other education unions to submit pay claims to cover teachers and support staff, taking into account recent announcements on starting salaries for teachers.**
2. **Develop a campaign plan to win this demand, seeking the maximum possible engagement from members.**
3. **Include the demand for the introduction of sector-wide collective bargaining as part of our campaign.**
4. **Establish a bargaining strategy for schools, colleges and local branches to include such matters as pay implementation, working time, school and college policies and more.**
5. **Develop a strategy for organising to win collective bargaining and adherence to national pay scales in free schools and academies.**
6. **Seek talks with the NASUWT with the aim of developing a common approach to collective bargaining in line with recently established TUC policy.**
7. **Approach other education unions to seek the maximum possible unity on the question of collective bargaining.**

*Cambridge, East Kent, Hammersmith & Fulham, Sheffield, Southampton, Stockport, Lewes, Eastbourne & Wealden*

**MOTION 9**

**Pay Freeze (COMPOSITE)**

Conference believes that the government's announcement of a public sector pay freeze is an insult to key workers who kept the country going through one of the worst crises in generations.

Conference notes that:

1. School staff have been hailed as key workers during the pandemic.
2. Despite the 2019 pay award being broadly in line with inflation, this follows a decade of pay restraint leaving educators take home pay nearly 20% lower than 2010.
3. A government that has totally failed in its public health and economic response to Covid-19 clearly intends the cost of the crisis to land on the shoulders of working people.

Conference calls for the Annual Publication of data by establishment on pay and pay progression, including on the equality characteristics of teachers denied pay progression.

**Conference instructs the Executive to:**

- i. **Work with other unions to develop a coordinated campaign to challenge the pay freeze.**
- ii. **Submit a claim to the STRB to restore real terms pay to 2010 levels for teachers within three years, with a 2021 pay award of at least 7%.**

- iii. **Seek support for this claim from all other parties representing England and Wales in Parliament and report to our members on their responses.**
- iv. **Support a similar claim for support staff.**
- v. **Campaign to restore national pay bargaining, mandatory pay scales and the end of ‘performance related pay’.**
- vi. **Build a public campaign to press the educational benefits of ‘fair pay for all school workers’ and fully funded pay awards – seeking the support of political parties for this.**
- vii. **Build a major campaign with our members, with national, regional and local briefings, events, rallies and activities, to engage as many members as possible.**
- viii. **Target employers who produce unreasonable or unfair pay policies which withhold pay progression from staff or use their policies in unreasonable and unfair ways, and give full backing, up to and including strike action, to members in schools that are withholding pay progression**
- ix. **Use surveys of members to build towards a ballot for national strike action at an appropriate time, with all tactical options considered, should the Government not meet our demands, seeking involvement of other trade unions where possible.**
- x. **Continue and strengthen the ‘Pay implementation’ and ‘Pay Progression’ campaigns to empower school groups to ensure that any pay award is applied in all schools, that pay progression is a matter of course, with full support for action up to and including strike action where this does not happen.**
- xi. **Challenge discrimination in pay matters, particularly that experienced by Black, disabled and female staff due to pregnancy, maternity leave or age, plus part-time and supply staff.**

*Coventry, Haringey, Kirklees, Fylde and Wyre, Luton, Bradford, Oldham, Hackney, Oxfordshire, North Somerset, Redbridge, Lambeth, Waltham Forest, Lewes, Eastbourne and Wealden*

## **MOTION 10**

### **Health & Safety – Physical Wellbeing**

Conference recognises that there is a physical and mental health crisis involving teachers, other education workers and students because of and during this Covid-19 pandemic. Factors in the workplace which contribute to continued stress and anxiety include:

1. Having adequate access to PPE & Testing – not just antibody testing.
2. The inadequate deployment of professionally trained staff to carry out regular ‘deep cleaning’.
3. Using untrained support staff to perform crucial and delicate cleaning duties.
4. A lack of consultation with the Union regarding the implementation of Health & Safety risk assessments in each school/educational establishment

Conference believes that support for members on physical health issues must be a priority for the Union. Advising and supporting members to stay safe through the pandemic is not a substitute for action to tackle the root causes related to access to adequate protection. Being at the heart of Health & Safety decisions made by each establishment should be a priority to ensure the ongoing welfare of our members.

**Conference instructs the Executive to:**

- i. **Lobby the Welsh and UK Government to introduce legislation to require all Unitary Authorities to introduce a strict standard of ‘deep cleaning’ that every educational establishment must adhere to.**
- ii. **Include in the legislation a requirement that the cleaning be carried out by highly qualified and trained personnel. Insisting that support staff should never be put at risk.**
- iii. **Campaign for Local Authorities to arrange ongoing adequate Covid-19 testing and not just antibody testing**
- iv. **Lobby the Welsh and UK Government to provide all Local Authorities with ring fenced funding for the continued supply of PPE for staff.**
- v. **Campaign for all LAs to liaise with Union appointed Health & Safety reps to carry out initial risk assessments and then review and update these assessments at regular intervals**
- vi. **Lobby the Welsh and UK Government to ensure that Heads have these risk assessments signed off by trained Health & Safety professionals thereby decreasing the pressure placed upon our school leaders to have to make extremely stressful judgement calls.**

*Flintshire*

## **MOTION 11**

### **Pensions (COMPOSITE)**

Conference welcomes the Union’s support to teachers in independent schools resisting employer threats to withdraw from the TPS. Despite this, conference is concerned that many members in Independent schools are working for employers who do not recognise the Union and calls upon the Executive to develop a campaign for union recognition throughout the independent sector.

Conference notes:

- 1. Consultations for schools in the Independent Sector to withdraw from the TPS continue to be put in place throughout the pandemic.
- 2. That the decrease in annual budget for these schools is being attributed to the pandemic.
- 3. The recent announcement that a phased withdrawal can legally now happen.

Conference believes that:

- i. A two-tier system in schools which move to a phased approach will be divisive amongst staff.
- ii. The youngest and newest to the profession will suffer the most.

- iii. The TPS withdrawal within the Independent Sector could also become a possibility for academy trusts – with them considering and following this precedent, due to increasing demands on their own school budgets.

Conference further notes, with serious concern, the Government's new proposal to phase out the TPS to new members of staff in Independent schools and the future implications for universal provision of the TPS in the maintained sector.

**Conference instructs the Executive to take all necessary steps, up to and including balloting for strike action, in order to resist the phasing out of the TPS for independent schools and any additional negative effects with detrimental changes to the TPS.**

**Conference further instructs the Executive to:**

- A. Raise awareness in schools of the benefits of staying in the TPS and the implications of leaving the scheme. Regularly remind all members through articles in 'Educate' magazine and via local Branches and Districts**
- B. Campaign and generate resources around the impact of leaving the TPS, hold training for reps and members on how to challenge these decisions – in order to highlight the importance of the scheme and explain the risks of leaving**

*Oxfordshire, Southend*

## **MOTION 12**

### **A National Contract for Education (COMPOSITE)**

Conference believes that:

1. Urgent action is required to reverse the continuing deterioration in school staff pay and working conditions and the resulting continuing deterioration in students' learning conditions;
2. Despite successive Conferences agreeing policies to address these conditions, improvements have not yet been achieved. Education remains blighted by high staff 'wastage';
3. The Union should call on Government to agree a new way forward by negotiating a 'National Contract for Education' to be binding on all employers.
4. Organising around a Contract combining a range of demands can help bring together a range of grievances into one unified campaign.
5. The call for negotiations should be combined with preparation for a national ballot for strike action, starting by building for a national indicative ballot.
6. Ballots should also be counted by employer so that, alongside national negotiations, the Union can also pursue disaggregated action to make gains on an employer-by-employer basis.
7. Through recent indicative ballots, branches and districts have improved their understanding of how to be 'ballot ready'. This experience now needs to be built upon, including, as an immediate step, through the 'forensic review and updating of membership records' agreed at 2019 Conference;

**Conference instructs the Executive to commence negotiations around the following demands:**

Pay school staff properly

- 1) **A significant pay rise for all school staff**
- 2) **Guaranteed pay progression. End performance-related pay.**
- 3) **Trade-union negotiated pay scales for all points plus additional London and Fringe allowances that properly meet the additional cost of living.**

An end to excessive teacher workload

- 4) **A minimum 20% planning, preparation and assessment time for all within the timetabled week.**
- 5) **A maximum limit on working hours over 195 working days.**
- 6) **Trade-union negotiated policies that ensure teachers can complete their planning, preparation and assessment and other responsibilities within this limit.**

Sufficient staffing to meet needs

- 7) **A trade-union negotiated class size and staffing policy.**

Collective bargaining and accountability

- 8) **Trade union negotiating structures between elected reps and management to be set up with every school and employer.**

*Newham, Worcestershire*

**MOTION 13**

**Ballot on Education Sector Pay Freeze (COMPOSITE)**

Throughout the coronavirus crisis, public sector workers have worked to ensure vital public services have remained operational in incredibly difficult circumstances. The pandemic has highlighted how public sector workers are essential to the nation by maintaining the NHS, education services, emergency service, social care, local government and many other services. Conference therefore notes with disappointment the proposal of a national pay freeze for public sector workers in the aftermath of this crisis.

Conference notes that education workers have worked tirelessly over the course of 2020 to ensure children's education has continued as normally as possible, whilst adapting extraordinarily quickly to changing circumstances and maintaining safe environments in schools.

Conference also notes that the sector has seriously lacked clear leadership and support from government throughout the crisis, instead relying on the hard work and dedication of education workers on the frontline.

Conference believes that all public sector workers deserve recognition for the service they have provided to the nation over the course of the pandemic. With real-term public sector earnings still lower than a decade ago, it is not morally acceptable to apply this pay freeze.

Conference also believes that freezing public sector pay at this time would be an economic mistake, as it will reduce the spending power of public sector workers whilst private sector workers face continued financial hardship. This could lead to a slower economic recovery.

**Conference instructs the Executive to:**

- 1) **Make the moral and economic case against public sector a pay freeze to the public.**
- 2) **Work as part of the TUC with other unions representing public sector workers to achieve a fair pay offer for all public sector workers in 2021.**
- 3) **Launch a campaign against the pay freeze preferably with other public sector unions.**
- 4) **Immediately begin mobilising the Union membership in preparation for a ballot on industrial action over pay.**
- 5) **Ballot members for industrial action, up to and including strike action, opposing a pay freeze and for a pay rise of 10% should an above inflation pay increase for education workers not be offered by government for September 2021.**
- 6) **Begin such strike action with a one-day national strike, if possible, with other public sector workers.**
- 7) **Call on the TUC to hold a national demonstration and day of action to oppose the pay freeze once it is safe to do so.**

*Surrey, Oldham*

#### **MOTION 14**

##### **Pay Agreement in Northern Ireland**

Conferences notes the 2020 pay agreement in Northern Ireland following protracted and successful industrial action by members. Conference welcomes particularly the agreement to pilot the concept of Joint Consultative Committees in 2021, as a measure of formal workplace democracy, and with a view to rolling out to all JCC's schools thereafter.

**Conference instructs the Executive to follow and support the 'JCC' pilot in Northern Ireland with a view to considering the introduction of the concept across the UK.**

*Northern Ireland*

#### **MOTION 15**

##### **Supply Pool**

Conference notes that deregulation, privatisation and underfunding of the education system have had a chronic impact on Supply Teachers who can now expect:

1. Low pay and at a pay rate not graduated according to experience
2. Promised work cancelled at the last minute
3. To be asked to work as a cover supervisor or teaching assistant
4. No access to teachers' pension or CPD
5. No holiday pay.

**In the short-term Conference instructs the Executive to:**

- i. **Work with headteacher unions to write an open letter to be sent to all headteachers - making clear that a response is expected - asking them to employ supply teachers either directly or through Local Authority supply pools where they exist.**
- ii. **Ask Branch and District secretaries to identify and negotiate with local multi academy trusts whose HR department could directly engage a pool of in-house teachers, similar to the pool established in the Unity Schools Partnership.**

- iii. **Empower the supply teacher officer, to work with councils to establish or maintain local arrangements that could replace use of supply agencies and employ supply teachers on national terms and conditions with access to the TPS.**
- iv. **Continue to work with all political parties - particularly the Labour Party, as well as the Supply Organising Forum and Socialist Education Association to develop a national supply teacher register.**
- v. **Present written progress report to 2021 Supply Teachers Conference and 2022 National Conference explaining the results of the actions i. ii and iii.**

**In the long-term Conference instructs Executive to work with all sympathetic organisations to put pressure on the government and all political parties to develop a strategy to bring all publicly funded schools and central services back into a local democratic framework. This includes the restoration of a publicly run supply pool system.**

*Lewes, Eastbourne & Wealden*

## **MOTION 16**

### **Covid-19 and Workload (COMPOSITE)**

Conference notes that:

1. Returning to schools in September 2020 created far more stress than normal for all Education workers.
2. The government's funding, of the unusual situation most schools found themselves in, was vastly deficient.
3. That while some schools have made very sensible decisions on assessment and accountability to reduce staff workload, others have been less responsive.

Conference believes that the severe real terms cuts to school budgets since 2010 have already created a crisis in our schools that has resulted in an increased workload and stress levels for all, with higher class sizes and fewer staff and that this has been hugely exacerbated by the effects of the Covid crisis.

For example, but not exclusively:

- i. Covering for absent self-isolating colleagues
- ii. Having an increase in split lunches/breaks/start end times
- iii. Increased testing and assessment in order to ascertain pupils' levels
- iv. Demands on education workers to learn new methods of delivery
- v. Continuing to carry out observations, learning walks, book checks and other forms of monitoring
- vi. Demanding teachers set and assess and, in some cases, deliver home learning, as well as continuing with their duties at school

In many cases these have been expected without extra funding, time, or professional development, alongside teachers' regular duties.

Conference believes:

- (a) The government needs to intervene to direct schools more specifically in how to reduce teacher workload.
- (b) That the Union's campaign for school funding has been very strong, but that still too few members of the public understand the direct consequences of the lack of funding in schools.

**Conference instructs the Executive to:**

- A. Lobby the government to direct its own workload charter for schools in consultation with education trade unions.**
- B. Continue to work with the Welsh Government to create its own workload charter and toolkit for schools in consultation with education trade unions and other stakeholders.**
- C. Lobby the government to set an absolute legal limit on class sizes.**
- D. Re-launch the Union's campaign for proper funding**
- E. Promote heavily those schools that have abandoned workload-heavy tasks (notably those linked to accountability) since September 2020**
- F. Re-launch workload as a priority campaign for the Union.**
- G. Actively support schools and Districts taking action up to and including strike action over workload**

*Wandsworth, Vale of Glamorgan, Bedford, Hackney, Coventry, Southampton, Stockport, Islington, Lambeth, Wakefield, Waltham Forest, Cambridgeshire*

**MOTION 17**

**Workload (COMPOSITE)**

Conference notes the findings of the recent publication of the Department for Education's second teacher workload survey 2019:

- 1. On average, teachers reported working 49.5 hours per week. This remains above the Working Time Regulations maximum of 48 hours.
- 2. Over 70% of teachers reported unacceptable workloads and an inability to balance their work and private life; and
- 3. There has been little if any significant impact on teacher workload despite widespread government and workplace reviews of planning, marking and data policies.

Conference further notes the findings of the University College London Institute of Education 2019 study showing that one in four teachers works more than 60 hours per week. Conference believes that excessive workload is the key contributor to significant rates of mental health issues among teachers and support staff, as well as the crisis in teacher recruitment and retention, with Department for Education figures showing:

- i. One third of newly qualified teachers leave the profession within five years.
- ii. Teacher numbers in England have fallen for the first time in 6 years, despite rising pupil numbers; and
- iii. Retention rates have not improved in recent years, while new entrant numbers have declined.

**Conference instructs the Executive to:**

- a. Campaign for significant and immediate reductions in workload for all teachers and support staff.**

- b. Embark on a public-facing campaign highlighting the devastating impact excessive workload has on teachers, support staff, as well as on pupils, including the impact of high stakes testing and the accountability system.**
- c. Distribute and disseminate Workload charters currently in use and carry out an analysis into their effectiveness at reducing workload.**
- d. Collate and publish data on the prevalence and impact of workload on the mental health of teachers and support staff.**
- e. Work with districts, branches and workplace reps to encourage the use of the Union’s workload survey in order to identify common workload issues; and**
- f. Continue to support members wishing to take collective action on workload while seeking to coordinate industrial action arising from this campaign across workplaces.**

*Oldham, Rochdale, Kirklees, Fylde & Wyre, Hammersmith & Fulham, Luton, Bradford*

## **MOTION 18**

### **Class Size and TAs – Education and Workload / Stress**

Conference notes that despite promises of ‘levelling up’ and more funding for schools by the Prime Minister, the reality for children returning to school in England in September 2019 was no more money and cash-strapped schools.

Conference believes that the severe real terms cuts to school budgets since 2010 have created a crisis in our schools over the last 8 years that have resulted in a position where we now have:

- 1. Many classes of more than 30 because schools can’t afford extra staff or classrooms.
- 2. Far fewer TAs because schools are in some cases laying off but, in many cases, just not replacing staff when they leave.
- 3. Much greater increase in workload for all school staff, because the pressures of Ofsted have not abated workload in schools, despite there being fewer staff; and
- 4. Fewer courses available to school children, particularly in Secondary where subjects marginalised by changes to the curriculum and assessment system, and expensive to run, like Music or Design and Technology are being phased out.

Conference believes that the Union’s campaign for school funding has been very strong, but that still too few members of the public understand these direct consequences of the lack of funding in schools.

#### **Conference instructs the Executive to:**

- a. Build their campaigning – particularly with public awareness on the:**
  - i. increase of class sizes.**
  - ii. decrease in TAs.**
  - iii. increase in workload for all staff in schools.**
  - iv. decline in curriculum choices; and**
- b. Lobby the government to set an absolute legal limit on class sizes.**

*Oldham*

## **MOTION 19**

### **Support Staff Workload**

Conference congratulates the Union on its continued efforts to address workload issues for teachers, however it also notes that workload is an issue for most if not all people who work in schools and education settings.

Conference notes the invaluable contribution support staff roles make.

While recognising that the Union does not have negotiating rights on terms and conditions for support staff, we do have representational rights and commit to supporting all our members.

Conference believes that the Union should explicitly pledge to ensure that our campaign for reducing workload for teachers does not increase workload for support staff. This does not mean that tasks may be transferred, but that they must be appropriately valued whenever a transfer occurs and not simply add to either teacher or support staff workload. We believe this would be welcomed by our sister support staff unions and should be promoted positively.

#### **Conference instructs the Executive to:**

- 1. Extend the current workload campaign to identify and work to reduce workload for support staff.**
- 2. Report back to conference in 2022 and 2023 on the actions, outcomes and impact of the support staff element of the workload campaign**

*Cumbria*

## **MOTION 20**

### **Directed Time (COMPOSITE)**

Conference notes that the funding crisis in schools will be exacerbated by the extra costs that schools have incurred during the Covid crisis. This combined with deregulation will have a detrimental effect on the quality of education and the conditions of service of our members.

Conference therefore calls on the Executive to support heads in their call on the government to fully fund schools for Covid costs but in doing so make it clear that it is not acceptable for headteachers to plug funding gaps by using unqualified teachers or support staff to teach classes, or by imposing extra duties on staff. The Union expects schools and colleges to comply with the directed time legislation and use only qualified teachers to teach classes.

#### **Conference instructs the Executive to adopt an industrial organising strategy aimed at achieving these two demands:**

- 1. Every school to honour the existing directed time legislation.**
- 2. Every class to be taught by a qualified teacher, paid to scale, to unite the interests of qualified teachers and support staff who are increasingly being called on to plug the funding gap.**

#### **Conference further instructs the Executive to:**

- i. **Build up a database of schools that are not honouring the 1265 legislation and/or deploying support staff and unqualified teachers inappropriately.**
- ii. **Support local Districts and reps to develop a campaign to engage with the headteacher in every school to ensure that these basic conditions of service are met.**
- iii. **If it becomes clear that non-compliance with directed time is now a major problem nationally, consult with members with a view to escalate on a national level, calling a trade dispute with the government to protect this fundamental national legislation.**

*Kirklees, Liverpool*

## **MOTION 21 Supply Staff**

Conference notes that:

1. Most supply staff are employed through private agencies and have little protection from poor employment practices. Supply staff have no access to the teacher's or local government pension scheme, very limited if any access to in service training, poor pay (an experienced teacher can expect to be paid as little as half the amount they would get if paid to scale).
2. Qualified teachers are offered work as cover supervisors further eroding their pay. This wasn't always the case. This situation has arisen because of deregulation, fragmentation, privatisation and underfunding. Funding has been transferred from Local Authority central services and given directly to schools. School leaders have been given the "opportunity" to opt out of using Local Authority provided services and look for "best value". Now is the time to try to reverse this.
3. The Covid-19 crisis is particularly tough for all supply educators working in England and Wales. The Union has produced an Alternatives to Agencies (A2A) toolkit, now published on the NEU website. This toolkit includes clear guidance for local officers for negotiating with statutory providers, with convincing evidence of why directly hiring trusted local supply staff is the best way to support children's learning.

Conference believes that the crisis has shown the need for a register of local supply teachers. In order for schools to be safe they need to be able to bring in local supply staff in a regulated way. This can't be done through a plethora of private agencies. We need to take this opportunity to start a campaign to make sure supply staff are either engaged directly by schools or through Local Authority pools.

**Conference calls for the Union to support the setting up of a national supply register and support local authority supply pools.**

*Liverpool*

# Education Policy for Schools and Colleges:

---

## **MOTION 22**

### **School Uniform**

Conference notes that school uniform costs are excessive for many and can push families further into poverty. Conference further notes that many schools have adopted uniform policies which are biased against female students in terms of cost and aesthetics.

**Conference instructs the Executive to campaign for:**

- 1. Uniform policies to be considerate of family finance.**
- 2. A maximum upper limit on total cost at all school sector levels.**
- 3. Allow greater choice for parents/carers.**
- 4. Uniform policies which do not discriminate against female students in terms of costs and aesthetics.**

*Rochdale*

## **MOTION 23**

### **Funding for Nursery Schools**

Conference notes that:

1. Only 389 maintained nursery schools remain open in England with the majority in the most disadvantaged areas of the country. They provide high quality Early Years education and vital specialist support services.
2. Previous governments recognised that the Early Years National Funding Formula introduced in 2017 did not adequately provide for their needs and committed supplementary funding of around £60m per year until 2019-20. In October 2019, the Government extended this funding to April 2021 and subsequently in August 2020, committed further funding for Summer 2021.
3. A survey, conducted by Early Education, NAHT, NEU and Unison in August 2020, revealed that a third of nursery schools were in deficit at the end of the 2019/20 financial year and only 51% expected to balance their books in 2020/21. With the increased costs, due to the pandemic, only 28% expect to balance their budget in the current financial year.
4. During lockdown, maintained nursery schools were ineligible for Government financial support to cover COVID-19 costs, unlike other sector schools.
5. The Government has yet to propose a viable long-term funding formula for maintained nursery schools to replace the stop-gap arrangements put in place in 2017.

Conference welcomes:

- i. The work of the All-Party Parliamentary Group on Nursery Schools, Nursery and Reception classes and their campaign to secure a future for maintained nursery schools in partnership with the Union, Early Education and NAHT.
- ii. The dedication and commitment of our members in maintained nursery schools.

- iii. The branch and school led campaigns to highlight the inequalities of the funding system for maintained nursery schools.
- iv. The Government pledged supplementary funding for maintained nursery schools up to the end of the Summer term 2021.

**Conference instructs the Executive to:**

- a. **Continue to support the national campaigns to save maintained nursery schools.**
- b. **Call on the Government to guarantee that maintained nursery schools will have viable long-term funding from September 2021 on the same basis as all other sector schools.**
- c. **Consider all strategies to protect members in maintained nursery schools including balloting them for action.**

*Somerset, Hertfordshire, Staffordshire, Haringey, Portsmouth, Sefton, North Yorkshire, Newcastle Upon Tyne*

**MOTION 24**

**School Libraries**

Conference notes that:

1. More than 380,000 children do not own a book (National Literacy Trust 2019).
2. Since 2010, nearly 1/5th (773) of public libraries in Great Britain have closed (Chartered Institute of Public Finance and Accountancy 2019).
3. Schools with a higher proportion of children on free school meals are more than twice as likely not to have a library (Great School Libraries Survey 2019).
4. Unlike Scotland, the rest of the UK does not have a National Strategy for school libraries requiring that every child has access to one.
5. Evidence shows that a properly funded school library and trained librarian leads to higher student achievement and can impact powerfully on reading for pleasure, information literacy, access to knowledge, self-esteem, and wellbeing (Libraries All Parties Parliamentary Group 2014).
6. School librarians have continued innovating, providing vital services during the Covid-19 crisis (Great School Libraries Case Studies).
7. Others have been redeployed, furloughed, and made redundant despite their important role.
8. School librarians are highly skilled and trained professionals yet experience inconsistent employment terms, low pay, and investment in CPD (Great School Libraries 2019).

Conference believes that:

- I. Every child should have access to a properly funded and professionally staffed school library.
- II. A lack of statutory requirement, national strategy and school funding has resulted in unequal provision.

- III. School librarians are uniquely skilled and positioned professionals and should be recognised and valued as such by school leaders, local government and the Department for Education.

**Conference instructs the Executive to:**

- a. Establish a policy and strategy on school libraries and librarians in consultation with the relevant professional associations and NEU Librarians' Network.**
- b. Launch a campaign advocating for school libraries and librarians.**
- c. Encourage school leaders to set up and develop libraries in their schools and offer a toolkit on designing, staffing and funding them.**
- d. Report on school library workers' pay, terms and conditions with reference to disparity in pay and progression.**
- e. Support districts and branches to actively fight school library job downgrading, redundancies and closures and create specific guidance for this purpose.**

*Lewisham*

**MOTION 25**

**SEND Funding and Mental Health (COMPOSITE)**

Conference notes:

1. The picture facing schools and colleges supporting students with SEND is bleak, with budgets at breaking point and severe cuts to health and social care provision.
2. Schools are struggling to meet the needs of our most vulnerable pupils and the lack of sufficient funding and a more coherent approach are rendering the SEND code of practice is nothing more than an empty promise from government to parents and students.
3. One million of the recognised 1.28 million students with SEND do not have any additional funding afforded to them, and therefore the financial burden of additional support penalises those schools that are the most inclusive.
4. Students across the UK have also had their lives turned upside down by the COVID-19 pandemic and have had to adjust to dramatic changes in their education, routine and home life. Some have experienced bereavement or other traumatic experiences during the lockdown, while groups who were already marginalised or disadvantaged are now likely to become more so.
5. The real terms cuts to mainstream funding have led to cuts in learning and pastoral support staff and access to specialist support, which is undermining the ability of schools to support their students with SEND and mental health and is failing our students
6. Conference notes that High Needs Funding is insufficient for the number of, and needs of, children with Special Educational Needs and Disabilities (SEND).
7. Conference further notes that school budgets continue to be top sliced, through local Schools Forum agreements, in order to make up the shortfall in the High

Needs Funding block. This takes much needed funding from one already underfunded block to support another.

8. Conference understands that even if a child has an Educational Health Care Plan (EHCP), the school or college they attend may not automatically be given the funded needed to support the child. An additional application is sometimes needed to obtain High Needs Funding.

**Conference instructs the Executive to urge the government to:**

- (i) Work with the Union to undertake a full, evidence-based review of current and future demand for high needs funding to support students with SEND, and of the real cost of supporting students with SEND and those with mental health concerns**
- (ii) Agree an immediate increase in funding to all schools and colleges**
- (iii) Ensure that there are sufficient trained therapists and professionals available to support SEND and mental health needs of students.**

**Conference further instructs the Executive to:**

- a. Undertake a survey of members, to ascertain the situation of SEND students and those experiencing mental health issues**
- b. Support members, parents and others campaigning for proper funding and support for SEND students and those experiencing mental health issues**
- c. Conduct an enquiry as to how much money has been transferred from school budgets to support High Needs funding.**
- d. Campaign for the further development of good SEND provision, both in mainstream and in alternative settings.**
- e. Call for EHCPs to automatically come with the required level of funding needed to properly support a child with SEND.**
- f. Continue to campaign for properly funded school and college budgets, including proper High Needs funding, to ensure budgets are no longer transferred from one block to another, allowing funding to be used for its intended purpose.**

*Stockton, Durham, Oxfordshire, North Tyneside, North Somerset, Ealing, Redbridge, Wakefield, Waltham Forest*

## **MOTION 26**

### **A Different School is Possible – Making it happen**

Conference believes that innovation and creative ideas coming bottom up from school staff have played a crucial role during the pandemic crisis and have helped demonstrate further that there are other and better ways to run schools and education.

Conference notes that many Union policies and motions centre round a different approach to education on the ways schools should be run, the way teachers and pupils should be involved in education, the ways the curriculum and assessment can be organised, and the ways accountability can be handled, both of individual staff, and of the democratic accountability of the school system. Essentially, they all question the present strange hybrid of centralised control and local market competition, with high stakes testing and distorting inspection regimes.

**Conference therefore instructs to the Executive to:**

- 1. Build on this with a ‘Reimagining Schools and Education Year’ running from September 2021 to July 2022. This can involve discussions at school level, local, regional, national and possibly international conferences, discussion papers, web-based meeting and webinars, and any other suitable means. Most importantly Union members and others with direct involvement and understanding in education must be involved to gather views and ideas bottom up, both on what changes are needed, and how we can make that change happen.**
- 2. Present to Conference 2022 a Memorandum on Progress and Priorities that would then be used to sharpen the focus on further developments and initiatives. This would include proposals for next steps which could be amended, as necessary.**
- 3. Subject to decisions at Conference 2022 and further inputs from the Reimagining Year, to then develop a strategy so that the Union from September 2022, and with the full involvement of our members and allies, can campaign for the re-imagined education system we want to see, and turn our ideas into reality.**

Fylde & Wyre, Hammersmith & Fulham, Luton

## **MOTION 27**

**Academies: Organise workers within them, fight to get them returned to local democratic control (COMPOSITE)**

Conference welcomes:

1. The efforts the new Union is making to adapt its structures to organise across Multi Academy Trusts (MATs)
2. The continued campaigning by our Union and parents’ groups to stop further academisations
3. The efforts made locally to hold MATs to account.

Conference believes that:

- i. Organising workers in academies is best done by reps, ideally with facility time, in those academies
- ii. Local Authorities should be empowered to hold MATs, academies and free schools to account
- iii. There should be a two-way mechanism established to allow academies run by trusts given “Termination notices” to return to Local Authority control

**Conference instructs the Executive to:**

- 1. Ensure that the Union gives maximum support to set up lay-led structures within MATs and academies**
- 2. Prioritise the fight against further academisation**
- 3. Campaign and lobby for the end of academisation and the return of all schools to local democratic control**

*South West Northants, Leeds, Northampton, City of Leicester*

## **MOTION 28**

### **Privatisation of the Education Service**

Conference welcomes the continued opposition to academisation, the decline in numbers of school opting for academisation and the ongoing campaigns against academisation and reiterates its belief that the fragmentation created by academisation and free schools must be ended in order to:

1. Build a fully comprehensive, progressive, democratic and inclusive education service
2. Guarantee a return to national pay and conditions for workers in schools

Conference notes with concern the Shadow Secretary of State for Education's comments that the education sector should 'move on' from the debate around academisation.

Conference further notes with concern the continuing outsourcing of educational and other services during the pandemic to organisations/bodies that remain unaccountable to school communities. These include:

- i. The provision of 'catch-up' through private organisations rather than this being entrusted to schools
- ii. The failure of Serco and others to run 'Test and Track' effectively

**Conference instructs the Executive to work with other partners to campaign for:**

- a. The urgent restoration of national pay & conditions and collective bargaining for all teachers and support staff, including those in academies & free school schools.**
- b. The repeal of the requirement on local authorities to seek academy proposals when planning a new school.**
- c. The removal of the requirement for any school in special measures to become academy.**
- d. The restoration of a separate legal entity to every school.**
- e. The creation of a legal mechanism that enables schools to return to the LA.**
- f. The LA to be the admission authority for all schools and the default provider of school services.**
- g. Take powers to issue regulations which will have the effect of overriding all funding agreements and lease agreements over school land or property.**

**Conference further instructs the Executive to:**

- A. Fully support and encourage staff in any school threatened with academisation to resist by all means possible up to and including strike action and direct actions.**
- B. Continue to support the work of the Anti-Academies Alliance, and to call upon Districts to affiliate to the AAA**

*Sheffield, Newham*

## **MOTION 29**

### **Bridging the Digital Divide (COMPOSITE)**

Conference notes that:

1. The Covid-19 pandemic has served to highlight the learning gap between the rich and the poor pupils in the most dramatic fashion.
2. During the Covid-19 pandemic the need to educate remotely demonstrated the acute digital divide between those able to engage remotely and those who could not.
3. The need for certain devices and certain broadband speeds meant that many of our students struggled to engage with their learning through no fault of their own or their educators.
4. The nature of our digital expectations, of what is and isn't reasonable for a student to achieve or complete at home needs to be readdressed and the expectations of school curriculums need to be reassessed in light of our remote learning experiences.

Conference believes that:

- i. Every child in the UK should have access to a suitable laptop and internet connection to develop lifelong learning.
- ii. We must campaign to reverse the educational and social disadvantages faced by those students who lack digital access and ensure that students are not disadvantaged by it.

**Conference instructs the Executive to:**

- a. Commission a series of recommendations for schools and colleges to help them negate the impact of the digital divide including lobbying the UK Government and devolved administrations for a commitment to put a laptop into the hands of every learner and internet connection into every home in the UK and for the UK Government to fund the scheme, sending additional funds to the devolved administrations to fund the purchases**
- b. Campaign to ensure all students have equal access to digital resources**

*Durham, Wrexham*

## **MOTION 30**

### **Additional Funding**

Conference calls for open and transparent accountability and auditing of funding for additionally funded pupils allocated through the AWPU system. It is vital that schools recognised that the additional funding is given to support the needs of each of those

individual pupils and a process for the spending of the additional monies needs to be issued to schools to audit and be accountable for this spending.

*Northern Ireland*

# Equalities and Social Justice:

---

## **MOTION 31**

### **Black Lives Matter (COMPOSITE)**

Conference welcomes:

1. The impact of the world-wide Black Lives Matter movement, following the murder of George Floyd in May 2020, and the light it has shone on racial injustice and resistance to it
2. The involvement of students and educators in taking part in and leading protests and demonstrations calling for an end to racism and discrimination in this country and abroad
3. The renewed impetus BLM has given to calls for schools to implement policies which challenge institutional racism at all levels in the education system, including those affecting pay, promotion and school behaviour policies.
4. That Black History will be taught in Wales in the new curriculum
5. The enthusiasm which many members have shown in promoting the de-colonisation of the curriculum, and in challenging exam specifications which exclude the experience and cultures of black people
6. The publication of the Union's Anti-Racism Charter.

Conference deplores the:

- i. Response of the Westminster government in characterising BLM as an extremist movement based on victimhood that seeks to deny 'our' history
- ii. Continuation and intensification by the government of the hostile environment and the impact this has on the children we educate, their families and the wider community, including the continuing scandal of the treatment of the Windrush generation, the insecure position of EU nationals and the cruel treatment of child refugees and asylum seekers, including the threat of deportation when they reach 18
- iii. Deliberate stoking of racism and hysteria over the attempts of desperate refugees to reach this country, and the attacks by the Home Secretary on those who seek to support them

**Conference instructs the Executive to continue to:**

- a. **Campaign for strong, effective anti-racist policies in schools, drawing on the Anti-Racist Charter.**
- b. **Liase with 'AdvanceHE' to learn from their experience of administering their Race Equality Charter in Higher Education.**
- c. **To provide an annual report on the progress of the charter scheme, to be included to Conference for all delegates.**
- d. **Develop anti-racist curriculum resources and approaches for use by educators in schools also building on the Union's recent progress and being mindful of the variety of local circumstances, encourage at all levels and in all areas the promotion of campaigns and policies to decolonise education.**
- e. **Encourage branch, district and regional bodies to see the creation of local coordination of the promotion of decolonising education in schools and other education institutions as one of its areas of activity.**
- f. **Incorporate anti-racist training in CPD**

- g. Campaign for the development of systems of curriculum and assessment that incorporate global perspectives and that replace current examination systems at GCSE and A Level**
- h. Support the continuing campaigns to welcome child refugees and to oppose the deportation of 18-year-old refugees and asylum seekers.**

*Cambridgeshire, Hertfordshire, East Kent, Birmingham, Hackney, Croydon, Tower Hamlets & City, Hammersmith & Fulham, Sheffield, North Somerset, Ealing, Redbridge, Lambeth, Wakefield, Northern Derbyshire, Vale of Glamorgan, West Sussex*

**MOTION 32  
SEND**

Conference notes that the Union has a long-standing record of support for Inclusive policies within education in the UK, largely based on links with organisations such as the Alliance for Inclusive Education (ALLFIE), Disability Equality in Education (DEE), the World of Inclusion and Parents for Inclusion. Conference believes that work of these organisations has led to wider support and understanding of the Social Model of Disability both in the Union and society as a whole.

Conference believes that despite the excellent work being done by many within the Disability Rights Movement, there has been little change in taught curriculums within compulsory schooling to represent the contributions made by disabled people throughout history and that school curriculums do not currently adequately acknowledge the struggle of disabled people to achieve equal rights.

Conference further believes that an Inclusive approach to education is one which pursues the educational purposes of critical learning, development and participation, which serves individuals, communities and society, guided by values such as equality, freedom, rights, and democracy and that these should remain core objectives for the Union.

**Conference instructs the Executive to:**

- 1. Lobby the UK government to endorse the inclusion of Disability History Month into the calendar for all schools and support the teaching of disablism and its manifestations in all schools.**
- 2. Lobby the UK government to provide the resources and funding promised through the Education, Health and Care Plans to ensure that students with SEND have access to appropriate Post 16 and Post 19 provision that extends to age 25.**
- 3. Set up a working party to support the setting of priorities on SEND policy and practice within the Union.**
- 4. Support the Changing Places Campaign, [www.changing-places.org](http://www.changing-places.org), to provide adequate toilet facilities, when required, into all schools and other big public places.**
- 5. Lobby the UK government to challenge the new Ofsted framework as it fails to adequately take into account research and practice in SEND. It fails to challenge deficit-based constructions of behaviour which disproportionately disadvantage students with SEND and lead to their exclusion from the schooling system.**

*Cambridgeshire, East Kent, Birmingham, Bedford, Croydon, Tower Hamlets & City, Fylde & Wyre, Coventry, Stockport, Luton*

## **MOTION 33**

### **Child Poverty (COMPOSITE)**

Conference notes:

1. The continuing and growing inequalities in our society and their impact on children in terms of health, wealth, education and their future lives.
2. Prior to the Covid pandemic, levels of child poverty were already at an unacceptable level with an estimated 4.2 million children living in poverty and experiencing food insecurity.
3. Many families living in poverty are surviving on low wages and children living in households in receipt of Universal Credit are not eligible for free school meals.
4. The pandemic and lockdown have further exposed levels of child poverty and its effects on education, including lack of access to information technology and has already led to a huge rise in unemployment and poverty, which will further impact on children.
5. Poverty and isolation have impacted on children's mental health.
6. The promised provision of laptops has been drastically cut.

Conference:

- i. Congratulates footballer Marcus Rashford for his campaign in support of providing free school meals during the holidays and notes the huge support for this from local communities and businesses.
- ii. Congratulates the Welsh government on their commitment to providing free school meals
- iii. Condemns the Westminster government's continuing resistance to funding free school meals during the holidays, and the vilification of working-class families that has accompanied this.

**Conference instructs the Executive to continue to work with the Child Poverty Action Group and to campaign for:**

- a. **Expansion of the Free School Meal scheme to include every child from a household in receipt of Universal Credit, or equivalent benefits.**
- b. **The eradication holiday hunger by extending FSM provision of at least £15 per child per week during all school holidays.**
- c. **The reform all school uniform policies to ensure uniform options are affordable for families in the local community.**
- d. **The provision of free household internet access for children and young people in households on Universal Credit.**
- e. **The establishment of a new, dedicated technology budget for all schools to combat the digital divide**
- f. **A reversal of the huge funding cuts schools and colleges have experienced over the past few years, so as to support children and their families.**

*Cambridgeshire, East Kent, Wandsworth, Bedford, Hackney, Oxfordshire, Fylde & Wyre, North Tyneside, Coventry, North Somerset, Wakefield, Vale of Glamorgan*

## **MOTION 34**

### **Decolonising Education (COMPOSITE)**

Conference notes that 2020 saw a number of TU based anti-racist initiatives. These included the publication of Union's national anti-racism strategy and calls for regional and local action planning by the Wales and Regional offices and others, to develop and co-ordinate anti-racist work, which would include decolonising education.

However, Conference further notes the lack of progress in developing and implementing at all levels in government and education administration, decolonisation of the curriculum in schools, colleges and universities.

Conference believes this lack of official responsiveness to the concerns of Union and other education unions has been coupled with misrepresentation and opposition to change from sections of the news media, who have pressed for the retention of an "Our Island Story" approach in teaching at the expense of developing an inclusive anti-racist global one. This opposition has, in turn, been encouraged and reinforced by the unresponsiveness at national government level, and widespread indifference shown at regional government and some school level administration.

Conference further believes that while congratulations regarding recent pioneering work on decolonising education at school level are due to Union's equality officers, black educators and others, the welcome growth in expressions of public opposition to racism is not being translated into changes, both in education in general, and in many regions and local areas.

**Conference therefore instructs the Executive to:**

- 1. Build on the Union's recent progress and, while mindful of the variety of local circumstances, encourage at all levels and in all areas, the promotion of campaigns and policies to decolonise education.**
- 2. Encourage branch, district and regional bodies to see the creation of local coordination of the promotion of decolonising education in schools and other education institutions as one of its areas of activity.**

While understanding that the receptiveness to any local union overtures can be expected to vary significantly, Conference believes that the implementation of a national policy against racism requires a local dimension.

*Somerset, Staffordshire, Haringey, North Yorkshire, Newcastle Upon Tyne, Plymouth*

## **MOTION 35**

### **Poverty, Disadvantage and Education in Coastal Areas**

Conference notes that:

1. Many coastal areas are isolated and have suffered greatly from Austerity measures, lack of funding and more recently the Covid Pandemic.
2. Disadvantaged pupils in Coastal Schools\* have been particularly affected. On average, they achieve around three GCSE grades lower and make less progress compared to disadvantaged pupil in non-coastal areas.
3. The impoverished nature of many coastal areas is being recognised by the Government, but their narrative lays the blame at the doors of schools and colleges.

4. The Government's overall strategy relies very heavily on education to fix the problems without tackling the underlying societal issues or providing sufficient resources.
5. Ofsted have demonised many schools and staff in these areas. This has caused difficulties in recruiting and retaining teachers.
6. Support staff are increasingly being made redundant and there is less help for pupils with SEND.

**Conference instructs the Executive to:**

- i. **Establish what proportion of the Union's membership are employed in Coastal Schools.**
- ii. **Commission further research, in collaboration with other institutions where necessary, into the links between poverty and pupil outcomes in coastal areas.**
- iii. **Disseminate the findings of the research to members and the wider public.**
- iv. **Challenge the culture of naming and shaming schools in coastal areas.**
- v. **Prepare a plan to tackle education inequality as a part of a wider social justice policy which can be used to influence policy makers.**

\*the DfE define Coastal Schools as those within 6 km of the coast.

*Isle of Wight, Somerset, Cumbria, North Tyneside, Haringey, Portsmouth , North Yorkshire, Newcastle Upon Tyne*

**MOTION 36**

**Climate Action**

Conference recognises that it is now too late to stop climate change that will cause and is causing major changes to our ecosystems, sea level and weather patterns.

Conference notes that:

1. As educators of young people, our members have a direct interest in the future of young people and in addition, many of our members are parents and grandparents.
2. The Union, along with several other trade unions, has been campaigning on this issue for many years and that in addition to this, many of our members are also climate activists in their spare time.

Despite this, Conference believes that governments and world leaders are not recognizing the urgency or seriousness of the situation that governments are putting our members and their pupils and families in serious and imminent danger and that action has to be taken now.

**Conference therefore instructs the Executive to:**

- i. **In principle, openly and vocally defend, in the press and social media, any members who are unfairly or wrongfully arrested or cautioned for taking non-violent action in the fight against climate change**
- ii. **Start a hardship fund, funded by donations, for members who need legal assistance to defend themselves in court following arrests after taking non-violent action as above**

- iii. **Publicise the actions of members in the fight against climate change and educate the membership and the public on why this is a relevant issue for the NEU**
- iv. **Work with the Union's International Solidarity Network to publicise struggles of workers around the world affected directly or indirectly by climate change**
- v. **Support and defend any member who is unfairly and wrongfully threatened with loss of pay or who undergoes disciplinary action, as a result of their non-violent actions as a climate activist outside work**
- vi. **Recognise that the serious and imminent danger of climate change is a defence that has caused charges to be dropped or lessened against several non-violent protesters in court and therefore can be used to justify a trade union defending direct non-violent action**

*Brent*

The Officers of the Union have considered the terms of the above motion in accordance with the remit given to them to examine motions and amendments and remove from them material which is outside the Rules of the Union by reason of its being beyond the Union's aims and objects, unlawful or legally incapable of implementation. The Officers believe that the terms of this amendment are in order for debate only on the basis that it is understood that implementation of the motion will be in accordance with the law.

## **MOTION 37**

### **Windrush: The Forgotten Workers**

Conference is deeply dismayed by the ongoing injustices meted out to the Windrush generation and their families. Workers who heeded the call for help from 'the mother country' to assist her reconstruction that has helped shaped the Britain we all live in today.

Conference realises that for many, whilst the Windrush scandal came to the national consciousness in 2018, it had been actively ongoing for at least a decade prior. Research by the likes of Dr David Olusoga and Arthur Torrington OBE, have proven it to be the genesis of 'the hostile environment' that now continues to blight the rights of various communities who have also migrated to the United Kingdom since.

Conference notes the Government's current attempts at curtailing civil liberties are a heightening of the hostile environment and will only further exacerbate the mistreatment of the Windrush generation and their descendants.

Conference recognises the need to support this generation of workers much like the published and active work other unions such as the Communication Workers Union (CWU) and UNISON have conducted, as well as grassroots organisations such as Solutions for Change and Movement for Justice.

Conference acknowledges that the Union is in a position to do more in terms of backing the Windrush campaigns, as their mistreatment is also a workers' plight.

#### **Conference instructs the Executive to:**

1. **Put out a public statement in solidarity with, and in support of, the Windrush generation to address the injustices and advocate for full compensation for those wrongfully affected.**

2. **Consider donating, where appropriate, funds and assistance to grassroots organisations that have been working pro bono and/or with subsidised fees to assist victims in their quest for compensation.**
3. **Push for the inclusion of the Windrush generations' experiences and contributions to British history into the National Curriculum.**
4. **Champion the stories and voices of victims in its publications and circulars for wider exposure and to garner wider working-class solidarity.**

*Brent*

## **MOTION 38**

### **PSHE, RSE and LGBT+ Inclusive Education**

Conference re-asserts the importance of PSHE and RSE in the curriculum, and the need for students to critically explore a range of approaches in this, as in every area of the curriculum.

Conference notes:

1. The attacks on Sex and Relationships Education (SRE) and LGBT+ inclusive education including parental protests backed by religious groups and others which took place outside primary schools in Birmingham and elsewhere
2. That these attacks were exploited by right-wing commentators, agencies like Society for the Protection of the Unborn Child (SPUC) and members of the then cabinet who came out in support of the protests, often echoing the logic of Section 28.
3. This takes place against a backdrop of a 200% increase in the number of recorded LGBT+ hate crimes between 2012 and 2019 and transphobic hate crime reports have quadrupled over the past five years.

Conference further notes the recent publication of revised government guidelines on the teaching of PSHE and expresses its concerns over some aspects of the guidance. In particular, Conference condemns:

- i. The authoritarian proscription of ill-defined 'extremist' groups and even the use of material produced by such organisations
- ii. The references to 'divisive or victim narratives that are harmful to British society'
- iii. The all-encompassing condemnation of opposition to capitalism

**Conference asserts its support for LGBT+ inclusive education and RSE and instructs the Executive to:**

- (a) **Campaign against those aspects of the new PSHE guidelines that restrict open debate and discussion on authoritarian and politically narrow grounds, and produce guidance for members.**
- (b) **Continue to oppose any divisions that are fostered on grounds of religion or race, including Islamophobia and Anti-Semitism, and seek to establish unity between educators, students and parents.**
- (c) **Produce informative materials for educators, parents and the general public which put a strong case for age-appropriate LGBT+ inclusive education and RSE and offer full support to Union members and their students who face protests against age-appropriate RSE.**

**(d) In the light of the success of the Anti-Racist Charter, develop an LGBT+ Charter.**

**(e) Affiliate to Stand Up To LGBT+ Hate Crime.**

Coventry, Sefton, Ealing, Redbridge, Lambeth, Lewes, Eastbourne & Wealden

### **MOTION 39**

#### **Combat Climate Breakdown in School and Beyond (COMPOSITE)**

Conference recognises:

1. The COVID crisis has been one manifestation of environmental blowback.
2. Climate breakdown and mass extinction are accelerating.
3. The world needs a global green new deal with all countries co-operating to salvage human civilisation.
4. The COP in November 2021 will be a pivotal point.
5. The measures taken by the UK government are not adequate even to meet its existing targets. Some local authorities have declared a climate emergency.
6. The refusal of the DFE to consider a curriculum review of education in response to the climate crisis and to implement their legal obligation under Article 12 of the Paris Agreement is a failure to ensure education meets the needs of children in today's schools.

**Conference instructs the Executive to:**

- i. **Review all national Union activity and infrastructure to draw up a plan for complete eradication of greenhouse gas emissions and begin implementing it as rapidly as possible – with a report on progress at the 2022 conference.**
- ii. **Ensure that education in Just Transition is built into our reps training and call on Districts to incorporate it into local training.**
- iii. **Incorporate the huge range of creative work in developing climate themed education done by teachers and environmental campaigns into the Union's CPD programme.**
- iv. **Work with the school student's movement, other unions and campaigns in informing and mobilising our members in support of actions up to and beyond the November COP in Glasgow 2021 mobilising for the urgent action needs to tackle climate change.**
- v. **Take these points to the TUC to propose the rest of the trade union movement does the same.**
- vi. **Call for all schools, LAs and MATs to declare a climate emergency and to plan a path to zero greenhouse gas emissions by supporting the Let's Go Zero 2030 campaign.**
- vii. **Call for LAs to establish local Task Forces, comprising representatives of all relevant parties including school staff and students, parents, FE colleges, universities, employers and trade unions; and to use these structures to coordinate provision and support for Just Transition in local economies and transition from school to training and work, with teacher unions represented in the local authority's climate emergency policy process.**
- viii. **Work with the school student's movement, other unions and campaigns in informing and mobilising our members in support of actions up to and beyond the November COP in Glasgow.**

- ix. **Review all national Union activity and infrastructure to draw up a plan to reduce carbon emissions in line with zero carbon targets and begin implementing this immediately – with a report on progress at the 2022 Conference.**
- x. **Ensure that education in Just Transition is built into our reps training and call on Districts to incorporate it into local training.**

*Waltham Forest, Birmingham, Northern Derbyshire, Tower Hamlets & City, Devon, Islington, Ealing, Redbridge, Wakefield*

## **MOTION 40**

### **Exclusions (COMPOSITE)**

Conference notes that the Covid-19 pandemic has underlined existing inequalities in our fragmented educational system and wider society, particularly in working class and black communities, thus placing those at greater risk of exclusion in greater jeopardy.

Conference further notes that the Timpson Review of school exclusions highlighted that:

1. Students with Educational Special Needs, Black and Gypsy/Roma and Traveller children and those eligible for free school meals are disproportionately excluded from school and from education, whether through short term or long- term formal exclusion or the illegal off-rolling of students.
2. There are huge discrepancies between schools that seek to include and those where there is a high rate of exclusion.
3. Exclusion can leave children socially isolated and educationally disadvantaged, and puts them at risk of becoming involved in the criminal justice system.
4. Parents of children excluded feel unsupported by the education system and the Independent Review System.

Conference further notes the Review failed to address:

- i. How the stereotyping of black children and institutional racism underlies racial disparities in rates of exclusion.
- ii. The impact of so called 'zero tolerance' approaches to behaviour which do not support the needs underlying challenging behaviour, and which often impose rigid and discriminatory expectations on students.

**Conference instructs the Executive to campaign for:**

- a. **A fully inclusive, properly funded education service where permanent exclusion is reduced, and to call for a temporary moratorium on permanent exclusions during the pandemic.**
- b. **All schools to publish data on exclusions and the destinations of students no longer attending, and to be accountable for these students and the funding of their education.**
- c. **Behaviour systems which are supportive rather than punitive, whatever the student's culture or background.**
- d. **Managed moves only take place when properly resourced alternative provision is in place, and members in AP are properly valued and remunerated.**

- e. **The reform of Independent Review Panels, including returning their power to compel schools to accept back a student .**

**Further, Conference instructs the Executive to affiliate to No More Exclusions.**

*Birmingham, Islington, Northampton, City of Leicester, Brent*

## **MOTION 41**

### **Behaviour**

Conference affirms that students and educators in schools and colleges are entitled to work and learn in a safe environment, free from the threat of violence or harassment and to have their background, cultures, and beliefs to be respected.

Conference notes that some students struggle to adapt to the expectations of schools, and that the continuing failure by the government to fund schools properly has led to a drop-in support for students with challenging behaviour, with the loss of support staff and networks that can support students and their parents.

Conference further notes that increasingly numbers of students are being excluded or off-rolled from schools on both a short term and permanent basis, following minor infractions of behaviour and other school policies, such as supposedly inappropriate hairstyles or breaches of the uniform code, and that SEND, African-Caribbean and other minority ethnic and students on free school meals are disproportionately affected.

Conference expresses its concern over the promotion of so-called 'zero-tolerance' behaviour strategies and believes:

1. 'Zero tolerance' approaches are inhumane, ignoring the key idea that all behaviour is communication. They promote surface level compliance without addressing the needs underlying challenging behaviour.
2. 'Zero tolerance' approaches are leading to students being informally excluded through isolation within school.
3. Policies that aim to control students' behaviour, rather than helping them control it themselves, undermine the very elements that are essential for motivation: autonomy, a sense of competence, and a capacity to relate to others.

Conference instructs the Executive to:

- i. **Campaign for behaviour polices that are clear, humane and inclusive and to disseminate research to members on approaches to behaviour management that are humane and respect the rights of the child.**
- ii. **Publicise the discriminatory and harmful effects of zero-tolerance behaviour policies, and to work with educators, parents, schools and colleges and local education authorities to challenge them**
- iii. **As part of the Union's campaign for school funding to highlight the need for funding to support students in an inclusive and safe education system.**

*Wandsworth, Bedford, Oxfordshire, Stockport, Bradford*

## **MOTION 42**

### **Supporting Young People's Voter Registration**

Conference believes that a core function of education is about creating future citizens with the knowledge, skills and ability to engage with society for their own benefit and the benefit of society.

Conference believes that the ability and freedom to participate in the democratic structures of society cannot be subject to chance and the privileges of background. Education must equip young people to play a full role in their country's democracy.

Conference is therefore concerned that voter registration among eligible 16- and 17-year-olds was estimated to stand at 25% in 2018, representing a significant fall from 45% in 2015. In contrast, 94% of those over the age of 65 were estimated to be registered.

Conference notes that Government policy on voter registration, especially of young people, has exacerbated barriers to young people registering and then using their vote.

To complement the excellent work that our members and profession do to prepare young people for adult life.

#### **Conference instructs the Executive to:**

- 1. Develop campaign strategies to encourage and assist young people to register for their vote.**
- 2. Work with other educationalists and civic organisations so as to change Government policy to be more supportive of voter registration.**
- 3. Work with other educationalists and civic organisations so as to directly increase the level of voter registration amongst young people and encourage young people to use their vote.**

*Hammersmith & Fulham*

## **MOTION 43**

### **Cycling and Walking Routes to School**

Conference believes that one of the key aims of a trade union is to protect workers' health.

Conference notes:

1. At the moment, on our journeys to and from work, and then in the playgrounds at breaks and during outdoor PE, staff and pupils are exposed to dangerous levels of air pollution. The health consequences of air pollution include asthma, respiratory conditions, strokes, cardiovascular disease and lung cancer. Air pollution is responsible for between 28,000 and 36,000 deaths a year in the UK.
2. One of the most effective ways to reduce air pollution is to make more journeys by foot or by bicycle. However, the infrastructure and design of our cities often makes this a frightening, unpleasant or even impossible option, especially for children.

3. The current Covid pandemic adds urgency to this situation as air pollution levels are closely linked to a heightened risk from Covid, increasing the death rate by around 15%.
4. Evidence from around the world shows us that it is only when the options for cycling and walking are safe and as importantly feel safe and convenient, do populations make the shift to using these forms of transport.

**Conference instructs the Executive to:**

- i. **Commission research to plan and design a cycle and walking network suitable for staff, carers and children to get to and from school safely, using schools as the central hub from which these safe routes to walk and cycle branch out.**
- ii. **Create a parents and carers campaign similar to the School Cuts campaign to advocate for these changes.**
- iii. **Work closely with other cycling and walking organisations to campaign at local and national level.**
- iv. **Advocate for cycling competency training and bicycle maintenance to be part of the national curriculum, and for schools to have sufficient cycle racks.**
- v. **Campaign for schools to risk assess the pollution levels in their playgrounds and the safety of journeys to school.**

*Newham*

## **Equality Conferences:**

---

### **MOTION 44**

#### **Pride in Our Union**

*Kacey De Groot, LGBT+ Conference (to move)*

*Hiten Shah, LGBT+ Conference (to second)*

Conference notes that:

1. Transphobic hate crime has increased fourfold over the last four years.
2. Transphobic news stories are a continued and escalating blight on trans and nonbinary members' lives, with severe consequences on mental health.
3. The continued organising of transphobic groups, some directly into schools and contrary to the Union toolkit, causes confusion as to the legal rights and obligations for schools and also further fuels transphobia.
4. While as a Union we are at the vanguard of trade unions standing up to racism, sexism and Islamophobia, there is still no working definition of what being transphobic means; and
5. The concept of "gender being a social construct" is not relevant to the Equality Act 2010 or to Union policy on supporting trans and non-binary members and that it is used by transphobic groups as a wedge to separate trans and non-binary people, from cis people, in terms of rights and discrimination.

**Conference instructs the Executive to:**

- i. **Work with the Trans and Non-Binary Network to develop a Union definition of transphobia that goes above and beyond legal compliance and that supports**

and endorses trans and non-binary identities without resorting to the erasure or downgrading of “gender”.

- ii. Use the Union’s presence in the media to challenge transphobia, in line with Union policy, and to support trans and non-binary identities.
- iii. Create guidance on dealing with transphobia in schools and colleges, for students and for staff, that is in line with existing Union policy.
- iv. Campaign for appropriate recognition for non-binary people in law.
- v. Ensure immediate recognition of non-binary in the Union’s membership system.
- vi. Ensure that the guidance produced on transitioning, on transphobia and on supporting trans students is available in hard copy for activists and highlighted appropriately in our communications; and
- vii. Ensure that appropriate funding is provided to support the production of the forthcoming “coming out guide” and that it is published across the Union.

*LGBT+ Conference*

## **MOTION 45**

### **Addressing the Crisis of Disability Equality in Our Schools**

*Richard Rieser, Disabled Members Conference (to move)*

*Louise Moores, Disabled Members Conference (to second)*

Conference notes:

1. With concern the unfavourable treatment of disabled staff during the Covid-19 pandemic, including failures to make reasonable adjustments for those at high risk of infection. This treatment reflects an ongoing failure to eliminate discrimination and harassment against disabled staff.
2. Schools are generally failing to observe the General Equality Duty towards disabled staff and pupils required by Section 149 of the Equality Act, where Responsible Bodies need due regard to i.e. eliminating discrimination and harassment of disabled staff and pupils in all decision making.
3. The failure of many schools to provide effective education to pupils with SEND, often blaming the pupil for the school’s and Government’s systemic failures. In particular, the disproportionate exclusion of pupils with SEND, off-rolling, insufficient differentiation of curriculum and assessment. While we note the Education, Legislation maintains a presumption of inclusion, to which the Union is also committed; the reality is high levels of disablist bullying, increasingly schools saying ‘they cannot meet need’ and the building of new special schools, growth in the proportion of SEND pupils attending special schools/alternative provision, while SEND budgets in real terms are reduced.
4. The recent report from ALLFIE showing schools are largely failing to have effective statutory Access Plans (Schedule 10 Equality Act). They are inadequate, often not annually reviewed, consulted upon with pupils and parents, containing information on improving access to the curriculum, not removing physical and information barriers for disabled pupils at the school.

**Conference instructs the Executive to: -**

- a) **Campaign to collectivise the treatment of disabled staff and change school culture to support them.**
- b) **Build with unions, parents and disabled people’s organisations a campaign for a properly funded inclusive education system, to achieve adequate SEND funding, large scale staff training on inclusive pedagogy, a curtailing of normative testing,**

**revision of curriculum and assessment and accessible schools, so disabled pupils and others can thrive.**

- c) Mount a high-profile NEU campaign to achieve disability equality for staff and pupils in all our schools.**

*Disabled Members Conference, Hackney*

## **MOTION 46**

### **Protecting Black Lives in Education**

Conference notes Black educators and students suffer in workplaces/schools from many forms of unfair treatment and discrimination, ranging from being more likely to be disciplined and losing employment, to exclusion if a student.

Conference further notes that, Government guidance/directives concerning the pandemic have been roundly criticised by many.

Conference believes the DFE RSHE guidance is another example of ongoing institutional curtailment, brought to light by the pandemic and social movements, such as, BLM which have highlighted social and racialised inequalities.

Conference welcomes recent Executive decisions to work with other organisations to have the guidance retracted and consider a legal challenge. However, Conference believes the Executive needs to go beyond consideration, initiating a legal challenge or financially supporting the challenge from Coalition of Anti-Racist Educators/Black Educators' Alliance (CARE/BEA)

#### **Conference instructs the Executive to:**

- 1. Notify members raising cases with the Union of the '3 months less 1-day rule' to bring a complaint to ET, obtaining a signed acknowledgement from the member at the outset, to ensure the case is lodged within time limits.**
- 2. Oppose incorrect use of Non-Disclosure Agreements (NDAs), as supported by the Solicitors Regulation Authority, to silence members in any settlements negotiated by the Union for member with the employer.**
- 3. Campaign for all schools/colleges to publish their exam results, and pupils disciplined and excluded data, based on protected characteristics to highlight the disparities in student achievement and exclusions.**
- 4. Campaign for a fully inclusive, properly funded education service where exclusion is reduced, ultimately ended, and a moratorium on exclusions in the wake of the pandemic.**
- 5. Collect and publish casework data termly and annually for each NEU Region and Wales, based on protected characteristics and include:**
  - i. Number and type of cases raised by members cases involving capability with loss of employment, dismissal/redundancy, discrimination, Non-Disclosure Agreements/Confidentiality Clauses**
  - ii. Employment Tribunal hearings, and cases won by the Union.**
- 6. Provide compulsory training for staff and officers undertaking casework on equality and discrimination.**
- 7. Survey all members whose cases, wherein discrimination has been cited, have been taken up by the Union, in order to evaluate good practice and inform areas for improvement.**

*Black Educators Conference*

# General Purposes:

---

## **MOTION 47**

### **Scrap the NAHT/NEU Agreement on Avoidance of Disputes**

Conference notes:

1. The agreement between the NAHT and the NEU entitled 'Avoidance of Disputes'.
2. That the agreement includes a commitment that, if it is enacted in any dispute, 'NAHT and NEU paid officials will.... seek to agree status quo ante' and 'a cooling off period' with no clear written requirement to get the agreement of members, workplace reps or lay officers to this course of action.

Conference believes that this agreement

- i. Is of much more benefit to the NAHT than to members of the NEU. In practice it can make it even more difficult for our members, even where their support for collective action is overwhelming, to effectively challenge unreasonable practices by a head teacher
- ii. Is not consistent with our commitment to be a lay-led Union.

**Conference instructs the Executive to write to the NAHT to inform them that, on the basis of a Conference decision, the NEU is withdrawing from the agreement with immediate effect.**

*Lewisham*

## **MOTION 48**

### **Retired Members Voting Rights**

Conference believes:

1. That the membership of the Union should be inclusive and welcoming, noting the strength that including all members brings.
2. That the contribution given by retired members remains very significant and, when all members are valued equally, they are equally encouraged to contribute positively.
3. Retired members bring experience and significant additional capacity for organising and supporting colleagues through both formal and informal casework.

**Conference therefore instructs the Executive to put forward mechanisms and the necessary rule changes so that:**

- i. **From 2021/22 academic year, or as soon as possible after, all retired members have full voting and representational rights on an equal basis with in-service members.**

*Cumbria*

## **MOTION 49**

### **Autonomy for Districts**

Conference notes that with the amalgamation of the ATL and the NUT, compromises had to be made by both Unions to achieve the goal of professional unity.

There has, however, been several changes, since the amalgamation, which although not strictly rule changes, has affected the democratic autonomy of Districts.

These are:-

1. Changing the way honoraria were traditionally decided by Districts
2. Districts not being able to decide who, and how many members can attend courses and conferences
3. Funding for the above is deducted centrally by local finance from District subscriptions with little control or permission from Districts.

**Conference therefore calls for the democratic, autonomous rights of Districts to manage their finances, and decision making in respect of:-**

- i. Deciding the level of honoraria, without an executive imposed ceiling, agreed by a quorate District Annual General Meeting**
- ii. Control over any donations agreed by a quorate District Annual General meeting**
- iii. Have control of the numbers of District members, who having first asked the District's permission to apply to attend courses or conferences, agreed at a quorate District Committee meeting**

*Southampton*

## **MOTION 50**

### **Set subscription rates to more accurately reflect actual salaries and at a level that encourages new members to join and stay**

Conference notes that many colleagues face increasing economic challenges given rising living costs and relatively low pay. Some members struggle to pay their subscriptions and some potential members do not join.

Continued recruitment and retention of new and recently qualified teachers to the NEU is essential for the Union to maintain its strength and vitality as older members retire. Conference therefore instructs the executive to revise Union subscription fees to more accurately reflect members' actual salaries.

Currently a member on 0.62 FTE recently qualified pays the same as another member with a full-time salary on a higher band; the first member only earning half as much as the second.

The revised model avoids anomalies in the current model and provides a clearer framework. The model proposed below is meant to demonstrate the principle; it is recognised that the actual figures are subject to review.

Proposal:

Category                      Monthly fee (open to amendment following financial evaluation)

Student	£0
NQT	£1
2nd yr subscription	£3
Ann salary < 10k	£3
Ann salary 10-20k	£5
Ann salary 20-25k	£8
Ann salary 25-30k	£10
Ann salary 30-35k	£12
Ann salary 35-40k	£14
Ann salary 40-45k	£16
Ann salary 45-50k	£18
Ann salary >50k	£20

*West Hampshire*

#### **MOTION 51**

**Retired members – an entitlement to funding for meetings and activities as they pay yearly subscriptions.**

Conference notes the valuable work retired members do in supporting the work of the Union, especially at Branch and District level, indeed many branches would have ceased to exist without their committed actions in holding meetings and attracting new members.

Many retired members maintain retired Union membership after a long period of union activism and wish to remain supportive of the Union.

The contribution for retired members has increased considerably since the NEU was formed from the former NUT and former ATL, as has the fee for the Retired Members Conference yet there is no district allocation for retired members.

Union Rule 5.8 states Associate and Retired Members 'shall be entitled to other such benefits of Union membership as may be agreed by the Executive.' *Currently retired members may be wondering just what those benefits are.*

Conference believes that retired members have a legitimate interest in meeting and as they pay subscriptions deserve to have funding allocated to them.

**Conference instructs the Executive to undertake a review of Associate and Retired Teachers' membership rules for the purposes of establishing a funding allocation to retired members.**

*Bexley*

#### **MOTION 52**

**Discussion and Debate in the Union and in Schools**

Conference condemns recent attempts by elected national and local politicians to silence school staff, especially Headteachers, who have spoken out on 'political' issues such as funding and recruitment problems in schools

Conference notes the intemperate nature of much recent public debate on a range of issues and condemns any vitriol or personal attacks and any silencing of legitimate discussion on

diverse or controversial subjects.

Conference believes that freedom of speech and respectful debate must be part of any properly functioning democracy. Such debate should address the issues of concern without resorting to personal attack, threats, violence or hate.

Conference further notes that there is some very good work happening in schools and colleges and applauds such efforts to ensure our young people learn the skills of debate and how to look at issues from different perspectives. However, we are concerned that the squeezing of the curriculum will limit access for many young people to such opportunities and we call for the reinstatement of Citizenship to the curriculum.

Conference further believes:

1. That young people should be supported in schools to discuss and address difficult issues in a constructive and respectful way,
2. That Union members should be supported to hold personal views that they can discuss in a constructive and respectful way, both in their workplaces and in the Union.

**Conference instructs the Executive to:**

- i) **Ensure that the Union is a safe place for all such difficult discussions by allowing any topic to be brought for discussion at any level of the Union,**
- ii) **Do what it can, through collation of best practice and disseminating through Briefings, Equality Conferences, Annual Conference and other opportunities, to ensure full member participation in the democratic processes of the Union.**
- iii) **Campaign for the reinstatement of Citizenship to the curriculum.**

*Croydon*

## **International:**

---

### **MOTION 53**

#### **Support for Rohingyas**

Conference condemns the ethnic cleansing and genocide of the Rohingya people carried out by the government of Myanmar/Burma and supports their right to return to their homeland as full citizens.

Conference supports the self-organisation of Rohingyas in Burma, in the camps, in the rest of the world, and in particular in Britain, to seek international support for their return and to campaign for proper living conditions, healthcare and education in the camps in Bangladesh.

**Conference instructs the Executive to organise a delegation to the camps as soon as possible in order to produce, publicise and act upon a report on the educational needs of the hundreds of thousands of young people currently denied proper education there.**

**Conference further instructs the Executive to work with the British Rohingya Community and other appropriate organisations to:**

1. **Lobby our Government, our MPs and international organisations to work for the rights of all Rohingyas to return to their country as citizens free from persecution and with full civil rights**
2. **Promote practical support for those Rohingyas trapped in the refugee camps**
3. **Continue to campaign for children in the camps to have access to good quality education.**
4. **Support and advocate a boycott of goods sold by many retailers in Britain that are produced in inhuman conditions in Myanmar**
5. **Support the organisation of meetings, including Union District meetings, at which the voice of our Rohingya community can be heard**
6. **Provide financial support for such activities where required.**

*Rochdale, Kirklees*

## **MOTION 54**

### **Solidarity with Uyghurs, Hong Kong, and Chinese workers**

#### Conference Notes:

1. The Uyghurs and other majority-Muslim peoples in East Turkestan (officially called “Xinjiang Uyghur Autonomous Region”) face persecution by the Chinese state, including intense surveillance from public spaces to the home; curbs on political, cultural and religious freedoms; approximately 1 million people in concentration camps; forced labour supplying western corporations like Nike, Apple & Zara; forced contraception and sterilisation – meeting the UN definition of genocide.
2. In East Turkestan, Tibet and Southern Mongolia, China is consolidating control via forcible assimilation of indigenous peoples.
3. Hong Kong is seeing escalating state repression (including the “National Security Law”) against a movement demanding universal suffrage and political freedom and democracy.
4. Across China, the so-called “Communist” party-state facilitates rampant exploitation and near-USA levels of wealth inequality.
5. Workers, women, minorities and dissidents still resist despite constant repression and a mainland ban on independent trade unions.

#### Conference believes:

- i. We must support Uyghurs, Tibetans, Hongkongers and other oppressed peoples demanding democracy and freedom, including supporting their rights to democratic self-determination.
- ii. Workers everywhere must have the right to form unions independent from their employers and the state.
- iii. That ratcheting up Cold-War confrontation will not help those oppressed by the Chinese state. Western hawkish leaders are not reliable democrats or human-rights defenders.
- iv. In building practical and political solidarity, supporting protests and workers’ action in workplaces and retailers connected to e.g. Uyghur forced labour, Xinjiang surveillance operations, or corporate complicity in the Hong Kong crackdown.

#### Conference instructs the Executive to:

- a. **Send solidarity greetings to the UK Uyghur Community and World Uyghur Congress.**
- b. **Campaign against China’s oppression and persecution of the Uyghurs, and the attacks on democracy in Hong Kong, while actively opposing all nationalism and xenophobia.**

- c. **Build links and solidarity with workers battling exploitation, and oppressed people fighting for freedom, across China & its occupied territories - including Uyghurs, Tibetans, and Hong Kong's independent workers' unions.**
- d. **Support and promote the activities of Labour Movement Solidarity with Hong Kong (UK) and the Uyghur Solidarity Campaign UK.**

*Rochdale, Leeds, Bradford*

**MOTION 55**  
**Venezuela**

Conference condemns the sweeping sanctions against Venezuela imposed by the US Government in August 2019. The US embargo measures now constitute a fully-fledged economic blockade of the type employed against Cuba since the 1960's.

Conference notes that in early 2019 Idriss Jazairy, the UN's special rapporteur on the US sanctions against Venezuela, wrote "coercion, whether military or economic, must never be used to seek a change in government in a sovereign state. The use of sanctions by outside powers to overthrow an elected government is in violation of all norms of international law".

Conference further notes that:

1. Venezuela is inherently vulnerable to the effects of a blockade. Oil revenues provide the government with the foreign exchange necessary to import essential goods: food, medical equipment, etc and for the funding necessary to maintain high quality public services.
2. The impact on the Venezuelan education system since Obama's Executive Order in 2015 has been severe and has put at risk the impressive improvements seen since the fall of the neoliberal government in 1999.
3. Before the election of Chavez only 60% of children were in school and most left before the end of primary education. By 2009 95% of children were in school and were completing secondary education. In 1999 adult literacy was below 90%, by 2009 it was above 95%. Prior to this century 3.7% of GDP was spent on education by 2009 spending was over 7% of GDP.

**Conference instructs the Executive to:**

- i. **Act on the recommendations of the 2009 report on Venezuela by the then Presidents of NUT and EIS (Bill Greenshields and David Drewer) to build strong links with SINAUFUM (the Venezuela teachers Union) and, if they should apply, support them in obtaining membership of Education International.**
- ii. **Reaffirm Union affiliation to the Venezuela Solidarity Campaign.**
- iii. **Urge the UK government to condemn the US blockade.**

*Camden, Croydon*

**MOTION 56**  
**Worldwide Barriers to Education**

Conference recognises the damage done to the education of millions of children across the world by the activities of the Global Education Reform Movement (GERM). The principal features of the GERM are increased standardisation, a narrowing of the curriculum to focus on core

subjects/knowledge, the growth of high stakes accountability and the use of corporate management practices as the key features of the new orthodoxy. GERM also sees billions of pounds leaking away from education to privatised concerns. From Pakistan to Uganda and from the United States to Liberia, the privatisation of the education system is wreaking huge damage.

Conference believes that acting as another barrier to education, the issue of Child Labour continues to deny children across the world of a decent education. It was reported by the ILO in 2020 that as many as 168 million children across the world were engaged in Child Labour. It is well argued that key interventions to get children out of work and into education include improving access to education (by, for example, reducing direct and indirect costs), providing flexible schooling arrangements, offering alternatives to formal education (including vocational, transitional and non-formal learning) and improving the quality of education infrastructure and learning. Holistic interventions that rely on integrated approaches can be effective. The effects of GERM will be to lessen the opportunities for such interventions.

Conference further believes that the joint effects of GERM and Child Labour are to severely limit both the education and life chances of tens of millions of children across the world.

### **Conference instructs the Executive to:**

- 1) Campaign with other unions, across the world, including both education and non-education unions to prevent the further spread of the Global Education Reform Movement and start to roll back its destructive and dangerous effects on the education of tens of millions of children across the world.**
- 2) Join with the ILO's Red Card to Child Labour Campaign and to highlight the issue of child labour on the World Day against Child Labour on 12<sup>th</sup> June**

*Newcastle upon Tyne*

## **Member Defence:**

---

### **MOTION 57**

#### **Maternity Rights**

Conference notes:

1. Pregnancy & maternity are protected characteristics under the Equality Act.
2. Pregnant women and mothers routinely suffer discrimination, ill-treatment, and unfair dismissal every year.
3. Women make up 74% of the education workforce and have a range of contracts with different entitlements and rights
4. Rates of statutory maternity pay, and maternity allowance are too low; many members on supply contracts do not benefit from enhanced maternity pay; many women in agency work do not qualify for SMP.
5. Evidence from Advice line/Regional/Wales Offices that pregnancy and maternity discrimination is a major source of casework.
6. Many branches have been successful in defending and significantly improving pregnancy rights.
7. Covid-19 has exacerbated the discrimination women face.

Conference believes:

- i. Caring responsibilities have a detrimental impact on women's pay & career progression.
- ii. The fragmentation of the education system has resulted in the worsening of pregnancy and maternity rights policies.
- iii. Schools and colleges are failing to uphold the rights of women to attend medical appointments or to make reasonable adjustments in breach of equality law.
- iv. Untenable levels of workload are placing undue stress on pregnant women and parents.
- v. Schools need better policies to support parents in caring for their children including improved parental leave and release to attend school or family events.

**Conference instructs the Executive to:**

- a. **Survey women members on their experiences of being pregnant at work and their subsequent return.**
- b. **Review guidance for women members on pregnancy/maternity rights, including clear advice on health and safety, flexible working and job shares.**
- c. **Carry out a national campaign to improve the knowledge and agency of women in relation to maternity/pregnancy rights.**
- d. **Work with Maternity Action to produce guidance specific to the Education sector.**
- e. **Campaign for better scientific research relating to women to ensure their needs are properly met in the provision of services and at work.**
- f. **Ensure that training of caseworkers, officers and reps specifically includes pregnancy/maternity rights.**
- g. **Work with districts/branches to look for opportunities to campaign for improved maternity rights and to ensure that members' statutory and negotiated rights are upheld.**

*East Kent, Birmingham, Croydon, Tower Hamlets & City, Hammersmith & Fulham, Vale of Glamorgan, Waltham Forest*

## **MOTION 58**

### **Increased support for Independent Sector members**

Conference notes motions requesting additional regional support from the previous independent sector conference.

1. Conference believes that the independent sector has a number of organisational difficulties that need to be addressed.
  - i. Districts find difficulty in recruiting lay officers and reps from independent schools.
  - ii. Districts therefore rely heavily on regional officers to travel long distances, and
2. For their expertise in dealing with an ever-increasing amount of complex casework that would be a challenge to the most experienced and resilient reps.

Furthermore, Conference believes that:

3. Among the differences between the NUT and the ATL prior to their merger, one was an active lay organisation supported by officers and the other where the membership had an expectation of high levels of regional support if and when issues occurred.
4. The Union now has the opportunity to blend the best aspects of both systems thereby offering;

- (a) Continued access for members and also experienced professional support through a specialist regional officer network, and
- (b) A more effective way of organising members within the independent sector from the districts, within and across regional boundaries.

*Buckinghamshire*

## **MOTION 59**

### **Supporting Female Members Across all Education Settings**

Conference notes:

1. The Covid pandemic has highlighted inequalities for women in the workplace. Too often women have been negatively impacted by poor workplace practices that have negatively impacted their ability to do their job and fulfil caring responsibilities for both children and elderly parents.
2. District's around the country have reported members is desperate need for support due to being forced into taking unpaid leave during the pandemic for caring purposes in many cases single parent families have spoken to branches about having to use food banks and worries about paying their mortgages or rent.

Conference believes that with a membership that is over 76% female we must stand by our members and raise the issue on inequality for women.

**Conference instructs the Executive to:**

- i. **Survey female members to ascertain the issues they face with regards to caring responsibilities.**
- ii. **Create a female education workers toolkit highlighting their rights and steps to take if an inequality occurs.**
- iii. **Provide a pregnancy charter to support women in their pregnancies, that takes in to account the very specific needs of pregnant women and ensures that neither their careers or health can be compromised.**

*Durham*

## **MOTION 60**

### **Subject/Area Leadership in Schools**

Conference notes that within primary schools, but increasingly in other school settings, it is not uncommon for staff to hold multiple roles. While we are not opposed to this:

1. Often no additional time is given and work is expected within the 1265 hours, which is not possible;
2. Where time is given, it is insufficient to the demands of leading a subject effectively.
3. Often no additional payment or TLR is offered for leadership, especially outside of a core subject.
4. Additional pressures are placed on members of staff as subject leaders during OFSTED.
5. Often, staff members are forced into subject leadership against their will in a subject that is not in their skill set and without adequate CPD.

6. What is asked of members is not proportionate e.g. History & Geography are put together as humanities while others lead one subject; and
7. Members are pressurised into subject/area leadership due to their pay spine status

**To combat this, conference instructs the Executive to:**

- i. **Survey members to find out how widespread this problem is so that we can use empirical evidence when challenging schools.**
- ii. **Update member information to provide the option of identifying as a subject leader (both TLR paid and unpaid).**
- iii. **Campaign that all members who are expected to lead a subject/area should, as a minimum, be given adequate time to do this on top of statutory PPA.**
- iv. **Develop guidance for schools on subject/area leadership, and what members should expect to receive from their schools as subject leaders.**
- v. **Campaign that all members who are leading a subject/area should be properly remunerated for this role.**
- vi. **Provide leadership CPD regionally which can be accessed by new and aspiring subject leaders.**

*Oldham*

## **MOTION 61**

### **Defending members: tribunal cases**

Conference notes that 2019 Conference policy has not yet been implemented in relation to Tribunal Cases.

**Conference instructs the Executive to:**

1. **Include in an annual report to Conference how many tribunal cases, both successful and unsuccessful, have been taken by the Union.**
2. **Pro-actively seek out cases that the Union can take to tribunal.**
3. **Set aside a special budget to take cases of workload breaches to tribunal with a view to winning a test case**
4. **Set aside a special budget to take cases of bullying or harassment to tribunal with a view to winning a test case.**
5. **Annually review the success or failure of this approach.**
6. **Make the threshold for members' access to legal protection clear to all members and officers.**
7. **Set the threshold for taking cases to tribunal that will maximise the number of cases taken.**
8. **Campaign to ensure full access to courts and tribunals for all**

Conference wants to see the above now fully implemented and this should be a top priority for the Union.

Conference believes a campaign to win Tribunal cases would be money well spent. The Union has spent almost half a million pounds on campaigning during the 2019 General Election. Unfortunately, we have received negative returns from our outlay. Even a fraction of this money spent on an active Tribunal campaign could reap significant rewards for members. We can win influence by taking on employers in the Courts. A successful campaign could help to stop the destructive impact of illegal levels of workload and bullying in our schools.

*Liverpool, Sefton*

## **MOTION 62**

### **Violence against Staff in Schools**

The DfE states “Teachers should in no circumstances be subject to abuse simply for doing their jobs”, yet violence, aggression, intimidation, and verbal abuse against staff in schools has become more and more common. In the past twelve months the “new normal” of C19 has increased the risks staff have to face.

Conference notes:

- 1) Assaults in schools have risen 72% in four years.
- 2) Support staff can be particularly vulnerable in schools where respect for all staff is not taught.
- 3) Support staff can also be vulnerable to being left to deal with students in crisis, often without adequate training; and
- 4) Staff are often left unprepared when a dangerous situation arises due to improper planning, a lack of risk assessment or lack of training.

Conference believes the current guidance for dealing with violence in school does not go far enough to support staff in difficult situations. They are put in situations where they are asked to accept incidents for 'the good of the pupil'. It can also lead to staff being put in a position where they still have to teach a pupil who has abused them.

**Conference instructs the Executive to:**

- i. **Review current guidance for supporting staff in schools with violent pupils, including how risk assessments can be used as an important supportive tool.**
- ii. **Continue to provide training for all school reps on how to support staff in schools where pupil violence is a problem.**
- iii. **Launch a campaign to say that violence and abuse are not acceptable in our schools and produce resources around this to support members.**
- iv. **Support any member who requests help following an incident of violence or abuse against them in school up to and including strike action where this is not dealt with appropriately; and**
- v. **Create model policies for schools to use when updating their own in school policies.**

*Oldham*

## **MOTION 63**

### **Defending School Reps**

Conference notes that the Union website describes reps as being ‘the heart of the Union’. This is supported by research conducted for the NUT that showed the most prevalent factor in a member being more involved and engaged with the Union was the existence of a Rep, especially a trained one, in their workplace.

Conference also understands that being a rep and sticking your head above the parapet can, in some cases, lead to victimisation by the employer.

Conference believes that protecting our reps from victimisation, using the collective weight of the Union to do so, is of paramount importance.

Conference believes that speed is of the essence in these cases as employers can use delay to build a case or try to influence the wider staff body's views on the matter.

Conference also believes that the quality and variation of support for victimised reps is not always at the standard we would want it to be.

**Conference instructs the Executive to review the processes, procedures and recent outcomes related to cases of reps being suspended or dismissed and introducing the following measures include:**

- 1. Ensuring a report of the progress in a case of a Reps suspension is given to the local executive members, equality seat holders and the JGS on at least a fortnightly basis.**
- 2. Preparations for a ballot for industrial action to oppose suspension or dismissal, should begin as soon as the Rep is suspended.**
- 3. To survey all NEU reps who have been supported by the Union in cases of suspension or dismissal in the last 18 months to establish good practice and areas to improve on and for this to be reported to the Executive and the next Annual conference.**

*Lewisham, Kirklees, City of Leicester*

## **MOTION 64**

### **Support for Caseworkers**

Conference recognises the huge amount of complex casework carried out by elected officers of the Union with support from their regional offices. As a lay-led Union, with a focus on collective organising, it is right that this work is led by local officers, most of whom are serving educators.

Conference further notes that in the NHS, in therapy and in social work, staff access regular supportive "supervision" sessions to support them in their work with complex cases. Bearing in mind the isolation that some of our caseworkers feel, especially since the pandemic, we believe that our officers would benefit from this approach and it would help to prevent burnout from these roles.

**Conference therefore instructs the Executive to:**

- 1. Survey caseworkers across all districts to find out what form of support or supervision they would find helpful**
- 2. Begin to recruit officers in some regional offices that are qualified in mental health and medical or therapeutic supervision or counselling**

*Brent*

# Sector Conferences:

---

## **MOTION 65**

### **Post 16 Sector**

Conference notes the extreme circumstances in which members in colleges, like all education workers, have been working. The lack of funding of our sector has made the challenges that we have faced so much harder. Our Union has long campaigned tirelessly for increased funding and pay. This campaign was led by workplace representatives and supported by the Union nationally.

Our students have suffered through the pandemic, with disruption to education, confusion over results and a lack of care from our government. The economy has been put before health and education.

University outbreaks, the high level of infection in Post 16 and the overwhelming scientific evidence show that safe working with 2m distancing is essential in colleges in order to protect ourselves, our students and the community.

Conference believes:

1. That the public sector in general, education and the post 16 sector in particular need a huge increase in funding. Terms and conditions for those who work in all education sectors should be the same.
2. That the current examination system is not fit for purpose. The need for centre assessed grades highlighted the unfairness of norm-referencing.
3. Every college needs to have a series of plans to balance access to education with the needs of epidemic suppression. Inevitable stoppages both locally and nationally make it impossible to have a “normal” cycle of assessment in 2020-21.

**Conference instructs the Executive to:**

- i) Continue the campaigns for increased funding for post 16 to at least the level of 2010-2011 and tackling workload and pay for members.**
- ii) Back the call for funding and pay with action up to and including strike action when members demand it.**
- iii) Call for a teacher led review of the examination system with criterion rather than norm referencing**
- iv) Call for action against colleges and MATs which fail to implement social distancing measures through the appropriate use of rota systems and blended learning.**
- v) Call for the suspension of college face-to-face teaching where this is needed as part of emergency health measures.**

*Post 16<sup>th</sup> Sector Conference*

## **MOTION 66**

### **Standing Up for Support Staff**

*David Ball, Support Staff Conference (to move)*

*Simon Newby, Support Staff Conference (to second)*

#### Conference Notes:

1. The Union has over 40,000 support staff members, an increase of more than 10,000 since March 2020.
2. Many of our lowest paid colleagues (e.g. cleaners, catering staff) are outsourced and paid the legal minimum wage, which, at 2020 figures, is less than 58p less per hour nationally, and £2.03 less per hour in London than The Living Wage Foundation rates);
3. Most Support staff are still suffering from the four-year austerity pay freeze.

#### Conference believes:

- i. The Union needs to be a union for education workers that fully represents all members, including support staff.
- ii. Urgent action is required to reverse the continuing deterioration in support staff pay and conditions.
- iii. We need to challenge the practice of support staff job creep, the “could you just do this, it won’t take long” mentality.

#### **Conference instructs the Executive to:**

- a) **Approach other education unions, seeking amicable joint work and cooperation, with the assistance of the TUC as appropriate, to:**
  - i) **Strengthen union density and effectiveness among support staff.**
  - ii) **Organise a concerted, year-round campaign for a 10% pay rise, building the confidence and organisation of union members - including hardship funds / strike pay - to make effective industrial action, for better pay, a realistic possibility.**
  - iii) **Campaign for national pay, terms and conditions for all education support staff, and reinstatement of the Support Staff Negotiating Body.**
  - iv) **Gain, in the near future, the ability to collectively bargain for support staff alongside other unions.**
- b) **Seek, as a matter of urgency, a way to end the undertaking not to actively or knowingly recruit support staff;**
- c) **Campaign for the lowest paid workers in education settings to receive at least the Living Wage Foundation rates, providing campaign resources to help districts pursue this demand.**
- d) **Campaign for the insourcing of outsourced cleaning and catering staff.**
- e) **Investigate how much job creep is being imposed on support staff, present our findings to government, and campaign for the practice to stop.**
- f) **Renew our campaigning efforts for government to fully fund sufficient support staff numbers to support our SEND children.**

*Support Staff Conference*

## **MOTION 67**

### **Union Recognition and Teachers Pension Scheme**

*Shaun Murtagh-Howard, Independent Conference Sector, (to move)*

*Rachel Bradley, Independent Conference Sector, (to second)*

Conference notes that Covid-19 continues to produce extraordinary challenges for everyone in education. Like our colleagues in the maintained sector, independent sector teachers and support staff have put themselves on the front line to ensure the continuing education of the pupils they teach, working longer hours with increased workload, while school finances come under ever-increasing pressure.

Conference further notes that relatively few Schools in the Independent Sector enjoy Union Recognition, and most do not benefit from the Standard Teachers' Pay and Condition which limits the hours and types of tasks that teachers can be asked to do. Teachers in Schools without Union Recognition have little or no input on Pay, Workload and Hours.

Therefore, many Teachers in the Independent Sector are working for lower salaries than in the maintained sector and denied access to the TPS. Since the lockdown in March 2020, some Heads, and Bursars have taken advantage of the disruption to drop out of the TPS without meaningful consultation – in some cases forcing members to agree to new terms and conditions at only a few days' notice and without any opportunity for consultation with each other, their Union Reps, or qualified professionals.

There are an increasing amount of Academies run by private equity groups and there is an imminent danger that if we do not stand together now to establish equal rights among teachers to the TPS that the scheme will continue to be eroded and downgraded to the detriment of all.

#### **Conference instructs the Executive to:**

- 1. Launch a National and Regional campaign to ensure that all teachers are members of the TPS unless they themselves choose not to be.**
- 2. Support and promote Union Recognition within the Independent Sector and in all Academies and private education trusts.**
- 3. Support any School under threat of losing TPS status by writing to Heads to ensure there is appropriate consultation and immediately conducting an indicative ballot of members.**
- 4. Fight the Government on any rule changes that might affect the status of the Teachers' Pension Scheme within other educational sectors, for example- Academies.**

*Independent Schools Sector*

# Union Strength:

---

## **MOTION 68**

### **Branch Casework Support (COMPOSITE)**

Conference recognises the important role carried out by Union employees in the Regions, Wales, and Northern Ireland in providing casework support, as well as the essential support members receive from their workplace representatives. Over the last twelve months, District and Branch Officers as well as workplace reps have been pivotal in ensuring workplace safety by promoting Union guidance on Covid-19, as well as supporting members both individually and collectively in challenging unsafe practices.

Conference notes with concern that:

1. Increasing numbers of Local Authority Branches have reduced Trade Union Facilities Time in recent years.
2. Academy Trusts are withdrawing from, or have declined to sign up to, Trade Union Recognition Agreements.
3. Growing numbers of Local Authority Branches receive insufficient or no union facilities time.
4. District and Branch caseworkers are reporting high and unmanageable levels of casework; and
5. The reduced capacity to carry out union duties is having a detrimental impact on NEU members in need of support and representation, as well as on the wellbeing of District and Branch Officers themselves.

Conference believes that the casework demands on District and Branch officers require a Union-wide focus on support, training, and the improved use of Union resources.

### **Conference instructs the Executive to:**

- i. **Develop accessible online resources to support workplace representatives as well as District and Branch caseworkers.**
- ii. **Ensure Regional, Wales and Northern Ireland Offices develop strategies which support caseworkers as well as supporting workplace representatives to carry out Union duties.**
- iii. **Commit further resources to national and regional training and support for caseworkers.**
- iv. **Commit to supporting Local Authority branches in securing Trade Union Recognition Agreements with Academies and other Independent employers.**
- v. **Support branches with efforts to ensure the appropriate provision of Union facilities time.**
- vi. **Monitor, assess and report on workplace rep density, training, recruitment and retention; and**
- vii. **Monitor and assess the level and type of casework undertaken by both workplace representatives and caseworkers.**

*Rochdale, Kirklees, Leeds, Luton, Bradford*

## **MOTION 69**

### **Supporting Reps and Lay Activists**

Conference commends the work of national, regional and Wales staff, lay activists, school and college reps in the response to the Covid-19 pandemic. The successful national Union response, combined with the further development of small local rep and activist networks, has ensured that members have been well supported throughout. The pandemic has necessitated new ways of working within the Union and we have demonstrated that we can adapt and change.

Now is the time to review our pre-pandemic Union structures in light of the way we have operated since March 2020.

Conference instructs the Executive, therefore, to form a Working Group – consisting of one lay member from each of the Regions, Wales with 7 members of the National Executive – to conduct a review of the local and regional structures.

The Working Group will report back to Conference next year with recommendations and will have a remit to:

- 1. Consider how to build on the increased Rep density to develop smaller and more numerous Union Districts.**
- 2. Set an upper limit on the size – both in terms of membership and geographical area – of the Union Regions.**
- 3. Consider the viability of ‘Virtual Regions’ without the need for permanent offices within the geographical boundaries of the Region.**
- 4. Review how National Executive Districts overlap with the existing Regions, Wales and Northern Ireland.**

*Isle of Wight*

## **MOTION 70**

### **Investigate funding for branch secretaries and caseworkers without facilities time funding**

Conference notes that the current local casework funding model is under considerable strain, with increasing numbers of institutions choosing not to contribute to paid ‘facilities time’ schemes. This has led to some caseworkers having to support colleagues in such institutions - out of working hours and unpaid - despite workplace representatives assuming an increasing role in the process.

Conference further notes that, in some Branches, there are no volunteers for Secretary from institutions contributing to ‘facilities time’. Some recognition agreements preclude the funding of anybody else, leading to facilities money being inaccessible and potentially all casework being entirely unpaid.

Conference fully endorses current attempts to publicise the benefits of such collective support and encouraging institutions to contribute.

Conference believes that it is also time to investigate the possibility of alternative or refined models for casework funding, both in the drafting of recognition agreements and through the Union’s general finances.

**Conference instructs the Executive to appoint a working group to:**

- 1. Investigate how funding could most fairly and effectively be sought to support casework for all members; and**
- 2. Report their findings before next annual Conference.**

*Bolton*

**MOTION 71**

**Keep and Support our Leaders in the NEU**

Conference notes:

1. The threats to members' terms and conditions have increased with the further fragmentation of the education service. These threats include Union members in leadership teams who can find themselves in schools forcibly converted to academies based on the use of flawed data. They also extend to leaders working in private schools and those in Colleges where protection is less and restructures occur regularly.
2. Increasing demands including greater accountability, school autonomy, removal of support structures, funding restrictions and shortfalls and constantly changing government education policy in England and Wales is leading to intolerable stress and poor mental health in some education leaders. These issues have been further compounded by the Covid Pandemic. In response to these demands the Union must fully support leaders and take into account their unique responsibilities and needs.

Conference believes:

- i. Keeping all teachers, lecturers and support staff who move into leadership posts in Union membership remains a vital part of a strategy to maintain the strength and impact of the Union; and
- ii. NEU education leaders have a wealth of experience and expertise which can be used to further Union policy, respond to government and ensure protections for all members.

**Conference instructs the Executive to:**

- a. **Consider the needs of leadership members when formulating campaigns for countering government policy on education including school and college structures, funding, curriculum, assessment, workload and accountability.**
- b. **Campaign for all school and college leaders to have the appropriate professional qualification.**
- c. **Actively support Union members to gain leadership positions through appropriate CPD.**
- d. **Promote the Union “Code of Ethical Leadership” and use as a basis for bespoke CPD.**
- e. **Ensure members who gain leadership posts receive a congratulatory letter and other materials to support them in their role, including Union booklets.**
- f. **Ensure expert advice is readily available for leaders in their daily work as well as when subject to complaint or litigation; and**

- g. Facilitate mutual support through networks, National Leadership Council work and a major, annual leadership conference which inspires members and retains them in membership.**

*Camden, Somerset, Hertfordshire, Barnsley, Haringey, Portsmouth, Sefton, North Yorkshire, Newcastle Upon Tyne*

## **MOTION 72**

### **Representation for Support Staff**

Conference notes that:

1. A significant proportion of the new joiners to the Union since September 1<sup>st</sup> 2017 have been support staff, this accelerated during the Covid crisis in 2020
2. The Union currently does not have recognition and bargaining rights in respect of representing support staff with most employers
3. Prior to January 1<sup>st</sup> 2019 the relevant sections of the Union and the JEC approved an undertaking not to actively or knowingly recruit support staff
4. Union density for support staff is substantially lower than for teachers

Conference believes that:

- i. There can be no second-class citizens or categories of membership in our Union
- ii. The significant numbers of new support staff members since the creation of the Union have been attracted by the prospect of education workers organising and campaigning together in the fourth largest union in the UK
- iii. We cannot deliver properly on the potential of the Union as long as we refuse to fully represent a significant section of our membership.

**Conference instructs the Executive to:**

- a. **Seek, at the earliest opportunity, recognition and negotiating rights in respect of our support staff members**
- b. **Liaise with the existing unions representing support staff to make clear our desire to work with them, to strengthen Union density and effectiveness among support staff**
- c. **Bring to an end the undertaking not to actively or knowingly recruit support staff.**

*Lewisham, Leeds, Northampton, Newham, City of Leicester*

## **MOTION 73**

### **The offer for Leadership Members**

Conference notes the importance of leadership in education and believes that the Union should be fully engaged in promoting sensible, collaborative and supportive policies and procedures in all schools and education settings.

Conference believes that the new “offer” for leadership members has been insufficiently ambitious and needs considerably more input and status. We note that the predecessor national leadership bodies’ recommendations and advice were not followed and that this has caused some dis-ease amongst leadership members in the Union.

**Conference instructs the Executive to raise the profile of the Union’s engagement with leadership members and issues; and, as a part of this development, to:**

1. Review the Union's rules and structure to bring back proposals to conference 2022, to create a Leadership Section.
2. Initiate and organise a major annual Leadership Conference from next year (2021/22).
3. Proactively work more closely with our sister leadership unions.
4. Seek to become a more significant partner with governmental bodies like the DfE, and the Teaching Regulation Agency, to promote positive approaches to leadership, leadership training and policy development; and
5. By September 2021- revoke the decision to have a different subscription rates for those currently considered a part of our Leadership group so that all teachers pay the same pro rata rates.

*Cumbria*

## **MOTION 74**

### **Supporting our Leaders During the Current Crisis**

Conference notes that:

1. Supporting our leadership members during the current crisis remains a vital part of a strategy; serving to maintain the strength, and therefore impact of, the Union in crucial decision-making during the Covid-19 crisis; and
2. Union education leaders have a wealth of experience and expertise which can be used to further Union policy, respond to local and national government changes and ensure protections for all members.

**Conference instructs the Executive to:**

- i. Consider the needs of leadership members when formulating clear guidance for addressing Government/LA policy on education including ensuring on site safety, adoption of risk assessments, adequate funding for PPE, curriculum, assessment, workload and accountability during our new way of working.
- ii. Ensure that leaders have a bespoke mentoring Union support network to offer practical and emotional support when needed. (A number of Heads/Leaders in our area are relatively young and inexperienced.)
- iii. Campaign for all school and college leaders to have the appropriate professional qualification.
- iv. Actively support Union members to gain leadership positions through appropriate CPD.
- v. Continue to research ethical models of school and college leadership as a basis for bespoke CPD.
- vi. Improve support for leadership members by ensuring expert advice is readily available for them in their daily work as well as when subject to complaint or litigation; and
- vii. Facilitate mutual support through networks, National Leadership Council work and a major, annual leadership conference which inspires members and retains them in membership as Leaders need to know that they are fully supported during this ongoing crisis.

*Flintshire*

## **MOTION 75**

### **Industrial Action Strategy (COMPOSITE)**

Conference recognises the serious challenges facing the Union to organise successfully in order to defend and improve the pay, working conditions, health safety and welfare of members. We are confident that, with the correct organisation and strategy, we can meet those challenges and, in doing so, also defend education as a whole.

As part of that strategy, the Union must continue to explain why our demands are justified, including through: detailed briefings, local and national press, social media and materials for parents. However, as the coronavirus pandemic has shown, well-reasoned arguments alone can be ignored by unreasonable employers and politicians.

To succeed, Conference believes that industrial action strategies need to feature more prominently in our campaigns in future.

Conference believes that:

1. While our strategy of course has to take into account the requirements set out in Government legislation, we can successfully organise to overcome the hurdles placed in front of trade unions seeking to organise legitimate industrial action; and
2. Whilst it is easier to maximise turnout in a targeted ballot in one workplace, members may feel greater confidence if their action is co-ordinated across other workplaces, particularly when the objective is one that requires action by employers or Government as a whole to be fully met.

#### **Conference instructs the Executive to:**

- i. **Encourage workplace union groups and Branches to request an escalation to industrial action when they believe it is needed to help achieve union objectives.**
- ii. **Organise national training for Branch Officers on successfully organising industrial action, including the requirements of Government legislation, successful strategies for maximising ballot turnout, and experience of successfully winning disputes.**
- iii. **Organise similar training for workplace reps on a Regional and/or Branch basis: encouraging those reps to consider requesting support, including through industrial action strategies, for winning demands in their workplace or co-ordinated across workplaces; and**
- iv. **Seek opportunities to co-ordinate industrial action ballots across a wider number of members, including, where appropriate, through the use of disaggregated ballots, when pursuing national disputes with Government, or with a particular employer.**

*Plymouth, Worcestershire*

## **MOTION 76**

### **Support Staff**

Conference notes that all too often support staff are treated as an afterthought in the Union and they need to be fully recognised and valued.

Conference believes the language in the Union needs to reflect that we are all contributing towards the education of our young people. Support staff need to be mentioned whenever teachers are mentioned, instead of needing to constantly remind members and officers that

support staff members are present. In addition to this, media and press releases need to reflect the needs and concerns of all educators and support staff across the spectrum.

Conference further notes that our members include those with roles as diverse as site staff, receptionists, finance workers, kitchen staff, chefs, IT technicians and media managers as well as educators.

Conference further believes that every member of the Union is important especially when it comes to training. More training is, therefore, needed for support staff on workload, pay and conditions and any other training that is as relevant.

**Conference therefore instructs the Executive to ensure that:**

- 1. There is reference to the whole range of membership when talking about members; and**
- 2. More training is offered that is relevant to the roles that support staff have both in their schools and within the Union**

*Brent*

## **MOTION 77**

### **Organising in the workplace**

Conference notes that:

1. Education is in crisis through lack of funding, an inability to recruit and retain teachers and an overloaded curriculum and assessment system which has created an exam factory culture in our schools and widespread demoralisation amongst teachers; and
2. The Covid-19 pandemic has placed enormous pressure on school staff who have worked tirelessly to support children and families throughout the crisis.

Conference believes that:

- i. The Union's work during the pandemic has highlighted the importance of recruiting and training Reps and giving them the resources to enable them to make a difference for members in the workplace.
- ii. Alongside our high-profile campaigning and communications, the Union must continue its efforts to be visible to members in workplaces and be able to make a difference to their daily lives; and
- iii. If being a member-led Union is to mean anything, we have to transform our approach to recruiting, training and retaining Reps alongside the work we do at local level. This requires a conscious effort at every level of the Union to build the Union in workplaces – recruiting members and Reps, organising school meetings and reviewing all our practices.

**Conference instructs the Executive to:**

- a) Develop a systematic and conscious approach to build at the base of the Union, where everything we do, every activity we organise, must address these questions, "Does this help us build the Union? Does this help us get workplace Reps?"**
- b) Encourage Districts to develop a campaign and activity plan that is relevant to local members.**
- c) Develop the Union's bargaining agenda for schools and colleges – "every issue a union issue", including pay implementation, curriculum and assessment issues.**

- d) **Promote the maximum participation of members in the Union and other movement events.**
- e) **Encourage Districts and Branches to review the work they do, including the distribution of facilities time and therefore the leadership of local branches; and**
- f) **Consider how well the training programme for local Officers encourages them to support this approach.**

*Vale of Glamorgan, Wrexham, Ealing*

## **MOTION 78**

### **Casework Support for Members in Independent Schools**

Conference notes:

1. The vast majority of independent schools do not pay into local facilities time budgets, which pay for the release from school of Branch Secretaries and other lay caseworkers. Most Branch Secretaries are willing to give their time to support members in the Independent sector. In doing so they are running the risk of those schools who do contribute to their facilities time objecting to this, or even refusing to continue to contribute if they see non-contributing schools receiving the same service. Some Branch Secretaries make a point of supporting independent school members in their own time, but as a Union we should not be expecting them to do this;
2. Members in the Independent Sector pay the same subscription as those in the maintained sector, so are entitled to the same level of support;
3. Conditions of service, pay scales, policies and pensions in independent schools are often very different to those in the state sector, with wide variation across the Independent Sector; and
4. Encouraging more independent schools to pay into the local facilities pot would be ideal, and should be encouraged, but it should be noted that the process will be slow and not provide an answer to current issues.

Conference believes specialist local or regional knowledge is needed.

### **Conference instructs the Executive to offer regional specialist casework support for members in the independent sector.**

*North Yorkshire, Surrey, West Berkshire*

## **MOTION 79**

### **Taking Professional Unity Forward**

Conferences notes that the time of pandemic has led to closer working together across the education unions. This has shown the benefits that greater unity would bring to improving the working conditions of education staff and the education of our children.

Conference calls on the Executive to seize the initiative and turn a crisis into an opportunity to ensure we “build back better”.

### **Conference instructs the Executive to**

- 1. Seek joint education union positions and statements regarding assessment and exams, Ofsted, pay for teachers and support staff, performance management, classroom observations, workload and other key areas related to schools and colleges wherever possible**
- 2. Use social media to ensure these joint positions are widely disseminated to and understood by union members, the general public, education pressure groups and relevant organisations to seek further support.**
- 3. Lobby Governments, and campaign on any shared positions and statements to secure gains and improvements for teachers, support staff and lecturers and to improve the education experience for children.**
- 4. Work with pressure groups such as the Anti Academy Alliance, cross union pressure groups, education groups and organisations and any political party to look at creating a new education system which is free from private control and is run by democratically accountable local education authorities; and**
- 5. Approach our sister education unions for on or off the record discussions focussing on how we can co-operate more closely and build towards further professional unity.**

Brent, Portsmouth

# Affiliations:

---

## No More Exclusions (NME)

- a. The name of this organisation is No More Exclusions (NME).
- b. The overarching function of the organisation shall be to campaign against the disproportionate, persistent, institutionally racist exclusion of Black and other minoritised school students; against the disproportionate exclusion from education of other disadvantaged groups; for free quality inclusive education for all.
- c. To carry out all appropriate activities including campaigning, lobbying, influencing and educating to reduce and ultimately end school exclusions, and to campaign for an inclusive education system`.
- d. Meetings will be held when necessary in order to conduct its business and to agree any policy changes.
- e. Voting in meetings will be by show of hands. The vote of the majority will carry.
- f. NME activities will be overseen by a core Strategy Group elected by its members which will include at least three elected trustees, one representative of all of the four workstrands, one representative of local chapters and as many representatives of the youth group as can attend whose voices are centered and can have final say on issues where there is no general consensus.
- g. Membership application will be open to anyone who agrees with the overarching function of NME, its aims, objectives and values and if there is any dispute over membership, the decision of the core group will be final.
- h. Affiliation will be encouraged from any organisation which agrees with and can demonstrate adherence to the aims and objectives of NME, subject to the agreement of the core strategy group to that affiliation.
- i. The core strategy group may decide whether a membership or affiliation subscription is required and may set the subscription level at their discretion
- j. The core strategy group shall decide how to conduct its affairs and will if minded to do so, co-opt further members to the Strategy Group.
- k. Funds shall be raised by seeking donations, affiliations, and through other fundraising activities in order to contribute to any expenses of NME.
- l. To make payments for the expenses of any activity which is in accord with the aims and objectives of NME.
- m. A bank account to be opened in order to facilitate the receipt of donations by standing order, cheque or reimbursements and payment of expenses – the bank account to be named No More Exclusions

- n. The core Strategy Group and Chapters will decide at their discretion if the organisation is to be disbanded, and if at that time there are any funds left after payment of all outstanding expenses, the Strategy Group shall be authorised to make a donation of those funds to any organisation that is in accord with, has related and similar aims to those of NME or is a successor organisation to NME and if appropriate shall decide whether to close any bank account or accounts receiving funds.

## **Stand Up to LGBT+ Hate Crime**

### Constitution

SUTLHC is a united, inclusive, non-sectarian coalition of activists, trade unionists and community groups committed to fighting rising LGBTQ+ hate crime.

It is 50 years since the Stonewall Uprising. Our movement was born of rage and riots. We will not be driven back into the closet We will meet attacks with resistance.

1. To spark a new wave of mass queer militancy focused on fighting transphobic and homophobic hate crime.
2. To oppose fascism, reactionary populism and attempts to use LGBT+ lives to foster Islamophobia.
3. To challenge hate and division that takes place in LGBTQ+ communities and fight for unity of the oppressed.
4. We call on LGBTQ+ communities to offer safety, access and inclusion for all people including but not limited to: Trans, Non Binary & Intersex People, Disabled People, Black People and People of Colour, Children and Youth, Girls and Womxn/Women.
5. To oppose the bigots inside and outside parliament who use racism, profiteering, exploitation, privatisation, housing mismanagement and austerity to stoke a hostile environment of division, scapegoating and blame.
6. To demand LGBTQ+ positive sex and relationships education (SRE) for every child.
7. To demand the right to move around our cities, towns and villages safely.
8. To demand the right to hold hands, kiss and cuddle in public without fear of verbal or physical harm.
9. To demand funding for mental health services for those affected by distress due to LGBTQ+ hate.
10. To demand Britain opens its borders to those fleeing war, poverty, persecution and hate and stops requiring LGBTQ+ refugees and asylum-seekers to prove their sexuality.
11. To call on LGBTQ+ communities and allies to rise up, organise and unite to beat back the bigots.
12. To embrace all forms of resistance including direct action, anti-fascism, public protest campaigns, intersectional and international solidarity, class struggle, street brilliance, cultural interventions, and artistic activism. We welcome all LGBTQ+ activists, supporters and allies who are committed to our aims.

---

## Glossary:

---

AAA	Anti-Academies Alliance
ACAS	Advisory, Conciliation and Arbitration Service
ALLFIE	The Alliance for Inclusive Education
AQA	Assessment and Qualifications Alliance
BAE	Black Educators' Alliance
BFAWU	Bakers Food and Allied Workers Union
BME	Black and Minority Ethnic
CAMHS	Child and Adolescent Mental Health Services
CARE	Coalition of Anti-Racist Educators
CASE	Campaign for Advancement of State Education
CCEA	Council for the Curriculum, Examinations and Assessment
CCG	Clinical Commissioning Group
CPD	Continuing Professional Development
CWU	Communication Workers Union
DfE	Department for Education
EAL	English as an Additional Language
EDL	English Defence League
EHC	Education, Health and Care
EI	Education International
EMA	Education Maintenance Allowance
Estyn	The Education and Training Inspectorate for Wales
ET	Employment Tribunal
ERW	Education Through Regional Working
FARC	Revolutionary Armed Forces of Colombia
FBU	Fire Brigades Union
FENSUAGRO	La Federación Nacional Sindical Unitaria Agropecuaria
FOI	Freedom of Information
GAIN	Getting Active In NUT
GERM	Global Education Reform Movement
HLTA	Higher Level Teaching Assistant
HSE	Health and Safety Executive
INSET	In-Service Training
ITE	Initial Teacher Education
ITT	Initial Teacher Training

JCQ	Joint Council for Qualifications
LA	Local Authority
LGBT+	Lesbian, Gay, Bisexual and Transgender
LSN	Local Schools Network
MPS	Main Pay Scale
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NGO	Non-Governmental Organisation
NQT	Newly Qualified Teacher
NUS	National Union of Students
Ofsted	Office for Standards in Education
PCS	Public and Commercial Services Union
PISA	Programme for International Student Assessment
PPA	Planning, Preparation and Assessment Time
OCR	Oxford, Cambridge and RSA Examinations
OECD	Organisation for Economic Co-operation and Development
OFQUAL	Office of Qualifications and Examinations Regulation
QTS	Qualified Teacher Status
RECT	Regional Early Career Teachers
RIDDOR	Reportable Injuries, Diseases and Dangerous Occurrences
RMT	National Union of Rail, Maritime and Transport Workers
SATS	Standard Assessment Tests
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SRE	Sex and Relationship Education
STPCD	School Teachers' Pay and Conditions
STRB	School Teachers' Review Body
TA	Teaching Assistants
TLR	Teaching and Learning Responsibility
TSSA	Transport Salaried Staffs' Association
TUC	Trades Union Congress
TULRCA	Trade Union and labour Relations (Consolidation) Act
TUPE	Transfer of Undertakings (Protection of Employment) Regulations
UCU	University and College Union
UK	United Kingdom of Great Britain and Northern Ireland
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNICEF	United Nations Children's Fund
UPS	Upper Pay Scale



