



**REPORT OF SECOND  
ANNUAL CONFERENCE  
HELD ONLINE  
7 to 9 APRIL 2021**

## **Adoption of Standing Orders**

*Jerry Glazier, Executive (moved)*

*Philipa Kearns, Executive (Seconded)*

## **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.

**Standing Orders were adopted.**

## **Report of the Conference Committee**

*Gerald Clark, for CC (moved)*

*Merike Williams, for CC (seconded)*

**The Report of the Conference Committee was received.**

## **Adoption of the Report of Conference 2020**

*Daniel Kebede, Executive (moved)*

*Louise Atkinson, Executive (seconded)*

**The Report of Conference 2020 was adopted.**

## **Adoption of the Report of the Executive**

*Daniel Kebede, Executive (moved)*

*Louise Atkinson, Executive (Seconded)*

**The Report of the Executive was adopted.**

## **Assessment, Curriculum & Accountability Section**

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

*Dan Austin, West Sussex (moved)*

*Deirdre Murphy, Bedford (seconded)*

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.**

**The motion was carried as amended.**

**Amendment 1**

*Jon Reddiford, North Somerset (moved)*

*Lucy Philpot, Birmingham (seconded)*

Insert after point 4.

Conference notes that Ofsted failed school staff, students and their parents during the Covid pandemic, and failed to recognise the reality facing schools. In contrast school staff worked under difficult and stressful conditions to support their students and to develop online and remote learning to the best of their capacities.

In particular, Conference condemns:

- a. The undue and inappropriate pressure on schools to 'perform' as usual
- b. The desperation shown to re-start inspections
- c. The stress placed on staff by observations of virtual learning

- d. The failure to recognise the problems caused by government inadequacy, such as the lack of access to IT and laptops
- e. The lack of awareness some inspectors displayed of health and safety protocols, which led in some cases to the infection of staff, including members of Senior Leadership Team, and to students being sent home.

**The amendment was carried.**

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

*Sally-Ann McGill, Rochdale (moved)*

*Duncan Morrison, Lewisham (seconded)*

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 Covid19 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.**
- The motion was carried as amended.**

**Amendment 1**

*Rachel Cross, Wakefield (moved)*

*Louise Regan, Nottingham (seconded)*

Under "Conference supports":

Replace i. and ii. with:

- i. The replacement of GCSEs and A Levels with wider ranging, more flexible curricula, specifications and means of assessment which engage with the needs of students in the 21st century
- ii. The radical transformation of A Levels and post-16 qualifications to broaden the choices available to students supporting them in accessing future learning and careers

Delete iv.

Replace v. with:

- v. An extension of free routes to lifelong learning, whether at university, in FE or through well-supported apprenticeships at union rates of pay

Delete vi and add new sentence:

Conference reiterates its support for the abolition of Baseline and high-stakes summative testing in primary schools.

Delete b. and replace with:

- B. Mount a vigorous campaign, using the fact that no statutory primary assessments have taken place for two years, to reignite our campaign for an alternative assessment strategy, including:
  - Consulting primary members in the summer term 2021
  - Developing an alternative system in consultation with members and academics
  - Holding mass activist meetings in Autumn 2021 to launch our alternative
  - Working with other education unions to build the campaign
  - Then taking action, up to and including balloting primary members to boycott statutory high stakes testing.

**The amendment was carried.**

**GCSE and A Levels (Composite)**

*Stuart Richardson, Birmingham (moved)*

*Duncan Blackie, Sheffield (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Denis White, Bradford (moved)*

*Emma Mort, Warwickshire (seconded)*

Under Conference believes:

Delete point 2 and replace with:

The government failed to learn from the debacle surrounding the awarding of grades in summer 2020 and had no coherent plan it had consulted upon when it became apparent in January 2021 that schools were again in lockdown.

Delete point 3 and replace with:

The reliance on teachers' assessment, and for students to have access to appeals for exams in 2021 is to be welcomed.

Add new point 4:

Moderation between schools and by exam boards is important to protect teachers' professional judgement.

Add new point 5:

Students, particularly those currently in Year 10 and Year 12 will continue to be affected by the disruption caused to their education and subsequent effect on achieving the qualifications they need to progress.

Under Conference calls upon the Executive to:

Delete point a. and re-letter

New points a and b and re-letter remaining:

- a. Campaign for a fair and well-planned arrangement, which has been widely consulted upon, for students taking examinations in 2022.
- b. Campaign for teachers to be given time within directed time for moderation, so as not to create huge additional workload.

**The amendment was carried.**

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

*Jess Edwards, Lambeth (moved)*

*Andrew Bradley, Northern Derbyshire (seconded)*

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 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.**

**The motion was carried as amended.**

**Amendment 1**

*Lucy Coleman, Oxfordshire (moved)*

*Lucie Scott, Camden (seconded)*

Under Conference notes add new points 4, 5, 6 and 7

4. The government's failure to address the digital divide and provide adequate IT during the pandemic has disadvantaged poor and working-class students
5. The expanded use of IT and Digital media has huge potential for developing educational opportunities for our students in a creative way
6. That the experience of 'remote learning' has highlighted the need for students to learn in a socially and mentally supportive environment interacting with their peers and with staff
7. Continued to push through the EYFS reforms (including new statutory and non-statutory guidance and the introduction of the Reception Baseline) from September 2021 and that these reforms fall far short of what is needed for the EYFS sector right now.

Add new paragraph 3:

Conference expresses its concerns that:

- a. Private IT companies and others are pushing for greater use of alienating and standardised models of learning where students spend much of their day working in isolation on easily assessed tasks that do not encourage critical or creative thinking, and are supervised by untrained, cheaper staff.
- b. Such an experience of education would be likely to exacerbate stress and mental health issues among young people.
- c. If fully implemented such models would exacerbate the divide between state-funded and private education

Under 'Conference believes' add:

- iv. That any changes made to the current Early Years Framework should be based on sound research and evidence.
- v. That the developmental needs of children should be at the centre of any changes to the Early Years curriculum.

In the section Conference further believes that:

add a new point e.

"We urgently need to ensure our curriculum is wholly equalities inclusive and celebrates all aspects of our diverse communities."

Add to Conference instructs the Executive to:

Under action point E Delete the word "and" after the word acknowledges" and replace with a comma and add "and celebrates" after the word "respects" in line 3.

- H. Commission research and evidence from academics and educators on the uses of IT and media technology in schools and colleges

- I. Campaign against the introduction of the new framework and non-statutory guidance and introduction of the Reception Baseline in September 2021
- J. Support the work already being done by The Early Years Sector Coalition to create Birth to Five Matters guidance and fund CPD to support this guidance.

**The amendment was carried.**

## **Member Defence Section**

### **Maternity Rights**

*Daisy Maxwell, Tower Hamlets & City (moved)*

*Mary Kerr, East Kent (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Deirdre Murphy, Bedford (moved)*

*Sara Tomlinson, Lambeth (seconded)*

Add new point 8.

- 8. The Government has agreed to introduce a new entitlement to Neonatal leave in 2023. This will give extra paid leave to those whose babies are born prematurely. During Covid the stress of this situation has been increased due to reduced access in hospitals. Waltham Forest Local Authority and City Hall have agreed to implement this already.

New point vi)

- vi. Parents need additional paid time, especially during the pandemic, to care for babies born prematurely.

New point h

- h. Raise awareness of these issues with members, offer support to those affected and lobby government and Local Authorities to consider early adoption of these rights in their maternity policies.

**The amendment was carried.**

## **Bargaining & Negotiating Section**

### **Pay Freeze (Composite)**

*Christopher Denson, Coventry (moved)*

*Ed Harlow, Haringey (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Tyler Butler, Hackney (moved)*

*Phil Clarke, Lewes, Eastbourne & Wealden (seconded)*

Insert new point 4)

The suspension of performance related pay (PRP) in many schools during the pandemic but also the lasting impact of these policies which have meant lower levels of pay for equalities groups and particularly women.

Insert at beginning of x

Use the experience of suspension of PRP in many schools during the pandemic to

Add new xii

Support branches to systematically survey, expose and challenge employers, both LA and MAT, over lower levels of pay for women members compared to male counterparts of the same experience levels. This should include both position on the pay scale and access to TLR payments.

**The amendment was carried**

### **Amendment 2**

*Anton Rixon, Warwickshire (moved)*

*Chloe Tomlinson, Southwark (seconded)*

Add at end of point 3

This is likely to take the form of a continuation of austerity economics beyond pay freezes, including cuts to public services, further outsourcing and attacks on welfare state.

That the government has failed to address the runaway wealth of the UK's richest and the vast sums hidden in off-shore tax havens. The decision to make working people shoulder the cost of the pandemic is a political one.

Add at end of i

This campaign should be part of a broader campaign to reject austerity, bringing in unions, community campaigns and the wider public. It should seek to highlight the fact that the very richest continue to get more wealthy at the expense of the majority of the population.

Insert new ii and re-letter:

Support and where possible seek to co-ordinate actions with healthcare unions and rank and file campaigns such as #NHSPay15 in their fight for a pay rise after years of real terms pay cuts.

**The amendment was carried.**

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

*Andrew Stone, Wandsworth (moved)*

*Dawn Taylor, Stockport (seconded)*

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 Covid19 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. Heavily promote 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.**

**The motion was carried as amended.**

### **Amendment 1**

*Michael Walker, Bedford (moved)*

*James McAsh, Lambeth (seconded)*

Add new sixth para immediately before “Conference instructs”:

Conference recognises that strong, well-organised school groups are essential to establishing and maintaining any improvements on workload. The confidence which workplace groups get from being part of a co-ordinated demand to employers is central to a successful bargaining strategy and has often been key to making gains during the pandemic. Conference welcomes and endorses the Union’s “Winning at Work” organising strategy on workplace bargaining, including the work done to establish and embed the concept of a bargaining calendar and to support reps and members to make gains within the workplace on pay, appraisal and workload.

Delete F. and replace with:

- F. Continue to place workload at the centre of the “Winning at Work” strategy on workplace bargaining, supporting reps and members to secure improvements on workload and other areas;

Add new point G and re-letter

- H. Continue to encourage the generalisation of successes across and beyond employers and branches in order to use our collective strength to level up on workload.

**The amendment was carried.**

### **Workload (Composite)**

*James Stirton, Oldham (moved)*

*David Mingay, Luton (seconded)*

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.**

**The motion was carried.**

**Supply Staff**

*Graham Copsey, Liverpool (moved)*

*Oliver Kingsley, Liverpool (seconded)*

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 was not 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 cannot 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. The motion was carried as amended.**

#### **Amendment 1**

*Paul Busby, North Yorkshire (moved)*

*Melanie Griffiths, Kirklees (seconded)*

Add new paragraphs 4 to 7;

4. Supply educators are largely employed by private sector agencies and yet the Union has no negotiating or bargaining arrangements with them.
5. The Union negotiates with Academy employers whilst campaigning for an end to the academy system, the same should apply to supply employers and the supply system.
6. There is a lack of specialist professional support and advice in most regions for supply teachers.
7. There is very little knowledge or expertise within the union to take on a role bargaining and negotiating with the many supply employers.

Delete the final paragraph starting “Conference calls for “and replace with:

Conference instructs the Executive to:

- a) support the setting up of a national supply register and support local authority supply pools.
- b) Implement a programme of staff training with the aim of having supply specialism in every regional office. To support lay officers with supply casework, including building bargaining/negotiating relationships with supply agencies.
- c) encourage the Supply National Organising Forum to build more effective networking of supply teachers in order that common issues can be shared, highlighted and dealt with in conjunction with the regional/wales offices and lay officers.

**The amendment was carried.**

## **General Purposes Section**

### **Autonomy for Districts**

*Peter Badham, Southampton (moved)*

*Michael Kearney, City of York (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Jerry Glazier, Executive (moved)*

*Jon Reddiford, North Somerset (seconded)*

Add new second and third paragraphs:

Conference further notes that throughout the Covid Pandemic that over 4,500 new school representatives have stepped forward and countless activists have volunteered to support their Districts.

Many Districts have reported increased engagement from reps and activists throughout the pandemic. Developing strategies to encourage greater engagement of members and reps is key to ensuring a healthy, democratic union at all levels.

In Conference notes:

Point 1 - Delete “were traditionally” and replace with “are”

Delete point 2

Delete point 3 and replace with “Funding for attendance at conferences is deducted centrally by local finance from District subscriptions following authorisation of delegate attendance by Districts”.

In Conference therefore calls, add between “decision making” and “in respect of”: “within the appropriate legal constraints, HMRC requirements, financial regulations approved by Executive and union rules”.

Point i. Delete “without an Executive imposed ceiling”

Point iii. Delete and replace with “Control of the numbers of District members authorised to attend courses or conferences”.

**The amendment was lost.**

## **Amendment 2**

*Susan Kent, South East Hampshire (moved)*

*Dominic Coughlin, Isle of Wight (seconded)*

Add to i. by inserting after deciding... how many and the level of ...without

ii. control...over the financial amount of... by

iii. quorate...district general meeting or ...District

add

iv. Increase support for moribund districts and for the RO to actively recruit and support elected lay officers and

v. To put into place a mechanism to support districts with no treasurer

vi. A role can be recognised and rewarded if carried out jointly.

**The amendment was carried.**

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

*Joe Flynn, Croydon (moved)*

*Ellie Sharp, Croydon (seconded)*

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 that:

1. Young people should be supported in schools to discuss and address difficult issues in a constructive and respectful way;
2. 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.**

**The motion was carried as amended.**

### **Amendment 1**

*Debs Gwynn, Halton (moved)*

*Keren Townsend, North Somerset (seconded)*

Add new second paragraph:

Conference condemns the government's proposed measures to 'protect' free speech as hypocritical and contradictory and seeks to promote its own political agenda, and notes:

- (a) the use of Prevent with its chilling effect on legitimate comment and debate
- (b) the contradictory message that criticism of Israel is antisemitic while claiming to want to protect free speech
- (c) the attack on calls to decolonise the curriculum as an attack on 'our' history
- (d) the threat to withdraw funding from universities which do not adopt the government's preferred definition of antisemitism - a threat in contradiction to its claim to protect free speech;
- (e) the minister for education's equivocal comments on the right to protest

Delete paragraph 3 and replace with:

Conference believes:

1. Advances in the development of culture, politics, science and social and personal liberty are achieved through debate, discussion and a readiness to accept that the orthodoxies of the day can be challenged;
2. Freedom of speech and respectful debate is part of any properly functioning democracy; such debate should address issues without threat or hate
3. Freedom of speech includes the right to challenge and contest others' views, respecting the right of oppressed groups to identify prejudice and discrimination
4. "No platform" should be reserved solely for fascists and also recognises the right to exercise choice in selecting platforms

Under Conference instructs the Executive add:

Add at end

- i) with clear guidelines to ensure derogatory or abusive comments are not acceptable,
- iv. Support trade unions defending the right to free speech;
- v. To campaign for a critical and challenging curriculum that respects and enables debate.

**The amendment was carried.**

## **Union Strength Section**

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

*John Hayes, Camden (moved)*  
*Josie Whiteley, Barnsley (seconded)*

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. Union 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.**

**The motion was carried unamended.**

### **Amendment 1**

*Duncan Morrison, Lewisham (moved)*

*Kim Knappett, Lewisham (seconded)*

Add to Conference believes:

- iii. The vast majority of our leadership members are in the Union for the right reasons. However, there is a small minority that join to hinder the collective functioning of their school groups.

Add to Conference instructs the Executive to:

- h. Urgently investigate, and return to the next conference with proposals, about how to ensure that leadership members cannot hinder the collective functioning of school groups, whilst safeguarding leadership members rights to participation and representation.

**The amendment was lost.**

### **Branch Casework Support (Composite)**

*Louise Lewis, Kirklees (moved)*

*Lisa Walsh, Leeds (seconded)*

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.**

**The motion was carried as amended.**

**Amendment 1**

*Shelagh Kavenagh, Cambridgeshire (moved)*

*Phil Clarke, Lewes, Eastbourne & Wealden (seconded)*

Add as point 6 to 'Conference notes with concern' –

That recruitment agencies are not compliant with Agency Workers Regulations (AWR), large numbers of agency workers and supply teachers are not being paid to scale at 12 weeks, thus adding to the caseload of Branch Secretaries, who need guidance in this specific area of employment law. Software to enable Branch secretaries and Regional Offices to assess and process AWR claims quickly and accurately has been developed by AWR specialists in the Organising Forum.

Add the following points after point vii on 'Conference instructs the Executive to' and number accordingly –

- viii Adopt the online AWR claims assessor
- ix Roll out AWR training for secretaries/caseworkers in all regions/Wales
- x Streamline merit assessment processes for AWR cases
- xi Campaign vigorously to appraise supply members of their legal rights
- xii Enforce and enact Alternatives to Agencies (A2A) which encompasses the requirement to escalate AWR claims and to include bargaining for supply staff in all negotiations with LAs, schools, MATs and dioceses.

**The amendment was carried.**

### **Organising in the workplace**

*Mairead Canavan, Vale of Glamorgan (moved)*

*Sam Jesson, Wrexham (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Gawaine Little, Norfolk (moved)*

*Scott Lyons, Norfolk (seconded)*

Add additional points to the end of the motion:

- g. Organise regional reps conferences and explore a national reps conference to share good practice.**
- h. Develop further digital tools for workplace organising.**

**The amendment was carried.**

### **Amendment 2**

*Lucy Coleman, Oxfordshire (moved)*

*Leigh Seedhouse, Oxfordshire (seconded)*

Under ‘Conference notes’ add:

- 3. The increased participation of Early Years members recently has highlighted the issues around access to appropriate membership levels and fees for Early Years members.**

Under ‘Conference believes’ add:

- iv. That there should be a separate membership category for Early Years members that reflects the unique roles that Early Years practitioners hold in their workplaces which differ from schools and colleges.**
- v. That more work should be done to promote the work done on behalf of Early Years members and encourage these members to become more involved in the union at a workplace level, locally and nationally.**

Under ‘Conference instructs the Executive to’ add:

- g. Reconsider the current membership categories and fees and offer a membership category for 'Early Years Practitioners'
- h. Consult with the Early Years Reference group to better understand the roles of practitioners and the variations in pay and reflect this in any changes to membership categories and fees.
- i. To raise the profile of Early Years within the union, help Early Years members to become more active within the union and ensure that Early Years issues are actioned at a local and national level.

**The amendment was carried.**

## **Equality Conferences Section**

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

*Saleem Rashid, Black Educators Conference (moved)*

*Samina Randall, Black Educators Conference (seconded)*

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.

The motion was carried as amended.

#### **Amendment 1**

*Denise Henry, Lambeth (moved)*

*Lucie Scott, Camden, (seconded)*

Add new second paragraph:

Conference further notes that there is increasing evidence that Black students have continued to be disproportionately excluded from school and to experience excessive amounts of internal exclusion over the past year, despite the levels of stress and inequality Black families and members of the Black community have experienced during the pandemic. We note the oral submission of October 2020 from the Runnymede Trust to the Commons Women's and Equalities Committee in which Dr Halima Begum called for a moratorium on school exclusions. To paraphrase exclusions disproportionately impact Black boys, criminalize them, push them out of education and we risk losing them forever.

Add to Conference instructs the Executive to:

8. campaign for a moratorium on exclusions and seek to work with others on this matter such as the Runnymede Trust.
9. produce a policy document and guidelines on combating exclusions.

**The amendment was carried.**

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

*Kacey De Groot, LGBT+ Conference (moved)*

*Vic Leon-Cutler, LGBT+ Conference (seconded)*

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.**
- The motion was carried unamended.**

### **Amendment 1**

*Gerald Clark, Camden (moved)*

*Lesley Korenteng, Croydon (seconded)*

After Conference instructs the Executive to:

Amend i) to read:

Work with the Trans and Non-Binary Network to develop a union definition of transphobia that supports and endorses trans and non-binary identities without resorting to the erasure or downgrading of gender.

**The amendment was lost.**

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

*Richard Rieser, Disabled Members Conference (moved)*

*Louise Moores, Disabled Members Conference (seconded)*

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.**

**The motion was carried as amended.**

## **Amendment 1**

*Colleen Johnson, Worcestershire (moved)*

*Ben Guy, Sheffield (seconded)*

Under Conference instructs add 2 more action points:

- d) Create a Disability Equality Framework that enriches the curriculum by challenging both negative attitudes and stereotypes.
- e) Provide a well -advertised national launch event for the framework, that involves Disabled members, with regional events to follow which promote the framework by illustrating good practice.

**The amendment was carried.**

## **Equality & Social Justice Section**

### **Black Lives Matter (Composite)**

*Sam Makinde, Hertfordshire (moved)*

*Nick Potamitis, Cambridgeshire (seconded)*

Conference welcomes:

1. The impact of the world-wide Black Lives Matter (BLM) 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.**

**The motion was carried.**

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

*Suzanne Jeffery, Waltham Forest (moved)*

*Lisa Tunnell, Northern Derbyshire (seconded)*

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 UN Climate Change Conference of the Parties (COP26) 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 Department for Education 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 COP26 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 COP26 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.**

**The motion was carried as amended.**

### **Amendment 1**

*Simon Shaw, Redbridge (moved)*

*Jane Bassett, Hackney (seconded)*

Under instructs the Executive:

Add new point iv. And renumber accordingly:

Continue to campaign for a review of the curriculum in response to the climate crisis.

Add new point x: and renumber accordingly:

Organise protests in the autumn, with others, at the Department for Education (DfE) and the Treasury and locally calling for a review of the curriculum and for investment to create a million green jobs and apprenticeships.

Add new points xi and xii:

Encourage members to show solidarity with calls for a global climate strike on November 5th.

Support the activities of the COP 26 coalition, including publicising and *mobilising members for the global day of action on November 6th.*

**The amendment was carried.**

### **Child Poverty (Composite)**

*Holly Williams, East Kent (moved)*

*Carly Slingsby, Hackney (seconded)*

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.**

**The motion was carried as amended.**

#### **Amendment 1**

*Sally Kincaid, Wakefield (moved)*

*Sheena Wheatley, Nottingham (seconded)*

Add to paragraph 1:

7. The huge waste of money that could be used to support our students through extensive out-sourcing, often without open tendering, of educational and other public services to incompetent private concerns
8. As a union we have a responsibility to show solidarity with our students, both through supporting the provision of resources, whether of food or educational materials but also by making it clear that the government has failed our students and our society by its failure to address the inequalities and poverty in our society

Under Second paragraph add:

- iv. Applauds the generosity of the general public, schools and educators in supporting food banks, delivering educational materials and sourcing IT.
- v. Applauds the Union for launching the Help a Child Learn and for simultaneously continuing to publicly campaign for the Government to properly fund schools and address the inequality in our society.

Under instructs the Executive add new point:

- g. Continue to campaign to expose the Government's failure to address issues of child poverty and inequality.

**The amendment was carried.**

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

*Neil Dhanda, Redbridge (moved)*

*Jenny Davis, Ealing (seconded)*

Conference re-asserts the importance of Personal Social and Health Education (PSHE) and Relationships and Sex Education (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 RSE 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.**

**The motion was carried as amended.**

### **Amendment 1**

*James Looker, Croydon (moved)*

*Bill Stockwell, Redbridge (seconded)*

Under Conference notes, add new point 4:

LGBT+ students have found themselves more likely to be isolated and cut off from support over the course of the Covid-19 pandemic, often suffering in oppressive situations where they feel trapped. Trans students and teachers have had to endure extended waiting times for support and advice. Supportive policies and strategies from schools are more urgently required than ever.

Under instructs the Executive, add new point d and re-letter:

- d. Publicly support those Districts and schools where groups are organising against education on RSE and attempting to mobilise parents in their support.

**The amendment was carried.**

## **Union Accounts**

### **Financial Statements**

*Hazel Danson (Hon. Treasurer) to moved*

**The Financial Statements were received.**

## **Auditor's Report**

*Hazel Danson (Hon. Treasurer) moved*

**The Auditor's Report were received.**

## **Financial Statements**

*Hazel Danson (Hon. Treasurer) to moved*

**The Financial Statements were adopted.**

## **Sector Conferences Section**

**Standing Up for Support Staff** (This motion was taken in Private Session)

*Tracy McGuire, Support Staff Conference (moved)*

*Simon Newby, Support Staff Conference (seconded)*

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.**

**The motion was carried as amended.**

### **Amendment 1**

*Heather McKenzie, Executive (moved)*

*Karam Bales, Executive (seconded)*

Add new 2:

- 2. Over 900,000 support staff are employed in UK state schools and most are not members of any union;

Add after "Conference notes":

Conference recognises:

- A. Continuing and significant further growth in support staff membership is required before the Union could secure agreement from employers and other unions to trade union recognition and negotiating rights for support staff members;
- B. The Union must nevertheless accept its obligations to its support staff members to provide the best possible support and representation.

Add new a) and b):

- a) Encourage and assist support staff members to play a full part in the Union, including as workplace reps and as representatives on District and Branch Committees;
- b) Ensure the widest possible roll-out of training and support in relation to support staff members, including the "Representing Support Staff in the State Sector" training module for workplace reps;

Add to a) i):

subject to our obligations under the TUC Agreement and Rules;

Delete a) iv) and b) and add:

- iv) review the existing TUC Agreement as provided for in that Agreement, with a view to negotiating progressive improvements in the Union's ability to represent its growing support staff membership.

**The amendment was carried.**

### **Post 16 Sector**

*Duncan Blackie, Post 16 Conference (moved)*

*Jean Evanson, Post 16 Conference (seconded)*

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.**

**The motion was carried.**

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

*Shaun Murtagh-Howard, Independent Conference Sector, (moved)*

*Rachel Bradley, Independent Conference Sector, (seconded)*

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 Teachers' Pension Scheme (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 TPS within other educational sectors, for example- Academies.**

The motion was carried.

## **Education Policy for Schools & Colleges Section**

### **SEND Funding and Mental Health (Composite)**

*Merike Williams, Stockton (moved)*

*Leigh Seedhouse, Oxfordshire (seconded)*

Conference notes:

1. The picture facing schools and colleges supporting students with Special Educational Needs and Disabilities (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 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.**

**The motion was carried as amended.**

#### **Amendment 1**

*Emma Parker, Durham (moved)*

*Stacey Denaii, Durham (seconded)*

Add conference instructs the Executive to.

- g. Set up a SEND organising forum for members in Specialist, alternative provisions and those who support SEND students where they can**

meet virtually on a termly basis to discuss issues arising and organise activist and community-based campaigns.

- h. Highlight the inequalities older students and families are facing around benefits and access to educational provisions. EHCPs are for students 0-25 Years old however many families are unable to access support and provisions once they reach 18.

**The amendment was carried.**

### **Funding for Nursery Schools**

*Linda Goodwin, Staffordshire (moved)*

*Robin Head, Somerset (seconded)*

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, the Union, NAHT 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 the:

- i. 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. dedication and commitment of our members in maintained nursery schools.
- iii. branch and school led campaigns to highlight the inequalities of the funding system for maintained nursery schools.
- iv. 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.**

**The motion was carried as amended.**

### **Amendment 1**

*Lesley Jackson, Cambridgeshire (moved)*

*Amy Murch, Sheffield (seconded)*

*add to "Conference instructs the Executive":*

- d) call upon the government to provide emergency funding to the Maintained Nursery Sector to cover Covid-19 related costs*
- e) work to ensure that the needs and concerns of Early Years Educators are central to the Union's strategy*
- f) establish a national Nursery Educators Network with staff to support its work,*
- g) work with other unions, parents and organisations across the Early Years sector in order to build a unified campaign for decent and fair funding for the Early Years*

**The amendment was carried.**

## **International Section**

### **Venezuela**

*Dave Winters, Croydon (moved)*

*Gerald Clark, Camden (seconded)*

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 SINFUM (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.**

**The motion was carried unamended.**

**Amendment 1**

*Mark Osborn, Southwark (moved)*

*Freddy Vanson, Southwark (seconded)*

After "Conference further notes that:", add:

"Conference notes with concern that on 18 November 2020, Venezuelan authorities arrested FUTPV (oil workers' union) leader Eudis Giroto.

There have been numerous other recent reports of trade unionists being subjected to repression (e.g. dismissal, intimidation, arrest, imprisonment, interference in union elections, including the use of military forces) for organising trade-union and protest action.

Conference believes that trade unions must have the right to organise without repressive interference by the state. We stand in solidarity with all trade unionists subjected to arrest and detention for carrying out trade union activities.

Conference further believes that neither the US embargo on Venezuela, nor progress in health, education and social welfare services justifies repression of independent trade unionism or the right of trade unionists to speak out against the actions of the government.

In “Conference instructs the Executive to:” add:

- i. Issue a public statement on the Union’s website and in other Union communications condemning the repression of independent trade unions by the Venezuelan government and offering our Union’s solidarity to Venezuelan workers’ unions which are seeking to organise independently of the state in order to effectively represent their members.

**The amendment was lost.**

## **Urgent Motions**

### **Harassment, Abuse & Violence Against Women**

*Heather McKenzie, of the Executive (moved)*

*Sarah Kilpatrick, Gateshead (seconded)*

Conference acknowledges the endemic nature of abuse, harassment and violence faced by women in society. It commends the work the Union has done to raise awareness, in particular, the Domestic Abuse Toolkit and It’s Just Everywhere report.

Conference notes the:

1. testimonies on the #EveryonesInvited website documenting high levels of sexual harassment and assault within schools and colleges
2. All Party Parliamentary Group for UN Women report that 80% of all UK women (and 97% of women under 25) are subject to routine sexual harassment and abuse
3. public outcry at the murders of Sarah Everard, Bibaa Henry and Nicole Smallman
4. increased awareness of severity of domestic violence during the Covid-19 lockdown
5. UK Femicide Census which reports that one woman is killed by a man every three days

Conference believes that schools and colleges must take action to ensure that women and girls are safe and respected. This means:

- i. proactively challenging any sexism, sexual harassment and abuse as an integral part of their work
- ii. women and girls must be supported to speak up about sexual harassment, abuse and violence
- iii. robust sexual harassment and abuse policies should be in place for both students and staff

- iv. provision of an explicitly anti-sexist curriculum including high quality RSE

**Conference instructs the Executive to:**

- a. **develop a model policy on sexual harassment in schools for students and staff before the end of 2021**
- b. **include a session at a National District and Secretaries Briefing in 2022 on the Domestic Abuse and Sexual Harassment policies for all attendees**
- c. **work with local districts to win implementation of both policies in every workplace**
- d. **develop training and bargaining tools/materials for reps and branches on preventing, challenging and reporting sexism, sexual harassment and sex discrimination**
- e. **campaign for Initial Teacher Training to include training on anti-sexist education**
- f. **share case studies of anti-sexist curriculum work with members through Educate magazine and the website**
- g. **Reaffirm the Union's commitment to tackling sexism, sexual harassment and abuse within the Union**
- h. **Ensure members know how to challenge and report any incidents that occur within the Union or the movement**
- i. **support campaigns for well-funded specialist public services for survivors of domestic abuse and sexual violence.**

**The motion was carried as amended.**

**Amendment 1**

*Richard Rieser, Hackney (moved)*

*Amy Kilpatrick, Newcastle (seconded)*

Add new point v.

Male teachers and boys need to learn about sexism and its roots and develop understanding and methods to challenge their peers in order to pro-actively support women and girls.

**The amendment was carried.**

**Defend the Right to Protest – Oppose the new Police Bill**

*Jon Reddiford, North Somerset (moved)*

*Nardia Thornton, Bristol (seconded)*

Conference notes:

1. The Government's new Police, Crime, Sentencing and Courts Bill attempts to limit the right to protest in the wake of Covid pandemic.
2. Following more than a decade of austerity we will be asked to pay the price for the Covid-19 crisis. Working class communities, women, Black communities, and disabled people have suffered disproportionately.
3. The new Policing Bill gives police new powers to stop protests that cause "serious disruption" to an organisation or have a "relevant impact" on people nearby.
4. A further clause in the Bill criminalises protests causing "serious annoyance" – every employer and reactionary could use this claim to curb protest.

Conference further notes:

- i. The attempt by police to break up a vigil in memory of Sarah Everard on Clapham Common.
- ii. Attacks by Police in Bristol and elsewhere against peaceful protests against the Bill
- iii. The Bill increases stop and search powers that will be used to scapegoat minorities and increase racism.
- iv. The Bill includes a new trespass offense that will be used to target Gypsy, Roma and Traveller (GRT) groups.
- v. Clauses against "unauthorised encampments" will be used against GRT communities potentially seizing homes, putting parents in prison and children into care. It could also hit homeless people constructing makeshift shelters and protesters.

Conference believes:

The Police Bill is an assault on our right to assembly and protest aiming to make it as ineffective as possible.

The Bill is a threat to trade union activity, restricting our right to protest, placing further limits on our freedom to picket during industrial disputes.

Conference instructs the Executive to:

- a. Oppose any attempt by government to use the COVID-19 crisis to limit the right to protest.**
- b. Campaign against the whole of the Police, Crime, Sentencing and Courts Bill.**
- c. Work with other campaigns – human rights, environmental, anti-racist and all those defending the right to protests, and Gypsy Roma and Traveller organisations fighting the criminalisation of their way of life -to oppose and defeat this attack on our rights.**
- d. Call for a coordinated Trade Union response to this Bill through the TUC.**

**The motion was carried as amended.**

**Amendment 1**

*Richard Rieser, Disabled Members Conference (moved)*

*Colleen Johnson, Disabled Seat holder Executive (seconded)*

Add new point vi " Progress on disabled people's rights has, in large part, depended on peaceful direct action."

Add new third paragraph under Conference believes

"The Bill threatens and undermines the human right of 'peaceful assembly and association' as contained in Article 20 of the Universal Declaration of Human Rights and Article 11 of the UK Human Rights Act."

Add to point c) after 'human rights', in line 1 " disabled people's rights organisations".

**The amendment was carried.**

**The following Awards were Presented during Conference:**

2020:

*Anne & Fred Jarvis Award – Julie Rayson*

*Blair Peach Award – Doug Morgan*

*Officer of the Year Award – Shelia Jones*

*Rep of the Year Award – Alex Boyce*

*Steve Sinnott Award – Sue Piper*

*Nikki Simpson Award – Brian Metcalf*

*Annie Higdon Award – Charlotte Carson*

2021:

*Anne & Fred Jarvis Award – Marcus Rashford*

*Blair Peach Award – Paul 'Pablo' Philips*

*Officer of the Year Award – Jessica Edmonds (City of Leicester)*

*Rep of the Year Award – Jodie Mallier-Ridley (Coventry)*

*Steve Sinnott Award – Geoffrey Holmes*

*Annie Higdon Award – Amy Kilpatrick, Sarah Kilpatrick  
& Clare Cheverall*

**Formal Business**

Mary Bousted & Kevin Courtney, Joint General Secretaries; and Robin Bevan, President, delivered their addresses to Conference.

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