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The many benefits of teaching
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Why the menopause matters
75% of members are women; our
toolkit is here to help. See page 26.

UK Disability History Month
Disabled leaders' struggle
for equality. See page 28.



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September/
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THERE is a lot for National Education Union (NEU) members to get their teeth into in this edition of Educate.

The Government's determination, after its last failed attempt, to reintroduce a Baseline test for four-year-olds is examined in new research commissioned by the More Than A Score coalition, of which the union is a member.

Most school leaders remain opposed to Baseline testing for a variety of reasons borne out of their professional knowledge and expertise. The NEU believes that their voices, and those of other education professionals, who actually know how four-year-olds think and behave, should be listened to and that the Government should give up trying to impose a Baseline test on unwilling schools.

We also report on the scandal of schools forced to close on Fridays because they don't have enough money to stay open for the entire week, and the damage done to the children and parents affected. We know that school leaders take this drastic step as a last resort. But it is a mark of the desperate choices they are forced to make just to keep their schools running.

The majority of NEU members are women, and we believe that the menopause should no longer be a taboo subject. We need employers to understand the symptoms, which can include depression, anxiety and panic attacks. We are concerned that too many women in their fifties are put through capability procedures and our concern is that in some cases this may be because they are struggling to manage their menopause symptoms.

Schools and colleges can make some very simple changes to support women going through the menopause. The NEU's new guidance and advice will, we hope, shine a light on this neglected issue.

And finally, we report on the NEU's success at the TUC Communications Awards. While this is certainly a much-deserved commendation for our communications team, it is also a tribute to our members whose activities and opinions shape our news agenda.

Thank you all!

Mary BoustedNational Education Union
Joint general secretary

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Irish poet and playwright Oscar Wilde was born on 16 October 1854 in Dublin. He was imprisoned in 1895 for 'gross indecency with men' and sentenced to two years hard labour. Prison life took a toll on his health and he died in November 1900. In 2017, Wilde was among an estimated 50,000 men pardoned for homosexual acts that were no longer considered offences under the Policing and Crime Act 2017, informally known as the Alan Turing law.

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The menopause affects thousands of teachers every year. Now the NEU has produced a toolkit of best practice to help create a supportive atmosphere for women in the workplace.

28 Leading the way

This year's UK Disability History Month celebrates disabled leaders throughout history.

97% against high-stakes tests

THE NEU's indicative ballot to end toxic testing was the largest poll of primary practitioners ever undertaken.

More than 54,000 members took part and 97 per cent of those polled said they support the union's campaign against SATs and other high-stakes tests.

Commenting on the result, joint general secretary Kevin Courtney said: "The ballot shows there is resounding support for a change to primary assessment. Labour, the Liberal Democrats and the Green Party have all pledged to change our SATs-dominated system."

Over the autumn term, the union will be talking to members about what the alternatives to the current system could look like, drawing on best practices from across the profession and education systems around the world.

The union will also be campaigning against Baseline assessment, which will be piloted from this month.

Poorer pupils 18 months behind

THE education disadvantage gap has stopped closing, according to a report by the Education Policy Institute (EPI).

The institute found that children from poorer backgrounds are a year and a half behind their peers by the end of their GCSEs.

The gap is also widening for children from ethnic minority backgrounds and those with special educational needs and disabilities (SEND).

NEU assistant general secretary Rosamund McNeil said: "Cutting school funding dramatically, while at the same time driving more families deeper into poverty, comes at a high cost for poor and working-class students.

"The Government must commit to ending child poverty. It must also provide what schools need to make education accessible – fair pay rises, reversal of the funding cuts, and a broad and curriculum.

"Activities like reading for pleasure, sport and outdoor learning, and art and drama are shown to engage students, close the motivation gap and inspire children's interest in education."

Visit epi.org.uk/publications-and-research/annual-report-2019/



SEND Action – a parent-led, grassroots campaign group – took its case against Government cuts to special educational needs and disabilities (SEND) funding to the High Court in June. The protest (pictured above) was supported by the NEU and attended by joint general secretary Kevin Courtney. The families are fighting to ensure their children – who have not received the full additional support their education, health and care plan (EHCP) entitles them to – receive the provision they need. The High Court will announce its verdict in the autumn term.

Baseline: growing disquiet among heads as pilot launches

ONE third of primary school heads have chosen not to take part in the pilot of the Baseline assessment launched by the Government this month.

National Education Union (NEU) policy officer Ken Jones said the decision by more than 5,000 school leaders not to participate in the England-wide trial "indicates a level of disquiet, which is very likely to grow".

The opposition to Baseline among school leaders is well-known – interim findings from research due to be published later this month show most heads are overwhelmingly negative about Baseline.

Tested just weeks after starting school

Head teachers interviewed for the research, commissioned by coalition More Than A Score (MTAS), raised concerns about issues including the accuracy of the assessment, the impact of children being tested just weeks after starting school and the use of results as an accountability measure.

One head pointed to an 80 per cent pupil

mobility at their school, arguing that it would be impossible to compare the Baseline results with key stage 2 SATs.

Another said results would be "another stick to beat schools with".

£10m for 'absurd accountability'

Ken said: "The Department for Education has stated many times that 'Baseline is not intended to provide ongoing formative information for practitioners'. In other words, it is neither an aid to teaching nor a support for learning: it is another accountability measure, and an absurd one at that.

"Spending £10 million to collect data and then locking up that data for seven years is not a good use of scarce resources."

NEU research on the Baseline pilot will be published in early 2020, to inform the next stage of the campaign to stop it.

■ More than 70,000 people have signed a petition against Baseline. To sign, visit actionnetwork.org/petitions/four-year-olds-dont-need-exams

Our chance to vote for a better future

AS Educate goes to press, a General Election looks imminent.

This election, even more than that of 2017, will be crucial for education and those working within it.

Our schools and colleges have been devastated by cuts. Teachers and support staff jobs have been lost and class sizes are rising every day.

Teachers' pay has not kept pace with the cost of living, while workload has spiralled upwards. And the profession has been hit with an unprecedented recruitment and retention crisis, resulting in vacancies unfilled and an ever-narrowing curriculum.

The crisis has touched communities up and down the country and protests by parents, staff and political representatives – even those who are Conservative party members – have grown and grown.

Piling on the pressure

In 2017, it is estimated that more than 800,000 people changed their vote as a result of our School Cuts campaign.

This constant pressure – and, no doubt, one eye on a looming General Election – has forced the Government to pledge more money for education. At the end of August, it announced a £14 billion package for primary and secondary schools.

The extra funding is a tribute to the tireless efforts of anti-cuts campaigners and will begin to address some of the chronic problems faced by our schools.

But the sums announced are not enough to reverse the damage to our children's education.

It's a start but it's not enough

Thousands of schools will still need to make cuts in April.

There is no new money for early years and nursery provision, leaving 392 maintained nurseries facing closure in a year's time.

The pledge puts aside £400 million for 16-19 provision, but the sector has had its funding slashed and needs £1.1 billion to keep afloat.

And there is nothing like enough for children with special educational needs and disabilities, leaving vulnerable pupils either out of education or without the support they need to get the most out of their time at school.



**“The Government’s
austerity agenda
has destroyed
the life chances
of many before
they’ve even
begun.”**

In response to the recruitment and retention emergency, the Government has also announced it will raise the starting salary of an NQT to £30,000 in 2022 which, while welcome, does not restore teachers' pay to 2010 levels and does not apply to educators in sixth forms. It may help, but the profession has a recruitment and retention crisis that will take years to put right.

Foodbanks to feed pupils

But this election is about so much more than school funding and pay.

Schools are at the centre of our communities, many of which have been laid to waste by austerity.

Our members tell us heartbreaking stories of areas pushed to breaking point. Schools

running foodbanks to feed pupils and their families. Children with holes in their shoes and uniforms that have seen better days. Pupils pretending they don't feel the cold because their families can't afford to buy them a coat.

This Government has damaged the lives of a generation. Poverty stalks our classrooms, leaving a myriad of social problems in its wake.

There is mental health crisis in our schools, with savage cuts to local authority provision meaning pupils go without the help they desperately need.

Vote for the future our children deserve

We know all these things because our members are on the frontline, doing their best every day in sometimes impossible circumstances.

Our children get one chance at education and this Government's austerity agenda has destroyed the life chances of many before they've even begun.

This election, whenever it comes, gives us all a chance – to turn our sights to the future and vote for the education and communities that our children deserve. And we cannot afford to waste it.

If you are not registered, sign up and, if you are, use your vote to support those candidates who oppose cuts, challenge poverty and stand up for education.

We think this is a choice of a generation and we urge you to make it.

Kevin Courtney and Mary Boustead,
NEU joint general secretaries

Activism and leadership

THE union's Black LGBT+ Educators Network held its first residential national summit last term.

Twenty members came to the two-day event, bringing together LGBT+ educators from across the Black community to encourage activism and leadership.

The summit kicked off on Saturday morning, with attendees reflecting on identity and exploring concepts of intersectionality and inclusion.

Members shared lived experiences, learnt about the structures of the union, identified

key issues faced by Black LGBT+ pupils and educators, and shared strategies for building inclusive schools and union movements.

Meeting in Birmingham – where high-profile protests against LGBT+ inclusion have taken place – felt significant for these members, who are often unheard in public debates about LGBT+ inclusion in schools.

Network members went on to run an NEU stall at Black Pride (right) in London.

The network is open to all NEU members who identify as Black and LGBT+.

To join, email lgbt@neu.org.uk



RSE a good idea, but we're not ready

ALMOST half of teachers do not feel confident about teaching the new compulsory relationships and sex education (RSE) lessons in schools, a survey has revealed.

The survey was conducted by children's charity the NSPCC and the National Education Union (NEU), who are calling on the Government to urgently step up its support and training for teachers to help them deliver lessons.

The survey of 2,175 school leaders and teachers comes just a year before lessons are due to be rolled out in September 2020 as a

mandatory part of the curriculum in England.

This new curriculum has the potential to ensure children learn how to develop positive relationships, recognise abusive or controlling behaviour and know where to seek help. Yet over a quarter of teachers said their school would not be ready to deliver it.

High-quality training needed

Teachers surveyed backed the importance of the new lessons, with three quarters of heads agreeing that the rollout was crucial for creating a culture of safeguarding in the school.

But workload, cost and difficulty in finding high-quality training were identified

by teachers as the biggest barriers. More than three quarters (78 per cent) said face-to-face training would boost their confidence to deliver high-quality RSE, and three quarters (74 per cent) said more funding for training would ensure schools were ready.

The NEU and NSPCC are calling for:

- trauma-informed face-to-face training, which ensures all teachers can confidently deliver sensitive subject matter and respond to disclosures;
- timetabled lessons, supported by the whole school working together to stamp out abuse;
- funding for training to ensure all teachers can develop their skills and knowledge.

IN June, I attended the TUC LGBT+ conference as a delegate (right) from the union. As a very quiet person, I was originally quite apprehensive about speaking, but I found it much easier than I had imagined and the motions were really interesting and engaging. I found the conference to be very welcoming and empowering. Afterwards, I stayed in London to assist with London Pride, a marvellous way to round off my first conference.

Kelcie Atkins, City of Derby NEU



Kelcie (third from left) with NEU delegates and union joint presidents Kiri Tunks and Kim Knappett

Pay battle goes on

THE Government has followed its announcement of a 2.7 per cent teacher pay rise from September with the promise of a £30,000 minimum for starting pay by 2022.

However, nothing has been announced or promised for more experienced teachers, meaning that the NEU's campaign to restore pay losses since 2010 will continue.

Look out for NEU guidance on how to ensure that you receive the 2.75 per cent increase this year and are paid on the correct pay level. Visit neu.org.uk/pay-advice

School leaders urged to march for more money

HEAD teachers marching on Downing Street later this month are urging other leaders to join them and drive home the message that schools must be given more funding.

NEU Leadership member and Essex head teacher Robin Bevan is among those calling on colleagues to take part in the demonstration on 27 September.

He told Educate: “Any leader – nursery or sixth form, school or college – who has privately moaned about funding needs to make that complaint public. If we don’t, no-one else will stand up and protect the provision for our children and, especially, the most vulnerable of our learners.”

Thousands of heads from across the country will gather to deliver a letter to Chancellor Sajid Javid, making the case for

“The PM’s announcement of £14 billion funding is a start, but not enough.”

more cash for schools. Robin will be among five heads who will hand in the letter.

“Last year, when 2,000 head teachers gathered in Parliament Square, we were told that there wasn’t a crisis, that there is more money than ever,” he said.

“Our relentless campaigning forced the Government to acknowledge the truth. So much so, that the Government has

pledged more money for schools. The new Prime Minister’s announcement of £14 billion funding is a start, but not enough. We need to press home this message: collectively, publicly and with the biggest gathering of head teachers ever.”

Head teacher Anne Swift said PM Boris Johnson’s belated recognition that education funding is insufficient, still leaves schools billions of pounds short of the amount needed to reverse years of cuts.

“This situation is placing leaders in intolerable situations as they try to meet the needs of their pupils,” said Anne.

■ Head teachers will gather at 11am on 27 September at Parliament Square, before delivering the letter to 11 Downing Street at noon.

Join up at actionnetwork.org/events/worthless-march-27-september

Protests as schools ‘with nothing left to cut’ forced to close early

CAMPAIGNERS took to Parliament Square in July to highlight the crisis in funding which is causing schools to close early on Fridays.

Under the slogan Give me 5, parents, carers and children, who organised the protests with Save Our Schools (SOS) West Midlands, drew attention to the 250 schools in England which are now only opening 4.5 days a week due to funding cuts.

The campaign was boosted by support from Jess Phillips MP, who left her son on the steps of 10 Downing Street, stating it was Teresa May’s responsibility for his school closing early that day.

Kate Taylor, NEU rep and parent campaigner with SOS West Mids, told Educate magazine: “For these schools, closing early is their absolute last resort. They are telling us they genuinely don’t know what else they could cut.”

The early closing issue is not restricted to the Midlands. “We know of schools closing early down in Dorset, all the way up to Stockport,” Kate said. “This is the thin end of the wedge and we are hearing about more schools every day. And if they haven’t already, they’re thinking about it.”

Half a day a week can have a huge financial impact on working parents. “One parent calculated they would be £240 a month



Jess Phillips MP, with fellow protestors outside Downing Street

worse off due to extra childcare costs. Who can afford that? I know I can’t,” said Kate.

“It’s such an inequality – those children receiving 4.5 days schooling a week are missing out on activities that are important to their education: extra art sessions, chatting to

teacher during Golden Time and so on.”

“More heads need to speak out against this nightmare,” she said.

“They need to talk to their parents, let them know how bad it is in their school and across the country.”

The Essex Outdoors logo, featuring the word 'essex' in a sans-serif font and 'outdoors' in a similar font with a small circular icon containing a tree, all within a green arrow-shaped banner pointing to the right.

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Protecting the vulnerable in turbulent times



NEU joint general secretary Kevin Courtney warns of dire consequences as resources are drained away from nurseries.

FOR years, our governments have neglected fundamental educational issues, such as funding and teacher recruitment, in favour of what are at best secondary issues and at worst mere ideological passions.

Early years education has not been spared such treatment. “There seems to be little strategic direction to Government policy on early years,” concluded the House of Commons Education Committee in February – and this is, in truth, an understatement.

Driven by the preferences of ministers, the Department for Education and Ofsted have devoted much of their energy to promoting sweeping and contentious changes to the early years curriculum, while studiously failing to address what is for many providers an existential crisis of funding.

Nowhere is this tension clearer than in the maintained nursery sector. While ministers and inspectors talk as if one of the main factors that prevent the narrowing of the attainment gap is the reluctance of the sector to adopt a more formalised curriculum, they overlook far more potent problems: the effect of benefit cuts, the rise in child poverty, and the decision to drain away resources from forms of provision that could work against such a programme of social destruction.

Changing the future for ‘at risk’ children

The achievements of maintained nursery schools demonstrate the difference that specialist, integrated provision can make.

Concentrated in the poorest areas of England, they give priority in their admissions to disadvantaged children and children with special educational needs and disabilities – and have the expertise and skills to support them successfully.

As research quoted by the charity Early Education points out, in 2018 maintained nurseries had the highest percentage of children who were ‘at risk’ of developing special



educational needs. Yet many children identified as ‘at risk’ at age three had caught up with their typically developing peers by the age of five.

In this catch-up process – so thrilling for parents and for early years staff – there was a significant association between pre-school quality (highest in maintained nurseries) and children leaving the ‘at risk’ category.

Threat of closure due to funding cuts

In a country where education policy was based on reason, evidence and a commitment to social justice, achievements like these would be studied, celebrated and copied.

But as England enters its tenth year of austerity, the opposite is happening. Twelve nurseries have closed since 2016. The rest are funded on the basis of transitional arrangements, which will expire in 2019-20 – they will lose nearly a third of their funding in 2020 if supplementary funding is not continued.

Uncertainty hangs over the whole sector. In July, three in ten nurseries told Early Education that they were unsure about their immediate future.

Our campaign for long-term investment

Chancellor Sajid Javid has announced a one-year spending review to set departmental budgets for 2020-21. Ministers have pledged to treat spending on schools as a priority – in which case, guaranteeing to fund maintained nursery schools at 2016-17 levels should be among the top items on Javid’s list.

But maintained nurseries – like the early years sector in general – need high levels of long-term investment, not just another interim measure. That’s why the National Education Union is supporting the School Cuts petition on nursery funding, and why we are working with Early Education and the All-Party Parliamentary Group on Nursery Schools, Nursery and Reception Classes to send a pack of campaign materials to every nursery school.

September will be a turbulent month for politics in Britain, but whatever happens we will make sure that the needs of the youngest, most vulnerable sections of our population are not forgotten.

Join us for Black Educators' Conference in November

THE Black Educators' Conference will take place on 15-16 November at the Mercure Manchester Hotel. This is a great opportunity to engage with other Black NEU members and the wider anti-racism movement.

Speakers will include writer and broadcaster Afua Hirsh and political activist Salma Yaqoob. There will be a range of workshops, stalls and plenaries with a focus on Black liberation and self-organisation.

The conference fee – which includes food and accommodation – is paid for by your local district. If you'd like to be considered for a place, please complete the application form at neu.org.uk/event/black-educators-conference-2019 by 14 October.

'Great dignity and unity' as Strathcona staff strike

STAFF at Strathcona School in Brent took two days of strike action at the end of the summer term. The protest came after a move to close the school's Roe Green site, despite an informal consultation by the local authority which saw over 99 per cent vote against it.

The second day of action (pictured) saw parents and staff singing songs, waving placards and leafleting members of the public inside Brent civic centre.

Brent NEU secretary Lesley Gouldbourne said: "Staff have shown great dignity and unity in their fight to keep this fantastic unit open."

Staff and parents were supported by Kiri Tunks, NEU joint president, while local councillor Jumbo Chan said: "I fully support the brave Roe Green community as they continue their campaign to save their school from closure." More action is planned this month.



Hands off Moulsecoomb

HUNDREDS marched through Brighton (pictured) against the forced academisation of Moulsecoomb Primary School.

Parents and children made banners and designed T-shirts proclaiming 'Hands Off Our School' and 'Ofsted, You're Wrong'. They recorded a song with local performer and NEU member Robb Johnson, entitled Our School, which has been shared widely on YouTube.

Staff at 27 other Brighton and Hove schools gathered for photos of support, creating a morale-boosting collage of solidarity.

Nancy Platts, leader of Brighton and Hove Council, addressed the rally, condemning the 'undemocratic decision' to force the school into the hands of a multi-academy trust and promising to organise a ballot of local parents. Marchers were buoyed by a speaker from nearby Peacehaven, where academisation was rejected at another two primary schools.



An online petition has gained more than 2,500 signatures and indicative ballots have received unanimous support from members of NEU, GMB and UNISON. Formal ballots will be held early next term.

Paul Shellard, Brighton & Hove NEU district secretary. PHOTO: Dave Jones



NATIONAL Education Union (NEU) members have won a battle with Castle School Education Trust after taking strike action. The South Gloucestershire academy, which featured in the BBC documentary School, had several recent changes to its senior leadership team, leading to ongoing issues about directed time, pupil behaviour and staff wellbeing. Up to 20 pupils joined picket lines and brought cakes for the striking staff (pictured).

A meeting took place with the trust chief executive, who agreed to the union's directed time calculations, to look at a workload charter and demands around pupil behaviour. The union won a commitment that the trust will be publicly vocal in campaigning for increased school funding. Emma Wilson, one of three NEU reps, told Educate: "We are looking forward to working with the new head and management team and are hopeful that the progress we have made can be built on."

Sign our petition to save 390 nurseries

A PETITION urging Prime Minister Boris Johnson to save hundreds of maintained nurseries from closure by urgently boosting funding has been launched by the NEU and the School Cuts coalition.

The petition is part of a campaign to keep all 390 nurseries open beyond August

2020. It will be handed into Downing Street as part of a Together for Education week of action from 2-9 November (see page 25).

Reps and leadership members will be sent a pack to help build the campaign. Sign our petition and keep up to date at neu.org.uk/save-nursery-schools



Members of the NEU communications and campaigns teams, with joint general secretaries Mary Bousted and Kevin Courtney, at the TUC awards

Educate wins top gong at TUC awards

THE National Education Union (NEU) campaigns and communications team celebrated winning two top prizes at the Trade Union Communications Awards in July.

The Trades Union Congress (TUC) hosts the annual awards to showcase best practice in labour movement communications.

Helen Watson, NEU head of communications, accepted the top gong for Educate magazine, which won the best membership communication print journal.

She said: "Editing Educate is the best

job as we've got such brilliant members and a brilliant team. This award is for all of them."

Thanks to activists and campaigners

Andrew Baisley, accepting the prize for best campaign communications for the 'brutally effective' schoolcuts.org.uk, said: "This award should go to the activists and campaigners who've taken action in our school cuts campaign, so thanks to all of them."

Educate was described as a 'hit with the judges' for its 'strong member focus' and 'a worthy winner'.

The NEU also won Highly Commended

awards for its Schools reps pack; Finding your first teaching job publication; and Reps foundation learning folder. Out of 90 entries, the NEU either won or came runners-up in five out of six categories.

Kevin Courtney, NEU joint general secretary, said: "This is a real testament to the hard work of the NEU's communication and campaigns team. Making sure our members receive clear, interesting and useful information is vital and it's heartening to receive such commendation from the TUC."

Read back issues of Educate magazine at

neu.org.uk/educate

Register for myNEU to access member benefits and more

THOUSANDS of members have already signed up for myNEU, the new online portal to manage your membership and access the many benefits which come with being a part of Europe's largest education union.

From the union's campaigns on pay and funding, to the work of reps and members in making sure every workplace is a great place to work and learn, the NEU's success is dependent on having up-to-date details on each of our 450,000 members.



In order to make sure you have full access to all the opportunities and support available, the union needs correct workplace details for members. To register, visit neu.org.uk and click on the pink myNEU tab in the top right-hand corner of the screen.

You can update contact details to ensure you are on the correct subscription rate. You may be eligible for reduced subscriptions if you are working part-time, going on maternity leave or have recently changed roles.

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Oasis teachers win back-pay for excessive working hours



UNION members working at Oasis Academy, Isle of Sheppey, have won significant back-pay after campaigning against excessive working hours.

Oasis Community

Learning accepted that teachers at the academy had been directed to work 51.17 hours more than their 1,265 contracted hours for the academic year 2018-2019.

After 98 per cent of members voted for strike action in an indicative ballot, Oasis agreed to pay the additional directed hours – for a teacher on the M6 scale, this meant a lump sum of over £1,600.

Liz Ruth (pictured above), joint NEU school rep, said: "This win has made members realise they have the right to question and, if needs be, fight for their rights."

"My co-rep Shannon and I are hoping to begin a workload campaign this term, with a view to securing a meaningful reduction in workload for our members."

Oasis has 52 schools in six English regions.

If you have concerns about your directed time, visit neu.org.uk/advice/tackling-workload-together

Swale Academies agrees to recognise NEU reps

THE Swale academy trust has signed a national recognition agreement with the National Education Union (NEU).

Jack Tyler, south east regional officer, said: "The NEU has fought for nine years to secure recognition at the Swale Academies Trust."

"This is a welcome and positive step and an opportunity to contribute ideas for how to make the Swale Academies Trust a great place to work and learn."

If you work in a Swale school, contact your school rep with issues you want raised or, if there is no rep, email jack.tyler@neu.org.uk



David Nunnery and fellow Longsands teachers celebrate their pay victory

PHOTO by Ashley Hewitt

'A big battle, but we won it'

"OVERJOYED" members received backdated lump sum payments at the end of last term after winning a dispute over pay progression at Longsands Academy in Cambridgeshire.

NEU members complained of an "extremely large" number of staff being refused progression on the pay scale last autumn term, so they lodged a collective dispute with Astrea Academies Trust.

Members at the secondary school in St Neots voted overwhelmingly to strike and announced 12 days of action throughout July, which led to management approving all but one of the increases.

Dave Nunnery and Ashley Hewitt are

joint NEU reps. "It's been a big battle but we've won it," Dave said. "We stuck to our guns, did everything by the book and, in the end, management ran out of time and buckled."

Strike action was avoided at the last minute when pay rises for 27 out of the 28 NEU members were offered. Just one member has an appeal outstanding.

"We have a well-organised, active group which meets regularly, building a strong sense of solidarity among the members," added Dave.

For a member going from M4 to M5 on the qualified teachers' scale, the successful action meant a lump sum of around £2,500 in their July pay packet.

Strikes and 22 resign over mismanagement

NEU members at Springwell Junior School in Hounslow took three days of strike action in July. Their dispute is with the temporary governing body of the newly formed school over its mismanagement of the amalgamation.

Zoe Turrell, governor, year 3 teacher and co-school NEU rep, said: "We were positive it would be best for the kids, but the way it's been handled has been terrible. As a result, 22 teaching and support staff and senior management have resigned."

"It's been such a happy school and the point of amalgamation was to bring people together, but we've ended up segregated."

Parents, children, and even the former head teacher, joined members on the picket line.



Staff, parents and pupils on the Springwell picket line



THIS photo, entitled Gemar and his guitar, was taken by London photographer Kelvin Murray.

It features in a new book, *Portrait of Britain Vol 2*, published on 5 September. The book is a collection of compelling portraits taken as part of

a national photographic competition of the same name. Published by Hoxton Mini Press, the 200 portraits are accompanied by quotes from photographers who took the pictures. "Gemar is a talented young guitarist," Kelvin said. "Although he is only ten years old, he has the look and vibe

of a blues guitarist from Chicago. Gemar told me: 'For as long as I can remember, I've loved music. I want to carry on making my own music and learn to play the piano and violin too.'" The book, curated by the *British Journal of Photography*, costs £22.95. To order a copy, visit bjp.photo/pob19

Birmingham welcomes 10,000 young musicians

MORE than 10,000 young people from across the UK came together in Birmingham to perform at the Music for Youth (MFY) national festival.

The event, held over four days, was a feast of live music with performances from the best young musicians across jazz, brass, classical, rap, folk, choral, pop, rock and everything in between.

The musicians played in venues including the Symphony Hall and the Royal Birmingham Conservatoire, as well as on fringe stages around the city.

Award for Enfield teacher

The NEU sponsors MFY, which supports and celebrates the next generation of performers – providing life-changing experiences, development opportunities and platforms for young people's music, everywhere.

Young people from St Ignatius College in Enfield, London, joined their teacher, Alan Duguid, who collected his special NEU Connects Teachers Award, in recognition of his work teaching music.

He attended a special prize-giving lunch and received his



Venues including the Symphony Hall hosted wonderful performances of everything from choral to rap. PHOTO by Kate Green

certificate and £500 cheque, to spend on music in his school.

Music for mental health

Over the course of four days, there were lots of inspiring performances and feedback from pupils involved was overwhelmingly positive.

"The festival is always a real highlight in our annual music programme and we're grateful for the long-term support we've had from the NEU in delivering this important event that supports grassroots musicians and teachers," the charity's chief executive Judith Webster commented.

"Music plays such an important role in young people's lives – it allows them to express themselves creatively and can have a really positive impact on their mental health. That's why we curate a calendar of events to celebrate and support the next generation of musicians."

A host of migration resources online

BLACK History Month takes place in October and the issue of migration is being highlighted by the union.

The NEU believes that all children in the UK have a right to belong and is asking teachers to help create a positive approach to migration with work in the classroom.

The union has produced and collated resources to help.

- The union's website has sections covering EU nationals in the UK; UK nationals in the EU; non-EU nationals in the UK; and union activists. Visit neu.org.uk/migrant-educators
- There is also a page on welcoming refugee

children to your school at neu.org.uk/refugee

- There are external sites with excellent resources, including lesson plans. Check out refugee-action.org.uk/let-refugees-learn/ and search for 'migration' at tes.com

■ The Our Migration Story project has lesson plans and resources created by teachers, all designed to supplement the case studies and histories featured on the site. Visit ourmigrationstory.org.uk/information-for-teachers/teaching-resources.html

- The Making Histories collection features lots of stories from young people. Visit makinghistories.org.uk
- Read tales of migration from people who

left behind home and family in Bengal after independence in 1947, crossing borders and travelling overseas, at banglastories.org

- The issue of Islamophobia is covered on the union's own website, neu.org.uk/islamophobia and at mend.org.uk/resources-and-publications/teachers-zone/
- A good practice guide on Gypsy, Roma and Traveller children in education can be found at bit.ly/2MaYMT2

■ Teachers' experience of the impact of racism is discussed at neu.org.uk/barriers-report-impact-racism-bme-teachers

For more details, email karen.chouhan@neu.org.uk or huda.elmi@neu.org.uk

The union runs courses to continue your professional development. Why not book a place for the autumn term by visiting neu.org.uk/national-cpd?



(From left) Eleanor, Sue and Tamara enjoy an “actual lunch break” together

PHOTO by Sarah Turton

On Therapy Thursday, there's no arriving late or leaving early

RECEPTION staff at Athelney Primary school in Lewisham invited Max Watson to join them for a Therapy Thursday lunch break.

“WE are our own worst enemies sometimes,” says Eleanor Davis, the National Education Union school rep who proposed to her colleagues that they all stop for a full lunch break once a week to just sit and eat together.

“There's always something to do,” she says, as the others nod in agreement. “I could easily work through lunch every day. You just have to say to yourself, ‘it's got to stop.’”

Last year's intake was tough. Reception teacher Tamara Hedington recalls: “In the cohort that came up there was lots of screaming, it was mentally draining.”

Stressed and isolated

Nobody was taking their full lunch breaks: they were stressed, isolated in their own classrooms and focused solely on work.

So Eleanor proposed that the team reclaim their full lunch hour and eat together. They don't talk about work – instead they have a “good moan” about everything else in their lives, and it became known as Therapy Thursday.

Sue Jones, the team leader, explains: “We talk about work all the time – ‘this kid did this, this kid did that’ – so we try to talk about other things on a Thursday.”

Today they are anything but stressed – joking and catching up on the gossip.

“We look forward to it,” says teaching assistant Rachel Brophy.

“The rule is to not bring any work with you,” says Tamara. “Come and have your actual lunch break. No leaving early, no arriving late.”

“Normally we sit in our rooms for the first half an hour of lunch, printing off pictures or writing up observations.”

Rachel adds: “This brings you together. You're working together but you're not working together, if that makes sense? It's possible to work all day long without speaking to another adult.”

Happy staff are productive staff

Recommending other school staff follow suit, Sue says: “It's about work-life balance. You want staff to be happy, because happy staff are productive staff.”

Eleanor says: “It's very unhealthy to work through lunch. And you're less productive. You need a break, don't you?”

Voting in sixth form strike ballot closes on 16 September

IF you're an NEU member in a sixth form college and haven't yet voted in the strike action ballot, there's still time to do so.

The ballot is part of the NEU campaign on pay, conditions, employment and funding in colleges.

Post-16 funding has been cut even more than school funding over the past few years, leading to job losses, bigger classes, curriculum cuts and pressure on pay deals and promoted posts.

The immediate issue is teachers' pay from September 2019 – schools have been offered a 2.75 per cent rise, but sixth form college employers say they cannot afford more than one per cent.

We need as many members (teachers and support staff) as possible to vote to achieve both the 50 per cent turnout required by law and the biggest possible Yes vote.

Voting closes on 16 September.

CPD is a win-win

NEU training covers every aspect of an education professional's working life at every stage of their career – from short courses on behaviour management, and student mental health, to more in-depth coaching skills for leaders and securing access to promotion.

Continuing professional development (CPD) can enhance your confidence and motivation, allowing you to demonstrate your professionalism to yourself and others. It benefits your students too, by keeping your practice fresh, up-to-date and stimulating.

Visit neu.org.uk/national-cpd

Blair Peach nominations

DO you know an NEU member who is making a positive difference to equality and diversity in their school or branch?

Why not nominate them for the prestigious Blair Peach Award?

The award is named after Blair Peach, past president of East London NUT, who was murdered during an anti-racist demonstration in London in 1979.

Let your local district secretary know about the work the member is doing. The branch will then complete the nomination form and email it to equality@neu.org.uk by 19 December.

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Malcolm Pein is a man with a mission – to bring chess back into state schools. Max Watson met him at NEU conference.



Photos by **Lennart Ootes & Koïs Miah**

Checkmates

MALCOLM Pein was a professional chess player – an International Master – before he started teaching the game in schools.

He began giving lessons in Tower Hamlets, east London, mostly to the children of immigrants who spoke little English.

Malcolm tells me: “They quickly became

very good and started winning national championships, beating all the private schools.

“It was sensational. We’re talking about one of the most deprived areas of London. I thought ‘this is absolutely incredible’.”

Not only were the children good at the game, but it seemed to “improve the children’s

educational outcomes and social development by introducing them to chess”.

Malcolm says: “The game promotes key intellectual skills such as problem solving, logical thinking, pattern recognition and concentration.”

continued on page 20

Feature

continued from page 19

He set up charity Chess in Schools and Communities (CSC) in 2009, to promote the benefits of the game and focus on teaching it in state schools.

I meet Malcolm and fellow chess coach Natasha May at the union's annual conference.

He enthuses about the benefits to learning: "There is copious research demonstrating benefits, both academic and 'softer', of teaching children chess."

For example, studies in Italy and Denmark have demonstrated higher maths scores in schools that teach chess.

Open to everyone

Natasha, who has been a coach for six months, was initially attracted by the fact that CSC teaches a class of 30 rather than working solely in chess clubs.

This is the key to the group's methods – making it open to all: girls, boys, lower level attainers, those with English as an additional language.

"Everyone can play chess," she says. "The benefits transcend simply playing competitively and the individual pleasure of it. It's much broader than that."

Other benefits include "lovely intergenerational bonding. I have a lot of children who play with their grandparents every week. There are lots of social benefits."

It also helps with behaviour, says Natasha. "All of us have had experience of support staff telling us how much a child's concentration and focus has improved. And they credit chess."

Positive impact on behaviour

Andrea Scarisbrick, a teaching assistant at Our Lady of St Edwards in Birkenhead, is a convert to chess.

"Children can be quite impulsive," she says. "Chess gives them tools to think about positive decisions and the consequences. It gives them control. The positive impact in our school has been absolutely amazing, both in and outside of the classroom."

Andrea's colleague Katey Hogan says they're focusing on building up children's resilience through chess: "We place great emphasis on losing graciously and being a good sport."

"It helps with their confidence too. Some pupils whose experience at school is often negative take to chess and start to build up something really positive in school."



“One male coach talks about how chess is very much a girl power game because the queen is the strongest piece. They feed into that. They love it.”





Malcolm Pein and Natasha May enjoy a game of chess at this year's National Education Union annual conference

CSC focuses on bringing the game to state schools and particularly promotes learning in deprived areas.

"There is such an imbalance in terms of the funding that private schools have for chess clubs and coaching," Natasha says. "We try to address that imbalance. Chess shouldn't be elitist."

Girl power

Teaching chess to a whole class also encourages boys and girls to mix. Natasha says they are keen to eradicate the stereotype that it's a boy's game and encourage girls to play.

Malcolm explains this is why he modelled CSC around the classroom approach as opposed to chess clubs. "You've got to give girls extra encouragement. Once they're doing it they realise they can be great at it. They can be as good or better than the boys, and enjoy it."

"If you just announce there is going to be a chess club, there will be 30 children, 27 boys, and three girls."

But, according to Natasha, what matters most is the attitude and the mindset of the tutor. She gives the example of a male coach who uses the lesson about the queen's moves to talk about "how chess is very much a 'girl power' game because the queen is the strongest piece. They feed into that, they love it."

Everyone can participate, Malcolm says. "There's something about the universality of chess. Children who are disabled can participate and those who are deaf or blind. We have a few blind children in our programmes with special chess sets where they feel the top of the pieces."

When Malcolm started the charity, chess in state schools had "more or less disappeared". When he approaches head teachers, they often remember playing it at school.

"What head teachers sometimes underestimate is how popular it is with parents," says Malcolm. "Particularly in

disadvantaged areas, the parents will grab any extra opportunity they have for their children – they recognise intuitively it will be beneficial."

Bringing people together

CSC started with just nine schools but now teaches at 340 every week and supports another 700.

"The only thing that stops us expanding is money," says Malcolm. The classes are heavily subsidised and he spends much of his time fundraising. CSC also works with older people and is branching out to work in prisons.

He adds: "Anyone can get involved and learn a new skill. It's also great for community cohesion. When you have a library chess club, you see people from very diverse backgrounds playing each other. It brings people together and that can only be a good thing."

Visit chessinschools.co.uk

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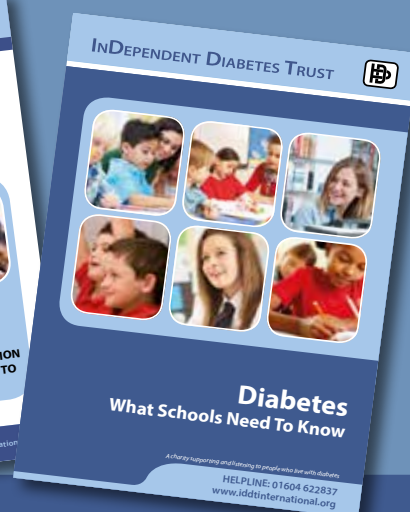
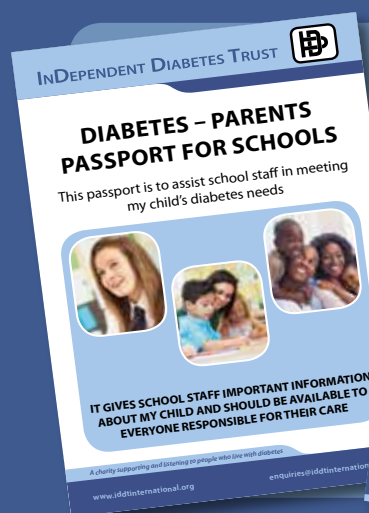
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Science and computing teacher Lisa Murray is the NEU rep at Peacehaven Community School in East Sussex, where the staff and community have been involved in a struggle against academisation.

‘The tide is turning on academisation’

What do you love about your job?

Every child is different and no day is the same. I get to do and learn new things constantly and, by working with children, I help them do the same.

What do you love about being in the union?

At a school level, it's the camaraderie with my colleagues and the thing that makes us feel we're not in it alone when things are not going well. It's the ability to work collectively and make a difference when needed, along with the support of fantastic local officers and organisers. By taking an active role in the union, I get to feel like I'm making a difference when I'm unhappy with the bigger things happening in education.

What have you been up to lately?

Members in my secondary school have taken ten days of strike action so far over



Lisa Murray

PHOTO: Kois Miah

academisation as we believe our school should be run by, and be accountable to, our local community. We initially began to campaign alongside our local primaries, which very quickly won, but our fight is ongoing.

Our union membership has grown and the community support has been great. However, the academisation process has been very undemocratic so we continue to fight to get our voices heard.

What's important to you right now?

The tide is turning and people are much more clued up about the negative impacts of academies now. I'd like to see the fight and pressure against academisation continue to grow and, ultimately, have a government committed to returning schools to their local communities.

What do you do on your day off?

Try not to work! I'm lucky to live by the sea and the countryside, so I get out to enjoy both of those as much as possible.

Tell us something that we don't know.

I live part of my week on a boat.

PCS legal challenge

PEACEHAVEN Community School (PCS) staff and parents have stepped up the pressure on East Sussex County Council in their ongoing battle against academisation.

Campaigners launched a legal challenge to the council on 30 July and engaged solicitors Leigh Day, who are calling for a judicial review into the decision of the Interim Executive Board (IEB) to go ahead with academisation.

NEU rep Lisa Murray told Educate: “We are a community school and the community should have its voice heard. Over 100 people attended a meeting to discuss academisation, which was incredibly uplifting. Overwhelmingly, the sentiment was very strong – we really want the school to remain part of the local community.”

Peacehaven's two primary schools decided in June not to become academies (see Educate July/August).



Staff and parents lobby East Sussex County Hall on day six of their strike

PHOTO: Craig Arden



What is TEF and why should you care about it?

What is it?

The Teaching Excellence and Student Outcomes Framework (TEF) was introduced in 2017 by the government as a way of rating the quality of teaching provision and student outcomes (in terms of graduate level jobs or study), giving your students clear information to help them narrow down their choice of university. The rating is based on several core metrics around teaching, academic support and progression to employment, upon which universities are then either rated gold, silver or bronze.

Why is a gold rating important for your students?

The University of Hertfordshire is

gold-rated, which means we have demonstrated the highest quality of teaching standards and are consistently outstanding. It also means we provide outstanding outcomes for students from all backgrounds, particularly in terms of retention and progression.

We teach your students to become ready for the working world. Over 96.5% of Herts students are getting jobs or are in further study within six months of graduating. Even better, of those graduates in work, 78% of them are in professional or managerial roles.

How should your students use the TEF?

A TEF Gold award is a great indicator that your students will receive

excellent teaching in a quality learning environment, but they can also dig deeper by looking at the metrics and statement which the university provided for their submission. Most universities will have these on their website, but they can also be found on the Office for Students website. There are many other factors your students should be considering (which you will be well aware of), but the TEF is a useful government-stamped indicator to help your students with their choice.

For more information about TEF and the University of Hertfordshire visit go.herts.ac.uk/gold.

Supply issues in the spotlight

THE National Education Union (NEU) supply members' conference took place in June. First-time delegate Malgorzata Solecka reports.

I attended the union's supply teachers' conference in Birmingham for the first time this year. It was packed with useful information on how the union can help supply teacher members and resolve issues that are important to us, for instance around pay and conditions.

There were workshops and presentations giving detail about the legal timeframe for supply teachers and agency workers.

I really enjoyed Leicester district supply officer Samina Randall's workshop on 'making an agency workers' regulations (AWR) claim'. It gave me a full understanding of entitlement to parity pay and I was really surprised because the agencies I've worked for have never told me the truth about it.



Delegates at the supply teachers' conference

I had a fantastic time and was able to spend time with interesting, like-minded people. It was a really positive experience.



ACTIVISTS turned out in force for this year's Tolpuddle Martyrs' Festival. The NEU stall shared information with festival goers on our school cuts, assessment and workload campaigns. The union's section of the annual procession was led by the NEU Bristol Samba Band (pictured). Jeremy Corbyn spoke from the main stage, emphasising the impact of poverty and austerity on rural areas, and pledging to reverse cuts in education funding while developing a National Education Service. At a session on arts education, Shadow Education Secretary Angela Rayner criticised the reduction in the arts curriculum, excessive testing and funding cuts. The festival is organised by the South West TUC each year to commemorate the sacrifice of the Tolpuddle Martyrs, six agricultural labourers who were sentenced to transportation for organising a trade union. It is a fantastic weekend of family entertainment, stalls, political debate, comedy, music and a grand procession through the village. For more information about attending in 2020, email south.west@neu.org.uk

PHOTO: Andy Woolley

Together again for education

AFTER a successful event in June (see Educate, July/August 2019, page 8), Together for Education is planning a week of action on 2-9 November.

It will include activities such as a banner drop outside schools, a social media day and the handing in of the School Cuts petition to save our nursery schools (see page 12).

To get involved, sign the pledge at neu.org.uk/togetherforeducation

Crowds cheer on the NEU bus at Brighton Pride



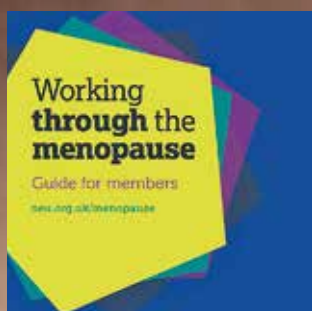
THE National Education Union bus (pictured) took to the streets of Brighton for this year's Pride on 3 August, which was attended by around 300,000 people.

James Hodge, teacher and LGBT+ activist, said: "After a challenging year for LGBT+ education in the media, it was fantastic to see so many educators and their supporters at Pride. The day was both political and celebratory, reminding us just how valued teachers and support staff are during these difficult times."

Seth Lyons, a teacher and rep attending for the first time, said: "It was uplifting and empowering to be a part of the parade. Seeing the support and response from the crowd was overwhelming, particularly when it often feels that LGBT+ inclusivity in education is under attack." PHOTO: Craig Arden.

Feature

Menopause symptoms can be physical and psychological. Hot flushes and insomnia are among the more well-known symptoms, but women may also experience memory loss, depression, anxiety and panic attacks.





Why the menopause matters

A set of guides on the support members are entitled to during the menopause have been published by the union. Sally Gillen reports on how to make your workplace more menopause aware.

TEACHING is a female-dominated profession.

Just shy of 75 per cent of National Education Union (NEU) members are women and, if they stay in the job, the menopause is likely to affect them at some point during their careers.

That's why the union has developed a menopause toolkit, which is available for download from the NEU website.

Simple workplace adjustments

There are three guides – for members, leaders and reps – and a model policy that schools and colleges are encouraged to adopt.

Simple adjustments in the workplace can help women manage their symptoms. Leaving windows open, ensuring it is possible to regulate the temperature in the classroom and providing access to toilet and washing facilities are among the easy-to-implement changes among in the policy.

Sarah Lyons, NEU lead officer for

“It’s vital to break the silence on this previously taboo issue.”

health, safety and environment, told Educate: “Education is a female-dominated profession, so it’s vital that school and college leaders work with union reps and staff to break the silence on this previously taboo issue and create a supportive environment for women experiencing menopause symptoms at work.”

She added: “Most of the suggested adjustments are straightforward, will benefit all staff and are likely to lead to a better learning experience for pupils.”

The guide for leaders urges them to create a menopause-aware workplace where staff have the freedom to make cost-free,

reasonable adjustments to improve their immediate environment.

Much more than a hot flush or two

Menopause symptoms can be physical and psychological. Hot flushes and insomnia are among the more well-known symptoms, but women may also experience memory loss, depression, anxiety and panic attacks.

Research by the union showed that older women experiencing the wide range of menopause symptoms were more likely to have their capability called into question.

The guides say leaders should consider requests for changes to working arrangements, such as temporary part-time working, and swift permission should be allowed for menopause-related medical appointments.

In addition, policies and procedures around sickness absence, performance and capability should be adapted for women during the menopause.

Visit neu.org.uk/menopause

“People think it’s a couple of hot flushes and that’s it.”

HISTORY teacher Sarah Vaughan is NEU rep at Malbank School and Sixth Form College in Cheshire, and district secretary for Cheshire east.

“The menopause has become a much more high-profile issue, but it’s still a matter of having to tackle people’s prejudices and the idea that you just have to get on with it,” Sarah says. “It is still a taboo subject, even in education, where you might think people would be more aware. People think it’s a couple of hot flushes and that’s it.”

Malbank’s wellbeing committee has been working on creating a menopause-aware environment since 2014. The initiative was suggested by NASUWT rep Geoff Smith, and then developed as a result of combined union effort, involving UNISON rep Kay Maple.

Fans are available, for example, and staff are able to control the radiators in their classrooms. Training was made available to select staff.

Last year, Sarah set about writing a policy for the school, and the

head agreed there should be whole-school training to raise awareness of the menopause and the school’s policy to support staff.

“A few male members of staff said it was irrelevant to them and they could have been given a leaflet,” says Sarah. “The chair of governors Scott Harding was appalled that such attitudes remained. It makes a big difference that the chair will challenge negativity.”

Sarah points to examples of teachers struggling with severe menopausal symptoms who have been able to remain on full-time contracts, instead of reducing their hours, because the school has supported them. She adds, however, there are plenty of workplaces where women get little or no support. “The number of women in teaching who leave in their early fifties is quite phenomenal and I imagine there is a direct correlation between that and the menopause.”

■ Sarah will be offering a programme of support in Cheshire east.

This year's Disability History Month focuses on disabled leaders and their struggle for equality. Richard Rieser tells their stories.

Leadership and resistance

THIS year's UK Disability History Month (UKDHM) shines a light on the leaders who changed the way disability is seen by society.

Rosa May Billinghurst used a hand-propelled tricycle after being left unable to walk by childhood polio. A leading suffragette, she took part in protests including the window smashing campaign of 1912 and was thrown into Holloway Prison on multiple occasions.

Another disabled suffragette was Adelaide Knight, who walked using a stick. According to historian Dr Sheila Hanlon, Knight was hugely significant in the east London women's movement, "was working class and part of a mixed race family". Knight married her Jamaican husband in 1894.

The Chartist movement was the first mass political movement of the British working class. Its leader, William Cuffay, was the son of a freed slave from St Kitts. Cuffay, whose spine and shins were 'deformed' at birth, was arrested in 1848 for conspiring to levy war against the Queen. He objected to being tried by a middle-class jury and to the evidence against him, which was gathered by police spies known to be dishonest. He was sentenced to transportation to Tasmania.

Escaped slave, human rights fighter

Harriet Tubman was an American abolitionist and political activist. Born into slavery, she escaped and made 13 missions to rescue around 70 other enslaved people. Tubman was hit on the head by an overseer and, for the rest of her life, had symptoms of brain injury. After abolition, she went on to fight for women's suffrage and human rights.

Franklin Delano Roosevelt was the 32nd president of the United States, from 1933 until his death in 1945. In 1921, he became paralysed in both legs and used a wheelchair and crutches, which he kept concealed. He is credited with ending the 1930s Depression with his New Deal and was US leader during the Second World War.

Henry Fawcett was a mathematician and academic. In 1858, aged 25, he was blinded in a shooting accident. He continued his studies and, in 1863, published his *Manual of Political*



(Clockwise from top left) National League of the Blind; Henry Fawcett; Franklin D Roosevelt; Rosa May Billinghurst

Economy. He was a recognised authority on economics and his works include *The Economic Position of the British Labourer*, and *Labour and Wages*.

The National League of the Blind of Great Britain and Ireland was founded in 1894 and joined the Trades Union Congress in 1902. As well as collective bargaining for workers, it campaigned for the state to take over responsibility for employing blind people, and for a decent pension for those who could not work.

Seventy-four blind workers from Scotland and north east England set off from Leeds on 5 April, 1920, joined by 60 workers from Ireland and the north west and 37 from the south west. They marched behind a banner reading 'Justice not Charity'. The marchers reached Trafalgar Square on 25 April and, supported by fellow trade unionists, waited five days to see Prime Minister Lloyd George. The result was the Blind Persons Act.

In 1972 Paul Hunt, a physically impaired

inhabitant of a Leonard Cheshire 'Home for the Disabled,' wrote a letter to the *Guardian* asking if others would join him in challenging this "latter day workhouse" and fighting for their right to live independently.

From this grew the Union of Physically Impaired Against Segregation (UPIAS), which challenged the orthodoxy of viewing disabled people through the lens of their impairment, as objects of pity, without agency or rights. This led to the formation of the British Council of Disabled People in 1980, which campaigned for civil rights and pioneered a change in culture which led to the Equality Act 2010.

Disabled people still face discrimination, rooted in negative attitudes and stereotypes. But our history shows they have become leaders of progressive change at all levels.

Richard Rieser is UKDHM co-ordinator. Visit ukdhm.org

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20 December**

Setting the wheels in motion



(From left) Jo Howcroft-Scott, Nick Gibb, Carol Redfearn, Kevin Courtney, Mary Boustead, Mandy Hudson, Mark Montgomery, Dave Burton and Colleen Johnson discuss diversity in education, the barriers faced and changing recruitment adverts to include people with a disability. PHOTO by Jess Hurd

A GROUP of disabled National Education Union (NEU) teachers met schools minister Nick Gibb in June.

The meeting came about after a discussion with our union's joint general secretaries, where we talked about the many issues faced by disabled members.

I mentioned that, despite the teacher shortage, adverts about getting into teaching fail to show anyone at all with a disability. I have seen adverts that address people from other equalities groups, but none that address mine.

This concerns me greatly as we need to be an inclusive profession, where disabled educators feel valued. At this point, it was decided we would get in touch with Nick Gibb's office to see if he would meet up with us to discuss these issues.

Wealth of teaching experience

On the day, members Mark Montgomery, Jo Howcroft-Scott, Carol Redfearn, Dave Burton, Mandy Hudson and myself all met

“We have disabled pupils, parents, governors and visitors, and we must show disabled educators too.”

**Colleen Johnson,
NEU executive**

with Kevin Courtney, Mary Boustead and our union's lead officer on SEND, Judy Ellerby, to discuss our approach to the meeting.

We wanted to illustrate the vast amount of teaching experience that we had between us, but also talk about the barriers we face on

a regular basis – be they access to buildings, funding or workload.

The minister seemed genuinely interested in diversity within our profession. He listened carefully to members talking about their teaching experience and barriers, and asked questions about adjustments where appropriate.

It was agreed that we should consider the possibility of a roundtable meeting between Nick Gibb, DfE arm's length organisation Disability Ed, and disabled educators. We were told that the next teacher recruitment advert had already been prepared, but that the following ones would be more inclusive.

It was an interesting day but just the beginning of a process of getting issues facing our members more widely heard. And I'll be watching those adverts for getting into teaching to see if they include someone like me because, as I said to Nick Gibb: “We have disabled pupils, parents, governors and visitors, and we must show disabled educators too.” Colleen Johnson, disabled members seat, NEU executive

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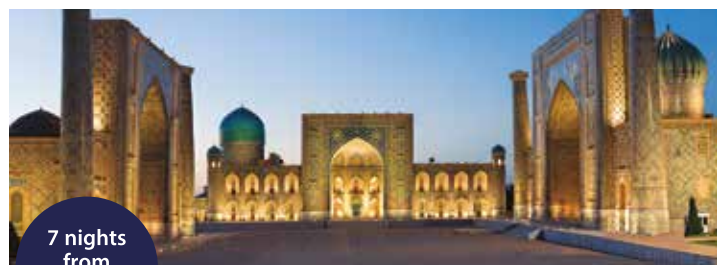
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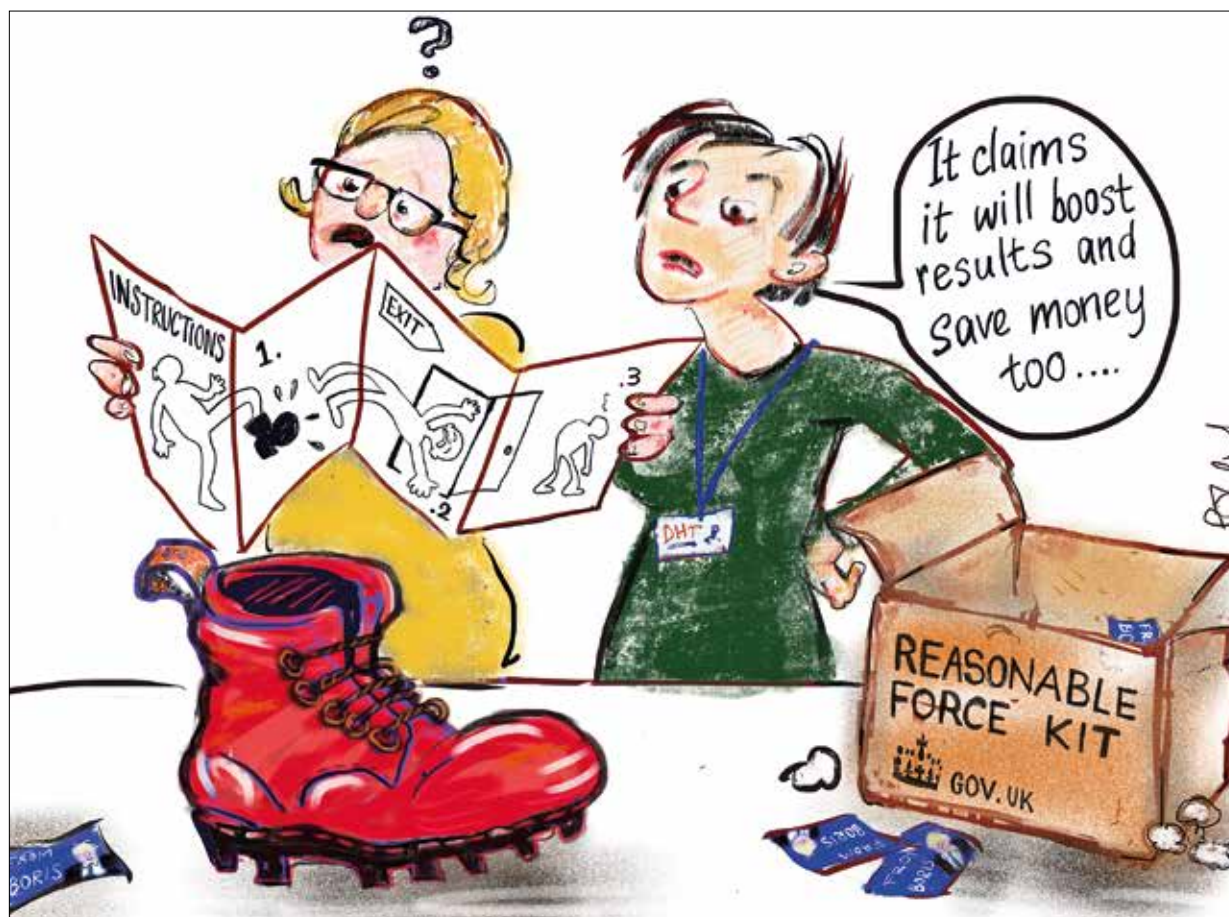
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Cartoon by
Polly Donnison

Free school lobbyists emboldened by Boris



Warwick Mansell
is a freelance
education journalist
and former Tes
correspondent.

Read his blog at
neu.org.uk/blog

BORIS Johnson's new administration needs to spend money on creating new schools, a well-connected lobbying effort has been arguing in recent weeks.

But while new schools may be needed, especially with secondary pupil numbers growing, there must be serious questions about the free schools model, with its lack of local planning and private control through academy trusts.

Theresa May promised, in her ill-fated 2017 General Election manifesto, to create at least 100 new free schools a year. In reality, only 60 to 70 new free schools a year have opened since 2015-16, even with studio schools and university technical colleges – two non-mainstream categories of free school with especially chequered records – included.

The idea of using this policy to increase

the number of schools being opened will run up against the reality, at least in the primary sector, of a projected downturn in pupil numbers – official Department for Education predictions show the learner population gently reducing after this year. Yes, secondary populations are predicted to increase – by 430,000 pupils, or 15 per cent – over the next six years, as what has been a primary-age boom works through.

But any policy seeking to increase the number of institutions through the creation of only or mainly secondary schools is going to face problems of affordability: even if 300 new 1,500-pupil schools were to be created by 2025, this would entirely cater for the population boom without meeting May's target.

Free school supporters argue that the policy is such a success that it is worth spending money on. They point to this summer's celebrated GCSE results at what is probably, now, the most famous free school, Michaela in Wembley, north London.

Yet the policy has also frequently experienced failure: I covered a case last year which left both the head and the chair of governors incredulous at the failings of Government management, as the school was forced to close. Five others did so that summer.

Although some free schools have certainly proved popular with parents, others have been operating on tiny pupil numbers: last year, I found that nearly one in five of them had fewer than two-thirds of the roll they would need in order to be full within seven years of opening.

Suella Braverman, Conservative MP and former chair of governors at Michaela, has acknowledged the difficulty of ploughing fresh resources into free schools. So, in a pamphlet for the Thatcherite thinktank the Centre for Policy Studies, she advocated either operating frees on lower per-pupil funding than other schools or allowing them to be run for profit.

The latter would introduce overt privatisation into mainstream state-funded education for the first time, on the grounds that the private sector would take on upfront costs and then would be "paid by results": rewarded for how the school did over the coming years.

Is this something that the British public – likely to be facing a General Election soon – would accept? It is a measure either of the boldness of those now around Boris Johnson, or of the need of free schools supporters to find ways of adding to their arguments in light of the challenges facing the wider expansion of this policy, that the question is even being asked.



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Reading role model for the whole community

Jon Biddle is English lead at Moorlands Primary in Norfolk. Max Watson finds out what makes him a class act.

ENGLISH teacher and union rep Jon Biddle celebrates World Book Day every day. He's on a mission to foster a love of reading, not just for tests and passing exams, but for pleasure.

Jon has taught for 22 years and currently teaches year 6. Reading for pleasure is the most important factor in a child's educational development, he says, pointing to an OECD report in 2002, which concluded that a child reading because they enjoy it, is more significant than parental income.

"It's about the impact, not just on their journey through school but through life – it's a long game," he says. "It's absolutely central to everything we're trying to achieve. It's about learning for genuine purpose.

"The frightening thing is how many kids don't have books at home. There's nothing more important than addressing that."

A school-wide reading culture

Jon's method is all about immersing children in high-quality texts across the curriculum – not just those used for comprehension.

Developing a reading culture means teachers are "reading role models". Senior leadership teams need to be aware of how much time it takes to develop knowledge of books, to prioritise that in CPD or staff meetings.

"We go to the library and book shops and attend author talks. It's very much part of our normal routine so it doesn't feel like an effort. That's a bonus, as workload is huge," he says.

Jon's school prioritises independent reading, daily storytime and 'book talk'.

"The shared aspect of reading is often overlooked – children talking about books, recommending and lending books to each other," Jon says. "When you've got that book-buzz going, you're 90 per cent there."

He cites author Aidan Chambers, who said: "The true strength of a school is how hard they fight to protect their reading time against curriculum pressures."

Jon's school has poetry displays and 'poem of the day' when children read their favourite to the class. He also suggests giving book prizes and using social media.

"There are lots of recommendations on there by other teachers who know children's



Jon Biddle reading to year 6 pupils at Moorlands Primary in Norfolk. He says: "Reading for pleasure is about the impact, not just on their journey through school, but through life. It's a long game."

"Poetry post involves children writing their favourite poem and posting it through people's doors."

books," he says. "There are charities and grants to fund your books or a librarian."

Parents ask for recommendations

The school involves parents and the local community in fostering a love of reading too. 'Poetry post' involves children writing their

favourite poem, decorating an envelope, and posting it through people's doors "to show what we're doing is bigger than testing or SATs".

"The children get so excited when we get a tweet or a letter from a recipient who says 'you made my day' or 'that's brilliant'."

Now more books are borrowed from the school library every year and parents often come in to ask for recommendations.

"They've really broadened their horizons, reading much more challenging, interesting books and new genres.

"It's not about World Book Day once a year, it's a continual celebration of books."

Jon's top recommendation is Varjak Paw by S F Said: "Year 3 absolutely love it."

Visit Jon's blog childrenreadingforpleasure.blogspot.com or follow him @jonnybid

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Role of an NQT's induction tutor

I AM an NQT and have just started in a school. I don't feel like my mentor is supporting me. What am I entitled to expect?

You are entitled to an induction tutor who provides day-to-day monitoring and support.

Some schools may use the term 'mentor' interchangeably with induction tutor, or to describe an additional teacher assigned to help you. So make sure you know exactly who is acting as your induction tutor.

The tutor should be a suitably experienced teacher who has considerable contact with you – for example, your line manager or a senior member of staff.

The induction tutor should:

- be fully aware of the requirements of the induction period;
- provide or co-ordinate guidance and effective support for your professional development;
- have the necessary skills, expertise and knowledge to work effectively in the role and to make rigorous and fair judgements about your progress in relation to the requirements for completing induction satisfactorily.

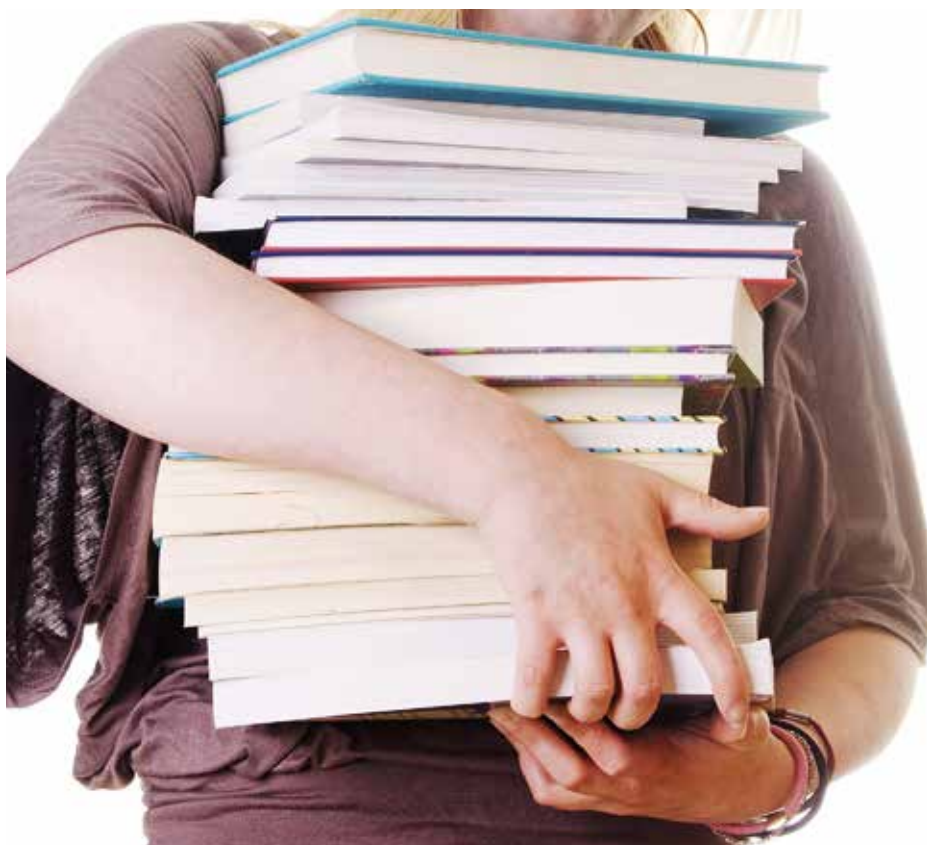
The induction tutor is expected to:

- provide day-to-day monitoring and support;
- undertake most of the observations of your teaching, and provide constructive feedback;
- be the person you meet for the professional reviews of your progress, to review and revise your objectives and make the written record of progress towards these;
- provide your summative assessment – the judgement as to whether you have successfully reached the standards relevant to that stage of your induction;
- keep dated copies of reports of all observations, review meetings and objectives, and make sure you receive copies too;
- usually be involved in the final assessment at the end of induction;
- evaluate your progress towards the standards, and provide constructive feedback and professional development opportunities so you can improve your performance and reach the standards.

Visit neu.org.uk/induction

Entitled to my own classroom?

I HAVE not been given my own classroom this academic year and have to move from one classroom to another, carrying all my resources and all the children's books. The classrooms are not always equipped for my



subject and the children often arrive before me. Is this allowed?

There is no entitlement to be allocated a specific classroom. That said, it is not reasonable to expect you to carry heavy resources and books between classes.

Your employer owes you a duty of care under the Health and Safety at Work Act 1974. You should therefore request that they carry out a risk assessment and implement any required adjustments.

The union would advise that you consider the implications of not having your own classroom on your ability to deliver quality education, and work with your employer on how these can be mitigated. Do this in writing and keep a copy of your employer's response(s).

Raise your concerns that classrooms are not always suitably equipped, that you are often late because you have to move around, and explain how these issues are impacting on your ability to deliver good-quality lessons.

Keep a written record and contact your union rep to let them know the situation.

Asked to teach other subjects

I AM a PE teacher, but have been asked to teach some English this year. Can the school make me do this?

If your contract specifically states that you are employed as a PE teacher, then that is what you should be directed to do.

However, if your job title simply states that you are employed as a teacher, then the head teacher can reasonably direct you to teach other subjects. If you are unhappy about having to teach a subject you lack experience or confidence in, speak to your head teacher.

There may be other shortage subject areas in your school that you do have more experience and confidence in. Any additional new areas of responsibility you are given should come with appropriate training and support.

Email the head teacher and ask for a meeting to discuss and agree a package of training and support, including timescales. If you have a union rep, it may be advisable to keep them apprised of your situation. A good employer should fully support you in getting prepared and up to speed as they are asking you to do something new.

Please write

Send your queries to: Ask the union, Educate, NEU, Hamilton House, Mabledon Place, London WC1H 9BD or email educate@neu.org.uk Questions for the November/December issue should reach us no later than 30 September.

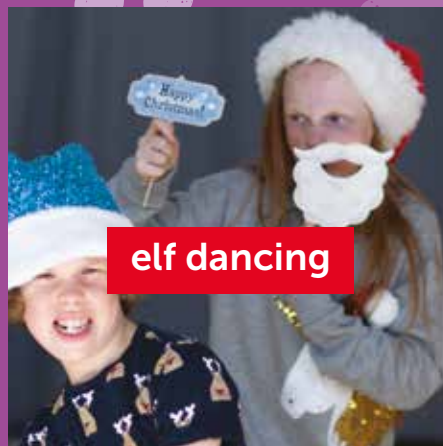
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Together
we will end
homelessness

How Norwegian teachers defeated Nazi education

I HAD been a teacher for the best part of 30 years and seen out 17 secretaries of state for education, so I thought I knew a thing or two about government interference.

But one summer I ambled into the Resistance Museum in Oslo and came across a remarkable story I couldn't get out of my mind.

It's 1940. Norway is occupied by Hitler's army. The Nazis decide it is time to build a new order. Norwegian teachers are told they must join the Nazi Teachers' League and teach Nazi ideas in their classrooms.

But 8,000 teachers write protest letters. They are threatened with salary withdrawal and the sack. Still they refuse.

In a desperate attempt to break them, the Nazi government arrests 1,000 male teachers and sends them to prison camps, 300 miles above the Arctic Circle.

This sparks a campaign by parents – 250,000 protest letters land on the desk of the hated Minister for Education, Ragnar Skancke. Meanwhile, the teachers in the north are subjected to torture and hard labour, while temperatures fall to -18C in the prison camps.

The teachers just have to sign a piece of paper and they will be free. But they resist. Now the battle begins...

I couldn't believe I had never heard this story before. And so my journey to make a documentary – *The Teachers' Protest* – began.

The project was part-funded by the National Education Union and the Union of Education Norway. My journey took me into the frozen darkness of the north, to the heart of another culture, to ask just what is it that drives us to do this near impossible job.

The story became a passion and a great adventure. None of the teachers are still



Director Jon Seal based his film around the drawings of teacher and prison camp detainee Herlov Åmland

“Pencil sketches on the back of brown paper bags, scratched out in the squalor of a prison camp.”

alive, but I managed to find sons and daughters (now in their 80s) with vivid memories.

I travelled with my camera the length and breadth of Norway looking for my film, always met with kindness and interest by those wanting to tell the story. And then, in a dusty book, I came across the drawings

of Herlov Åmland – pencil sketches on the backs of brown paper bags, scratched out in the squalor of a prison camp.

An internet adventure led me to the studio of Herlov's son, Arne. He welcomed me with a strong cup of coffee and pulled out a battered folder, placing it carefully on the desk.

And there in front of me were all of Herlov's originals – exquisite, beautiful and inspiring. I knew I had a film.

The battle for free speech goes on

Norway's schools reopened in April 1942, thanks to strong resistance by the country's educators, and Nazi-focused education never amounted to anything. The protection of free speech is as important today as ever, and nowhere more so than in the classroom.

The Norwegian teachers' story shows us how we can fight without weapons and win.

Jon Seal, director, *The Teachers' Protest*

Teachers imprisoned, tortured and killed in Sudan

IN Sudan, protestors against the military regime, including teachers, have been attacked, detained, tortured and killed.

Teachers played a key role in the uprising against dictator Omar al-Bashir, which began in December 2018 following a government decision to triple bread prices. Teachers also took strike action over issues such as non-payment of salaries.

These protests succeeded in bringing down

al-Bashir, and a transitional military council stepped in, but protesters have been demanding civilian rule. The movement is co-ordinated by the Sudanese Professionals Association, which includes teachers. Repression has been fierce, with many killed by security forces. Others have died in custody.

Teacher Ahmed al-Kheir from the Kassala province in eastern Sudan was tortured to death after being arrested and, on 28 June, Yassin

Hassan Abdulkarim, president of the Teachers' Committee, was taken from his house.

The NEU has sent a letter to the Sudanese embassy demanding the immediate release of Yassin. The letter also calls on the authorities to fully respect and uphold the Sudanese people's rights to freedom of expression, peaceful assembly and association, and for an immediate halt to the use of lethal and unnecessary force against peaceful protesters.



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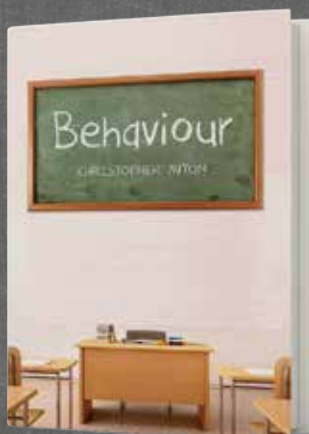
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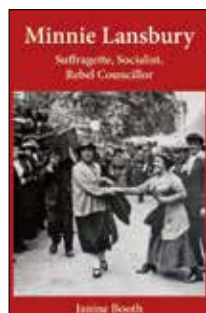
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Minnie Lansbury



MINNIE Lansbury: Suffragette, Socialist and Rebel Councillor is the fascinating tale of a remarkable young woman who became a champion for women's rights. It is also the story of Eastern European Jews in London, of the fight against poverty and embracing revolutionary possibilities.

Minnie was appointed to the post of Alderman when Labour swept to power in Poplar in the 1919 elections. She and other councillors improved services, but faced a financial crisis in 1921 when the economy crashed and unemployment spiralled out of control. When Minnie and other councillors decided to defy the unfair funding system, they were sent to prison.

Lansbury's struggles will resonate with modern readers and are relevant

to today's labour movement and campaigns against antisemitism and for women's equality.

Aliss Langridge

Minnie Lansbury: Suffragette, Socialist and Rebel Councillor by Janine Booth. Five Leaves. £11.99.

Teacher in the Cupboard

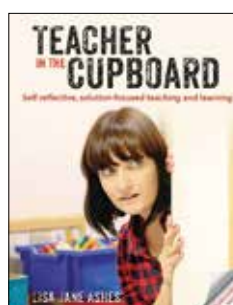
IT took me a while to work up enthusiasm after reading the subtitle of this book – self-reflective, solution-focused teaching and learning – but I was very pleasantly surprised once I did open it.

This is a proper workout of your teaching philosophy, interpersonal relationships, assumptions and educational style, giving you space to step back and make conscious choices rather than battling through each day counting down the minutes.

You will also find it useful if, like me, you have a role training teachers and other school staff. Highly recommended.

Elli Rhodes

Teacher in the Cupboard by Lisa Jane Ashes. Independent Thinking Press. £16.99.



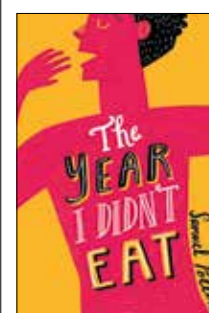
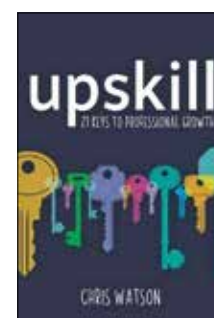
Upskill

CHRIS Watson provides 21 keys to professional growth, based on the skills employers value the most in their employees. These include having the ability to influence, being resilient and showing emotional control. Presented in manageable chunks, this book aims to help readers become more effective at work.

Particularly inspiring are the YouTube TED talks. Although aimed at a corporate work setting, these innovative ideas can be adapted for use in school.

Cindy Shanks

Upskill: 21 Keys to Professional Growth by Chris Watson. Crown House. £14.99.



The Year I Didn't Eat

A POWERFUL novel told in the first person by Max, a 14-year-old whose eating disorder, which he names Ana, is taking over his life.

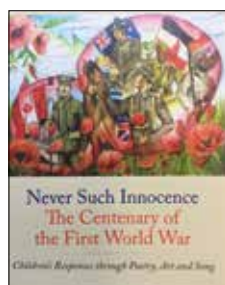
There are details

of calorie counting and frequent weighing, so please be careful not to put this in the hands of vulnerable pupils. But I highly recommend that anyone working with teenagers read this book.

Elli Rhodes

The Year I Didn't Eat by Samuel Pollen. Zuntold. £7.99.

Never Such Innocence



CHILDREN from 42 countries have contributed to this poignant and sensitive commemoration of the First World War, which features prose, poetry, songs, paintings and photographs of sculptures.

The involvement of different nations and of civilians adds a broader perspective, and bereavement and bravery are recognised. There is a profound section on the Royal British Legion that includes a memory box entitled Echoes across the century. A remarkable book.

Len Parkyn

Never Such Innocence. The Centenary of the First World War Children's

Responses through Poetry, Art and Song. £18.99.

Lavinia and the Magic Ring

AS a cold and hungry Lavinia drifts off to sleep in this modern fairytale, her dreams are interrupted by a strange woman who presents her with a magic ring, one which will turn anything into... poo!

Lavinia learns that people give you what you want when the things around them are turning to poo. But will she go too far with her new-found power?

Sian Sparrow

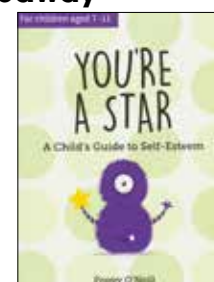
Lavinia and the Magic Ring by Bianca Pitzorno. Catnip Publishing. £5.99.



Competition giveaway

YOU'RE a Star by Poppy O'Neill is a practical guide to help your child grow their self-esteem.

Aimed at children aged 7-11, Educate has five copies to give away. Simply email your name and address to educate@neu.org.uk with You're a Star in the subject line and five lucky winners will be picked at random. Closing date: 29 September.



Letters

The environmental cost of school choice

WITH daily news items about global warming and our attempts to reduce it, I am disappointed that not more attention is paid to the policy of school choice and its effect on the environment.

Our local secondary school has a 'requires improvement' Ofsted rating and some parents have opted out.

A neighbour has chosen to send her son to a school seven and a half miles away. She makes two return journeys by car each day – totalling a staggering 5,850 miles a year. Apart from parents who want their children to go to a better school, specialist academies add to this movement.

I wonder if – after proper consideration of the environmental costs of parental choice – an intelligent government would want to promote this policy?

I am not convinced that the current 'winners and losers' approach is better educationally than what went before and it must surely have a detrimental effect on our environment?

Alex Wood, retired teacher, Northampton



A little bit of heaven

The benefits of outdoor education revisited

I FOUND the article on forest schools (Educate, May/June, page 27) interesting and informative. It added to my knowledge of forest school objectives, which I gained in the 1970s.

I ran Cottage Lane Outdoor Base in Yorkshire. When it closed, the chairman of the Education

Committee for Sheffield said:

"You are closing, no arguments or discussion, because all you do is take teachers out into the countryside to enjoy themselves."

Fortunately, the National Trust, the Peak Park Authority and the Easter Moors Partnership have taken up the mantle of outdoor education in this area.

Rodney Hyde, Derbyshire

Independent thinking

MICHAELA Ryan's letter Learning skills for life, with its reference to independence and problem-solving, reminded me of one of my favourite teaching experiences.

At the end of the first of six drama in education sessions on a student teaching course, a young woman was looking unhappy. I asked her if anything was wrong and she said: "I'm sorry, I didn't understand a word you said."

Another student overheard her and said: "You know how we are always told what to think? Well, I reckon this man is trying to get us to think for ourselves."

Her final review of her understanding of the short course was the most intelligent and perceptive in the class. This was many years ago, but I'd love to know how these two splendid students have fared in their careers.

John Airs, Liverpool



Teacher's pet Bruce



Bruce is the precious pet of Isle of Wight year 6 teacher Mike Dignan (pictured).

"Bruce was once a class pet to year 5 at St Mary's Primary School. He is lovely, gentle and his throat spots make him a very handsome bird.

"He enjoys listening to the other birds during the summer months in the safety of my back garden."

If you have a treasured pet you'd like to show off, email a high-resolution photograph with 50 words about what makes them so special to educate@neu.org.uk



Please write The editor welcomes your letters but reserves the right to edit them.

Write to: Letters, Educate, NEU, Hamilton House, Mabledon Place, London WC1H 9BD or email educate@neu.org.uk

Letters for the November/December issue should reach us no later than 30 September. Please note we cannot print letters sent in without a name and postal address (or NEU membership number), although we can withhold details from publication if you wish.



Star letter

Our strike against intolerable workload forced major concessions

OUR members at Ilford County High School in Redbridge, London, took three days of strike action in July against intolerable workload (strikers pictured above, with former NEU joint president Kiri Tunks).

When threatened with three more days of action in the second week of term, management offered major concessions on all points, which members voted unanimously to accept (pending approval from the governing body). We forced a climbdown.

The school has the lowest spending on teachers per pupil than any other Redbridge secondary and our members voted by 91 per cent to strike.

Our members at Ilford County have already had to bear the brunt of the budget deficit in their school with increased contact time, denial of pay progression, and a reduction in support and teaching staff numbers.

However, they believed the drastic changes being proposed to the Teaching and Learning Responsibility structure by the school would have led to the worsening of their conditions, making their workload intolerable. What concerned them most is that it would have led to a poorer quality of education for their students.

You can't keep cutting jobs and simply expect teachers and support staff to pick up the extra work. Our members just want to be in the classroom, supporting our children's learning, and we feel vindicated by the outcome of our action.

Thank you to everyone who helped bring about this successful outcome.

Venda Premkumar, Redbridge NEU joint secretary

Update your details – visit my.neu.org.uk

IT'S vital that the NEU has up-to-date details for all its members.

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■ or write to Membership & Subscriptions, National Education Union, Hamilton House, Mabledon Place, London WC1H 9BD.

The NEU political fund

THE NEU is now the largest education union in Europe and its size and strength makes a real difference in campaigning to protect education for children, young people and adults.

One of the objectives of the union is to “seek to influence the political agenda while maintaining independence from any political party”.

In order to campaign effectively on the political stage, members voted to establish a non-party political fund in November 2017. Members' contribution is one per cent of full subscription rate.

The political fund is independent of any political party, affiliation or support.

Expenditure can only be made:

■ for the production, publication or distribution of any literature, documents, film, sound recording or advertisement, or any event, festival or campaign, the main purpose of which is to persuade people not to vote for political parties and their candidates who promote racist, fascist or similar views.

■ to encourage our members, or identified groups within the membership, or to encourage people generally or specific groups of people to register to vote.

■ the provision of expenses incurred by officials or officers of the NEU at the annual conferences or other meetings of political parties.

The union can campaign against political parties or individual candidates with racist or fascist policies and work with other campaigning organisations, sympathetic to trade unions, which highlight and work against racism and fascism.

Members have the right to submit a withdrawal notice, available at neu.org.uk/political-fund which can be posted or emailed to the address on the form. The withdrawal will take effect within one month of receipt.

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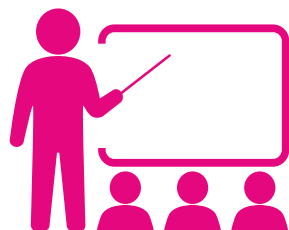
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Tell a tale from days gone by

A CREATIVE writing competition aimed at budding historical writers is open for entries.

Judges for the Young Walter Scott Prize (YWSP) are looking for an engaging piece of short fiction from writers aged between 11 and 19, which is set in a time before they were born.

Winners will receive a £500 travel grant and a two-day trip to the Baillie Gifford Borders Book Festival in Melrose, Scotland in June 2020. They will be presented with their prizes at the event and meet published writers, including the winner of the £25,000 Walter Scott Prize for Historical Fiction. Both prizes are sponsored by the Duke and Duchess of Buccleuch.

All shortlisted and highly commended writers will see their work published in a YWSP anthology, and runners-up in each age category receive a book token.

Stories of between 800 and 2,000 words can now be submitted until the closing date of 31 October. Entries are judged in two age



One of this year's YWSP winners, Jenny O'Gorman, receiving her prize at the Borders Book Festival

groups – 11-15 years and 16-19 years.

Any kind of fiction can be entered, including prose, poetry, drama, fictional letters or reportage.

Full details of how to enter can be found at ywsp.co.uk

Beasties put mental health on the table



BOOK of Beasties is an award-winning, psychologist-endorsed card game for children and young people that aims to raise emotional literacy as well as normalise and de-stigmatise conversations about mental health and wellness.

The game is accompanied by a guide and lesson plan that teachers and carers can use to give each session a direction, track

students' moods and behaviours, and refer to a set of pre-planned activities designed to complement the Beasties.

London-based schools are being given the chance to receive a free copy of the game plus some basic one-on-one training with the creators.

Send an email to info@bookofbeasties.com

Who are your heroes?

FOLLOWING the 2019 Women's World Cup, the National Literacy Trust and Bonnier Books UK have launched a new reading and writing competition for pupils in key stage 2.

The competition asks students to nominate their ultimate hero, giving compelling reasons for their choice. The hero could be their favourite footballer, someone they admire from the local community or even a family member.

The winning pupil will receive the full set of 38 best-selling Ultimate Football Heroes books for their school and the opportunity to watch a top football match at Wembley Stadium in a VIP box.

The competition is open until 25 October. Visit literacytrust.org.uk/competitions/football-heroes

Cricket coaching for schools

CHANCE to Shine is a national charity that aims to give all children the opportunity to play, learn and develop through cricket. It sends specialist coaches into schools, once a week for six weeks, to support cricket coaching. Visit chancetoshine.org

Advice on all things SEN

A WEBSITE has been launched providing recommendations for learning resources, toys and books for children with special educational needs (SEN).

The SEN Resources Blog is packed full of advice on everything from managing routines to navigating children's bedtimes. Visit senresourcesblog.com

Healthy Schools rating scheme

THE Government has released its long-awaited Healthy Schools Rating Scheme (HSRS), which can be used to evaluate how schools are supporting children to keep themselves healthy.

Schools are being encouraged to take part in the voluntary scheme by completing a survey that covers four areas: food education, school food standards, time spent on physical education and active travel.

Schools will then receive a report based on their answers, with the highest-scorers getting a gold, silver or bronze award. The ratings will not be shared publicly. Visit bit.ly/2JFeja3

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THIS photo of Winchelsea beach near Rye in Sussex was taken by year 5 teacher Sally Kennedy-Lamb from Croydon.

"Nothing beats a walk on the beach to counteract the stress of teaching and

I try to go regularly to get some sea air. On Winchelsea beach, there are the remains of an ill-fated harbour built in the 1800s. The light reflecting off the water and the cloud formation caught my eye."

Why not send your pictures to us at educate@neu.org.uk? They should be high resolution, accompanied by 50 words telling readers about its subject. We send a £20 book token to each photographer featured so don't forget to pop your address on the email too.



WIN!
Send us your photo to win a £20 book token

What's in your lunchbox?

In Palestinian folklore, cauliflowers are believed to cure everything from respiratory problems to post-natal pain. In this recipe by Yasmin Khan, it is cooked into a thick and creamy soup, with just enough warming spice to make you feel as though it is indeed warding off all potential ailments.

Roast cauliflower soup
serves 4-6

Ingredients

- 1 large cauliflower (1kg)
- 2 onions, sliced into half moons
- Extra virgin olive oil
- 1½ tsp ground cumin
- 1½ tsp ground coriander
- Sea salt and freshly ground black pepper
- 30g salted butter
- 4 garlic cloves, crushed
- 1 large potato (400g), skin left on, roughly chopped into 3cm squares
- 1 tsp ground turmeric
- 1 litre gluten-free vegetable or chicken stock
- 2 tbsp flaked almonds, to serve
- Chopped parsley leaves, to serve

Method

1. Preheat the oven to 200°C/fan 180°C/Gas 6.
2. Cut the cauliflower into equal-sized florets and place them, along with any leaves, on a baking tray with the onions. Drizzle over a few tablespoons of olive oil and sprinkle on



the cumin and coriander, one teaspoon of salt and half a teaspoon of pepper. Use your hands to mix everything together, then bake for around 20 minutes, or until the cauliflower is cooked through but still has some bite.

3. Meanwhile, melt the butter in a large saucepan and sauté the garlic for a few minutes over a low heat. Add the potato, turmeric and stock, cover and cook for ten minutes, until the potato is soft.

4. Reserve a few spoons of the roasted cauliflower for the topping (including leaves) and add the remainder to the soup. Simmer everything together for five minutes before blitzing with a hand-held blender until it is smooth. Taste and adjust the seasoning.

5. Toast the flaked almonds in a dry pan over a low heat until they turn golden. Ladle the soup into warmed bowls and top with a spoonful of roast cauliflower florets and a scattering of toasted almonds and parsley.

Win a copy of Zaitoun

This recipe comes from *Zaitoun: recipes from the Palestinian kitchen* by Yasmin Khan. We have three copies to give away – email your lunchbox recipe to educate@neu.org.uk with your name, address and membership number, putting 'Zaitoun' in the strapline, by 30 September.



Quick crossword

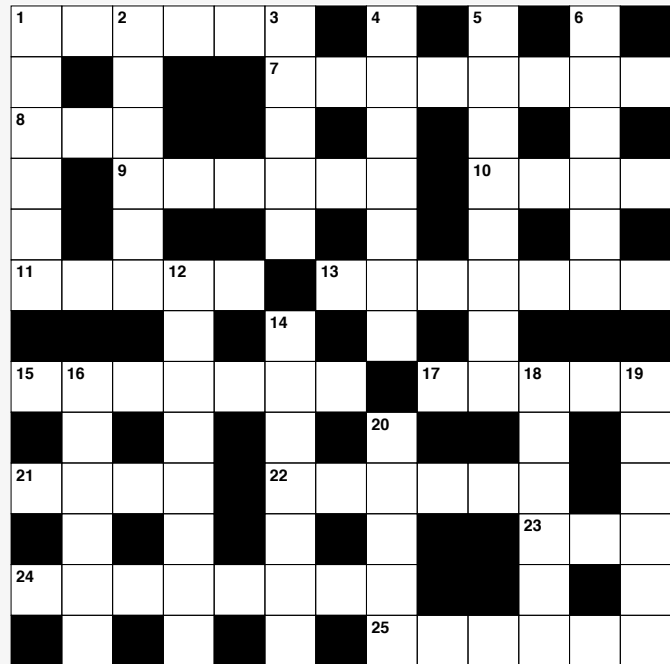
Answers at bottom
of page 49

Across

- 1** Opera in one act by Richard Strauss (6)
7 Dwain ___ : English former sprinter (8)
8 Ostrich-like bird (3)
9 Michael ___ : most decorated Olympian of all time (6)
10 Type of wild mountain goat (4)
11 The Taming of the ___ : play by Shakespeare (5)
13 Powerful great ape (7)
15 The Big Apple (3,4)
17 Broadway musical with music by Charles Strouse (5)
21 Fly that resembles a mosquito (4)
22 National Park in the West Country (6)
23 Queen ___ : fairy referred to in Romeo and Juliet (3)
24 Shrub or fruit tree grown flat against a wall (8)
25 ___ Morissette: Canadian musician who sang Ironic (6)

Down

- 1** Cutting instrument with two blades used by gardeners (6)
2 Cyndi ___ : singer of Girls Just Want To Have Fun (6)
3 Bacterium that can cause food poisoning (abbrev) (1,4)
4 Siegfried ___ : poet of the First World War (7)
5 Glasslike volcanic rock (8)
6 George ___ : Animal Farm author (6)
12 Nationality of Omar Sharif (8)
14 Greek goddess of hunting (7)



- 16** ___ Hemingway: American novelist (6)
18 ___ Cook: DJ whose stage name is Fatboy Slim (6)
19 Mount ___ : second-highest volcano in Antarctica (6)
20 Central part of a sunspot (5)

Sudoku

Sudoku solutions will feature
on this page next issue.

	4			5	3			7
8	2			9	7		5	6
			8	1		3		
2								1
	7						8	
3								9
		8		2	9			
9	3		1	4			6	8
5			3	8			4	

Easy

				5	3		8	
					2		7	
		7						1
	1			4			3	
7		2			6		4	
3			6			1		
9						8		
	5		8					
	4		1	3				

Medium

	1		6			8		
		2	3				5	
	7				1			9
	3	6						7
7			1		3			5
1						2	9	
4			7				2	
	8				2	5		
		1			6		4	

Difficult

Last issue's (July/August 2019)
sudoku solution

(from left: Easy, Medium
and Difficult)

1	6	2	4	3	5	7	8	9
3	9	5	8	7	2	4	1	6
7	8	4	9	1	6	5	2	3
9	1	7	5	8	3	2	6	4
6	2	3	7	4	1	8	9	5
5	4	8	2	6	9	3	7	1
8	7	1	3	9	4	6	5	2
2	3	9	6	5	7	1	4	8
4	5	6	1	2	8	9	3	7

8	4	5	7	3	1	9	6	2
3	2	9	4	6	5	7	1	8
6	7	1	8	2	9	3	5	4
2	6	3	9	4	8	1	7	5
7	1	8	3	5	6	4	2	9
5	9	4	2	1	7	6	8	3
1	3	6	5	8	4	2	9	7
4	5	7	1	9	2	8	3	6
9	8	2	6	7	3	5	4	1

5	6	4	9	2	8	3	7	1
3	8	9	1	6	7	4	5	2
7	1	2	4	5	3	6	8	9
2	3	8	5	7	1	9	6	4
4	5	6	2	8	9	1	3	7
1	9	7	6	3	4	5	2	8
8	7	1	3	9	5	2	4	6
6	4	3	7	1	2	8	9	5
9	2	5	8	4	6	7	1	3

Prize crossword

WIN!

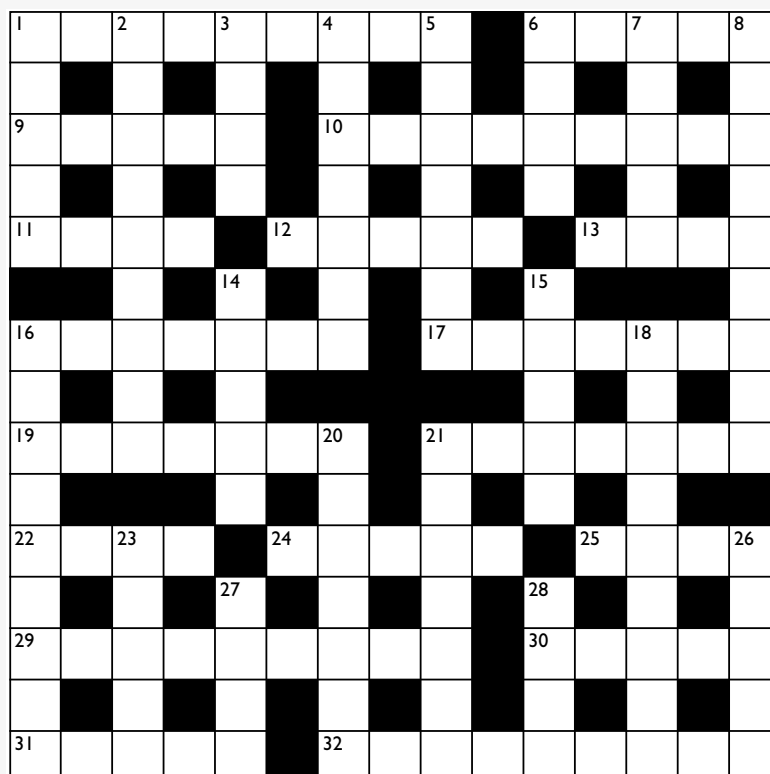
A £50 Marks & Spencer voucher

Across

- 1** New class – them without equal! (9)
6 Everyone backs graduate with domesticated pack animal (5)
9 When I leave loo it's available to be rented (2,3)
10 Where teachers can relax with a soft form, perhaps (9)
11 Deception from Head Office gets a '10' (4)
12 Extravagantly showy college dinner? (5)
13 Loud tune is moderately good (4)
16 Early school is Army rip-off (7)
17 Type of thinking all rate differently (7)
19 Transfer dear one to famous girls' school (7)
21 Herb redeployed players (7)
22 Heavy metal boy embraces Beethoven's 2nd (4)
24 Back in the day Latin originated here (5)
25 Fraudulent scheme detected in King's, Cambridge (4)
29 A ropy term, maybe, but it won't last for ever! (9)
30 Took an exam in glossy fabric (5)
31 Forces trainee acted funny (5)
32 North Wales resort dull and falling apart? No! (9)

Down

- 1** Might it be struck during a football game? (5)
2 Vital Kate changes – given to chattering (9)
3 Really dislike starting holidays at term's end! (4)
4 Great joy, yet class unusually lacks Head of Languages (7)
5 Head of Charterhouse in strappy shoe? Outrage! (7)
6 and 15 down Files sorted by Conservative for biography (4,5)
7 Smell arises during exam (oral) (5)
8 Daily tram organised by former government department (9)
14 and 27 down Disorderly rogue, tall drunken yob (5,4)
15 See 6 down
16 I play Romeo – act wildly, being extremely drunk... (9)



The winner and solution of this prize crossword will feature on this page next issue.

- 18** ...then new role – acted wildly again, and moved somewhere else (9)
20 Little Helen holds broken bat in school game (7)
21 Chum mobilises Army in ancient Syrian city (7)
23 Targeted help includes me! (5)
26 One of many Scottish mountains, some of them unromantic (5)
27 See 14 down
28 Exploited American educational opening (4)

Send your completed crossword, with your contact details, to: September/October crossword, Educate, NEU, Hamilton House, Mabledon Place, London WC1H 9BD, or email a photographed copy to educate@neu.org.uk. Closing date: 30 September.



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Last issue's (July/August 2019) prize crossword solution

Across 9 ELUCIDATE 10 REACT 11 MAIGRET 12 RUSSELL 13 GRIT 14 INSPECTORS 17 MINARET 18 HATCHED 20 SANATORIUM 23 MAIN 25 DOCTORS 26 IN HASTE 28 CREWS 29 REREADING **Down** 1 TEAM 2 MUSICIAN 3 LIBRA 4 MARTINET 5 LET RIP 6 PROSECUTE 7 GAZEBO 8 ET AL 13 GAMES 15 SEDAN 16 FRAT HOUSE 18 HAULIERS 19 HEADSHIP 21 NICKEL 22 RESORT 24 SHEAF 25 DOCK 27 ERGO

Congratulations to last issue's winner – Diane Adam from Durham

This issue's quick crossword solution (p48)

Across 1 SALOME 7 CHAMBERS 8 EMU 9 PHELPS 10 IBEX 11 SHREW 13 GORILLA 15 NEW YORK 17 ANNIE 21 GNAT 22 EXMOOR 23 MAB 24 ESPALIER 25 ALANIS **Down** 1 SHEARS 2 LAUPER 3 E COLI 4 SASSOON 5 OBSIDIAN 6 ORWELL 12 EGYPTIAN 14 ARTEMIS 16 ERNEST 18 NORMAN 19 EREBUS 20 UMBRA

Migrant mothers at risk



THE Government's hostile environment policies are no secret. From the Windrush scandal to school teachers being asked to quiz their pupils to find out about their family's immigration status, we are seeing policies which set out to make life in the UK as difficult as possible for migrant communities.

One policy that has received surprisingly little media attention is the introduction of charges for NHS care for certain groups of migrants. Patients who are not "ordinarily resident" in the UK and who do not qualify for an exemption are now charged for hospital treatment.

In practice, this means that healthcare professionals are being made to do the work of immigration officials. NHS trusts must now issue invoices, actively chase debts and report unpaid debts to the Home Office.

Of course, this is bad news for anyone who needs medical attention and faces a huge bill. But at Maternity Action, we're particularly concerned about the rights of pregnant women and mothers. We're also concerned about how this policy affects children as they are eligible to be charged too.

Billed for maternity care

The average charge for maternity care is over £6,000. For complex pregnancies or difficult labours, the bill could be significantly higher.

Even though women should not be charged until after they have received the care, at Maternity Action we regularly get calls from destitute women who've received bills and threatening letters while they were still pregnant.

The debts that women are saddled with can affect future immigration applications, leaving women stuck

with irregular immigration status without the right to work to pay off the debt and without any entitlement to housing support or social security.

Unsurprisingly, the women we speak to tell us that these bills cause them huge anxiety which affects their physical and mental health. Some women simply don't go back to the hospital for antenatal care.

Huge impact on pupils' health

We also hear from women whose children need hospital care but they can't afford the bills.

Teachers will recognise the impact that poor health can have on children's ability to access education. We recently supported a woman whose son is about to start primary school and is suffering from constant ear infections, which have caused speech delay and partial deafness. The mother cannot afford the NHS bill for the grommets he needs.

If the mother were to take him to hospital, the NHS trust would be obliged to actively pursue the debt and report her to the Home Office. And yes, it is the mother who receives the bill, not the father.

Trade union solidarity and support

Maternity Action has been at the forefront of challenging this policy and speaking out against charges for maternity services but we need the support of our friends in the trade union movement to make a real impact.

Please read our report on charging (maternityaction.org.uk/2018/09/what-price-safe-motherhood) and visit our website for resources such as a template letter to write to your MP, a motion that can be used at union branches and conferences, and a campaign toolkit.



Fact file

Scarlet Harris is head of policy and campaigns at Maternity Action, the UK's leading charity committed to ending inequality and improving the health and wellbeing of pregnant women, partners and young children.

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