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Campaigns Section

School Funding

Conference notes:

1. the reduction in per pupil spending since 2010 that increased sharply in 2015;
2. the vocal campaigns run by parents' groups and the teacher unions to demand a reverse to school cuts;
3. the concession in July 2017 to increase school funding by £1.3 billion in 2018/19 and 2019/20. The further concession to part fund the teachers' pay award in July 2018 amounting to £500 million;
4. the removal of the ring fence around SEND funding in 2010 and the cut in the number of pupils on the SEN register from 1.5 million in 2010 to 1 million today;
5. the increase in the number of pupils with a statement or EHCP from 240,000 in 2015 to 320,000 today. This increase was not accompanied by a significant rise in funding. The strain resulting strain on the high needs budget which has led to many local authorities running a deficit; money being transferred from the schools' budget to supplement the high needs budget and significant cut backs in provision;
6. the successful court case brought against Bristol Council in July 2017 by parents of children with special needs against cuts in provision;
7. British primary schools have an average class size of 27 compared with 20 for the rest of Europe;
8. that school staffing numbers were cut by 10,800, including 5,400 teachers, in England in 2017 and that the pupil population increased by 66,000;
9. the scheduled increase in the employers' contributions to the Teachers' Pension Scheme of 7.2% in September 2019. This will cost £1.75 billion for England & Wales per annum;
10. with the funds available to schools becoming more restricted it is becoming apparent that teachers and parents are attempting to fill the gap. It is important that this is recognised and acknowledged and not accepted as an appropriate solution;
11. that in some areas of the country – particularly in Inner London, the demand for school places is falling. This has the effect of reducing the income of schools which makes the reduction in per pupil funding even more disastrous;
12. that 100% of those voting in the recent indicative ballot said that they wish the Union to continue the campaign on funding – with 82% indicating support for strike action;
13. that various attempts to discredit the schools' cuts figures, produced by the Union, have failed;
14. that a Parliamentary petition calling for more school funding launched by Heads in Gateshead and supported by the NEU, local council and MPs gained over 100,000 signatures, prompting a Parliamentary debate;

15. at this debate 18 Conservative MPs spoke out against school cuts, showing the success of the campaign in continuing to make school funding an important political issue;
16. a number of Councils, prompted by the growing NEU Councillor Network, have passed motions against school cuts, placing a demand on Government to rectify this situation;
17. that the f40 Group of Local Authorities supported and distributed amongst their members a NEU Councillor Open Letter to Damian Hinds;
18. that School Cuts Cymru was successfully launched in the Wales Assembly in March 2019; and
19. the well-attended nursery funding protest at Parliament held in March 2019.

Conference believes:

- i. school funding will continue to be squeezed as part of the Government's austerity programme;
- ii. school funding will continue to be an important political issue for teachers, parents and the wider community;
- iii. school funding is jeopardised through the large amounts of money going into the hands of private consultants due to the need to run multi-academy trusts to a business model; and
- iv. school funding will continue to be a key issue in any forthcoming local or national elections.

Conference instructs the Executive to:

- a. prioritise our campaign to increase school funding;**
- b. consult with local NEU Districts on demographics and the demand for pupil places locally and consider ways to add the effect of reduced pupil numbers – where they exist - to School Cuts data. This will clearly help in persuading the public of the scale of the problem;**
- c. consult members and schools to ascertain funding and resource purchases carried out by staff and parents and publicise this as part of the funding campaign;**
- d. seek to unite all education unions in a joint campaign to fight for more funds;**
- e. build on the recent indicative ballot to develop the national campaign on school funding, including preparation for a further indicative ballot as part of the campaign plan;**
- f. be ready to make school funding a key issue in the forthcoming local elections and any forthcoming general election;**
- g. work with organisations and academics to establish the impact of austerity on our communities including the impact of poverty, mental health, health and well-being, police cuts and reductions in social care and ascertain how schools, colleges and communities have been adversely affected;**

- h. campaign against and raise awareness of the names and number of private companies and consultants making extortionate amounts of money from state education, in particular through academies and MATs;**
- i. encourage local Districts to work with other unions, parents and local councillors to develop local and regional campaigns on school funding; and**
- j. prepare to conduct a further indicative ballot at an appropriate time if the Government still fail to reverse the cuts and provide the necessary funding for our schools and colleges.**

End of Privatisation of Education

Conference notes and enthusiastically endorses the Labour Party commitment to curtail the academies and free schools' programme and to give the role of providing school places and building new schools back to local authorities.

However, we are concerned that may leave many academies still in place outside of local democratic oversight. Conference understands that this will necessitate the re-building of local authority school services to at least pre-2008 levels.

Conference also notes the excellent campaign launched by the NEU District Secretaries, assisted by the national Union, within the Diocese of Brentwood to oppose the Catholic Bishop of Brentwood's intension of academising all the Roman Catholic schools in that Diocese.

Conference welcomes the excellent support from local Labour councillors and Labour MPs within the Diocese, who have written to the Bishop urging that the Roman Catholic schools stay within the family of LA schools.

Conference believes that despite the ethical veneer given to the academisation program to NEU members and other employees in Catholic schools, in reality, all academies are a method of privatising education and will be detrimental to both teachers and students, who will be likely in either the short or long term experience detriment to their pay, conditions and experience of education.

Conference further notes that hundreds of millions of pounds have been thrown at these programmes with huge sums siphoned from school budgets into paying for the inflated salaries of multi-academy trust chief executives.

Conference congratulates the whistle-blowers of Bright Tribe, Wakefield City Academy Trust (WCAT) and others in exposing corruption and urges the Union to give full support to potential whistle-blowing members to do this.

Campaigns against academy conversions are growing in number and increasingly halting voluntary conversions.

Conference also notes that since the academisation of schools programme began the governance of individual schools has become confused and less democratic.

Conference calls on Executive to:

- 1. campaign strongly for a policy that explicitly pledges to bring all academies back under local authority oversight by a phased transition within the lifetime of one Parliamentary term;**
- 2. urge all schools which were either forced academies or were unwillingly academised against the wishes of staff, parents and the community, to start campaigning now to be taken back into LA control in the event of a Labour Government;**
- 3. ensure that every maintained school which is threatened with academisation, whether forced or not, is strongly supported to remain as a maintained school within its LA. This support should be given through local Officers, Officials, the organising team and Executive members using materials from the Union;**
- 4. campaign to secure the agreement of all major political parties to accept the principle that at least 75% of those sitting on school governing bodies should be democratically elected by and be accountable to a) the local community and b) school staff;**
- 5. call on those with legal powers to act, to act in such cases as Bright Tribe and WCAT etc. with the aim of prosecuting those who engaged in corruption and recovering the sums wrongfully taken;**
- 6. urge all Union districts and branches to affiliate or re affiliate to the Anti Academies Alliance campaign which has done excellent work in supporting schools in campaigning against academisation and educating staff, parents and the public of the dangers of the privatisation of state education;**
- 7. support the campaign started in the Diocese of Brentwood by:**
 - (i) creating a national presence around the issue in the media;**
 - (ii) supporting District and local officers with Union materials;**
 - (iii) seek to work with Labour MPs, Councillors and the London Mayor;**
 - (iv) support ballots for action up to and including strike action in schools;**
- 8. take advantage of the increasing concerns over forced academisation voiced by politicians across parties to win a change in the law by concentrating its national and parliamentary anti-privatisation work in this direction and support the campaign initiated by parents campaigns calling for the repeal of Section 7 (Academies Act, 2010) which would remove the power of the Secretary of State to issue forced academy orders;**
- 9. launch a national campaign 'Take back our schools' with a conference sponsored by the NEU, working with organisations fighting academisation and the effects of privatisation on children, pedagogy, curriculum, SEND provision, funding, assessment and terms and conditions of staff working academies and MATs;**
- 10. commission research into the impact of privatisation on the education system in England and the life chances of children in the context of the**

Global Education Reform Movement (GERM) with the view to publishing research findings;

- 11. support the various parents' campaigns and petition calling for the repeal of Section 7 (Academies Act, 2010) which would remove the power of the Secretary of State to issue forced academy orders and work with MPs, political parties and other relevant organisations to achieve this aim.**

Climate Change

Conference recognises that the latest UN climate report shows that:

1. without more rapid action, there will be at least a 3 degrees temperature rise by 2100;
2. 1 degree rise above pre-industrial levels has already led to increasing fires, hurricanes, floods and droughts;
3. the transition to a zero-carbon society to keep below a 1.5 degree increase is the most urgent problem facing humanity and is technically feasible; and
4. the obstacles are entirely political.

Conference believes that:

- i. the consequences of a failure to act – or an unjust transition, whereby those with wealth and power dump the costs downwards – will be severe for our members, our communities, the children we teach and - in the worst case – could threaten our survival;
- ii. school pupils have already grasped the seriousness of climate change and are making their voices heard. They have become part of a movement of young people across the globe who are rightly demanding that their politicians urgently take the action needed to tackle the climate crisis and that our education system reflects this priority. As a generation without a voice in elections, but one for whom the climate crisis will impact the greatest, we commend their willingness to engage in political activity and debate to ensure their voice is heard;
- iii. we have to help lead a Just Transition; shifting energy production, transport, housing and agriculture onto a sustainable basis within the lifetimes of the children currently in our schools; with workers and communities most directly affected not dumped into destitution like the miners, but re-skilled to carry the transition out;
- iv. this needs immediate Government investment for a qualitative shift within 12 years, including a significant shift in the focus and aims of Education, as required by Article 12 of the Paris Agreement;
- v. the current Government's market solutions are failing, leading to the UK missing its targets;
- vi. the inadequacy of Government action in the face of the urgency of the crisis has led to a rapidly growing global school students' movement rightly taking the lead in demanding that their politicians urgently take the action needed to tackle the climate crisis and that our education system reflects this priority;

- vii. as a generation without a voice in elections, but one which the climate crisis will impact the greatest, we commend their willingness to engage in political debate to ensure their voice is heard.
- viii. the Labour Green Transformation Plan grasps the scale and speed of the transition required but this must be integrated into every level of the proposed National Education Service (NES);
- ix. the biggest polluters are top corporations which are also responsible for attacking the wages and conditions of workers. Tackling climate change and improving the conditions of our members means struggling against big business, its owners and its political representatives; and
- x. school and college students, those with the most to lose from global warning, have walked out of class in their thousands to protest against it, with more actions planned.

Conference instructs the Executive to approach NUS, UCU, other education unions and interested parties including the schools students' movement to:

- a. **support the demands of the students for a curriculum that reflects this priority;**
- b. **lobby Government to press them on plans to carry out their obligation under the Paris Agreement to educate the public about the scale of climate change and the measures needed to deal with it – including through school's curricula – and a recognition that for every school to be zero carbon by 2030;**
- c. **make Just Transition a key narrative in our discussions about the NES;**
- d. **hold an Education for a Just Transition conference in the Autumn;**
- e. **welcome the statement by Education International stating that “education unions stand with the students”, to disseminate the full statement widely and propose that EI promotes an international campaign to implement Article 12;**
- f. **affiliate the National Union to the Campaign Against Climate Change;**
- g. **stand in full solidarity with all students striking or protesting against climate change;**
- h. **oppose any reprisals against students taking action to fight climate change, such as detentions, exclusions. The rights to strike and protest are fundamental democratic rights for students and workers alike. To call on schools not to take action against students. We pledge to support student defence campaigns as necessary;**
- i. **pledge to support future student actions by approaching student representatives to offer trade union speakers, stewards and organisational support; and**
- j. **campaign for these important global issues to be integrated into a broad-based curriculum, as part of a fully funded and staffed education system to suit all needs.**

Education: General Section

A National Education Service

Conference notes:

1. successive Governments have failed children and the education system in this country, leaving it chaotic, under-funded and unaccountable to local communities, including parents, students and school staff;
2. the academies and free schools programme has failed to deliver a genuine improvement in educational outcomes for our students, and is disintegrating as evidenced by the collapse of many free schools, and the withdrawal of academy chains from schools for which they are responsible;
3. there is a growing crisis in teacher recruitment and retention;
4. the accountability agenda, with its emphasis on data and a narrow range of educational outcomes and testing, has limited students' access to creative and critical approaches to learning and has contributed to the rise in students experiencing issues with mental health; and
5. Early Years education and pedagogy is currently under threat from Ofsted and the Department of Education who seem intent on creating more formality for our youngest children, particularly in reception classes, despite research evidence which shows this to be detrimental to young children's learning.

Conference:

- i. welcomes plans set out by the Labour Party for a comprehensive National Education Service;
- ii. **instructs the NEU Executive to support the development of a National Education Service and to initiate a national roadshow to contribute to the development of a National Education Service, through discussion and consultation with school staff, parents and the wider community; and**
- iii. **instructs the Executive to campaign for all academies and free schools to be brought back under democratically-accountable local authority control as part of campaigning for a national education service.**

Conference believes the following principles are important for a National Education Service.

- a. The restoration of previous funding levels, and their eventual improvement for all schools and sixth form colleges.
- b. The restoration and extension of the 'Sure Start' programme.
- c. The re-establishment of local accountability for education, including oversight of school admissions and funding, including that for students with educational special needs, and the reintegration of free schools and academies into a locally run and democratic system of education.
- d. A return to national pay scales and conditions of employment for all teachers and support staff.

- e. The abolition of Ofsted, and the establishment of an inspectorate that will work cooperatively with schools and local bodies to support students' education.
- f. The abolition of testing in primary schools and of school league tables.
- g. A review of the secondary curriculum and examination arrangements that limit the curriculum and place an over-emphasis on data.
- h. A full, independent and teacher led review of the primary curriculum with the aim ensuring it is developmentally appropriate, engaging for children and flexible for teachers to deliver in the ways that they see fit rather than a one size fits all model.
- i. Ensure that any review of the current Early Years Foundation Stage Framework is carried out by experts in the field and any changes are based on sound research and evidence in consultation with the Early Years community.

Mental Health in Exam Factories

Conference notes that:

1. following the Exam Factory Report of 2015, the NUT Conference 2017 passed a motion on mental health and wellbeing of students in exam factories. Conference noted the connection between the welfare of teachers and of students. This connection runs deep;
2. education Support Partnership reports a 35% increase in mental health cases in teachers. ONS 2017 report the rate of suicide in girls aged 15-19 hitting a record high. The Guardian reported (4/9/2018) 'Growing numbers of teenagers in England and Wales are killing themselves'; and
3. the rise of "zero tolerance" approaches to behaviour and increasing acceptance that this is "what works", without regard for their impact on children's mental health and access to education for our most vulnerable learners.

Conference believes:

- i. that the situation has worsened and too predictably the failure to adequately deal with neurodevelopment and learning needs of students from a few years ago have become the mental health issues of our young adults today;
- ii. savage cuts to youth and education services are compounded by equally savage cuts in higher education and a frighteningly cavalier attitude of some of our education providers;
- iii. many academy chains have a policy of exclusion and many LEAs, who pick up the load, provide no provision whatsoever for our most vulnerable students once they are beyond schooling age;
- iv. that youth crime levels, including knife crime, have increased directly because of a combination of Austerity, cuts to youth services and schools, and the increasing narrowing of the curriculum which is preventing the accessibility of education for all;
- v. "zero tolerance" approaches are inhumane, ignoring the key idea that all behaviour is communication. They promote surface level compliance without addressing the needs underlying challenging behaviour;

- vi. “zero tolerance” approaches are leading to students being informally excluded from classrooms and to children spending inappropriate and harmful amounts of time in isolation within school;
- vii. that increasingly draconian behaviour policies are appearing in schools such as the “flattening the grass” policy of an academy chain that has recently been exposed in the media, can be damaging to pupil mental health;
- viii. that school behaviour policies should be based on pupil welfare and relationships first and foremost; and
- ix. the use of isolation booths for extended periods has a detrimental effect on the mental health and education of all children.

Given the impact of funding on pay and workload, and cuts to staffing and services, it defies credulity to claim these issues are unconnected.

Conference instructs the Executive to:

- a. **put welfare of students, young adults and teachers at the forefront of all campaigns;**
- b. **work with other agencies to set up and advertise a co-ordinated advisory service where students, parents and teachers can report, log and action incidences in which they feel personally compromised in their day to day work and activities;**
- c. **review national processes for appraisal and examinations systems;**
- d. **to call on the Government to review PSHE curriculum, EMAS and Youth Service funding with a view to reducing youth crime;**
- e. **commission and disseminate research on approaches to behaviour management that are humane and respect the rights of the child;**
- f. **promote these approaches to head teachers;**
- g. **support members in raising concerns about and challenging inhumane and unjust behaviour management practices in their schools;**
- h. **to carry out research in to school behaviour policies and produce NEU guidance for schools in this area; and**
- i. **campaign for each Local Authority to have oversight and involvement of the development of behaviour policies for all the academies/schools in their districts.**

Accountability & Assessment

Conference affirms that:

- 1. good assessment practice is vital to successful teaching and learning; and
- 2. schools, like all educational institutions and agencies, have responsibilities to their learners, parents, and the public interest.

Conference believes that England’s current system of accountability and assessment is a barrier to good practice in teaching and learning, and inhibits, a positive relationship between schools and their stakeholders.

In particular, Conference believes that the current system:

- i. lowers the quality of education by narrowing the curriculum – e.g., through Ebacc – and steers schools towards teaching to the test;
- ii. imposes on primary and secondary schools a deeply flawed system of progress measurement;
- iii. based on Ofsted acts as a vehicle for Government policies, rather than an agency that supports school improvement;
- iv. contributes to problems of mental health among learners; and
- v. increases teacher workload and stress.

Conference notes:

- a. the growing political and public opposition to this system, expressed by leaders of the OECD and CBI, by Labour, Liberal Democrat and Green parties and many parents;
- b. the devastating critiques of key elements in the system, including the response of the British Educational Research Association to Baseline Assessment and of headteachers and researchers to Progress 8;
- c. the rising criticism of Ofsted, including the judgment of the Public Accounts Committee that it is an institution incapable of assuring quality in education;
- d. the warnings by the House of Commons Education Committee (2017) that young children are at risk of developing mental health problems as a result of high-stakes testing, and by school leaders in 2018 that 'reformed' GCSEs have harmed students' mental health; and
- e. evidence from teacher surveys, that demonstrates the extent of unnecessary and burdensome demands on teachers, arising from the pressures of accountability.

Conference instructs the Executive to:

- I. call for a comprehensive independent review of curriculum and assessment;**
- II. continue to resource and support, with trade union action where necessary, campaigns against features of the assessment system as Baseline, Phonics Check, SATS and Ebacc;**
- III. call for the abolition of Ofsted; and**
- IV. seek support from political parties for these objectives.**

International Section

PALESTINE

Conference notes:

1. the ongoing illegal occupation of the West Bank and siege of Gaza which are subjecting the Palestinian people to human rights violations, such as the maltreatment of Palestinian children in the Israeli military court system, injury and death;
2. the plight of millions of Palestinian refugees, many of whom are stateless, who are refused a right of return to their homeland; and
3. the status of Palestinian citizens of Israel who are subject to different treatment by over 20 laws including the recent Nation State Law which excludes them from self-determination and relegates Arabic to a lower status in law.

Conference congratulates all those members who have been active over many years in challenging the unjust treatment of the Palestinian people and in demanding a just and peaceful resolution.

We affirm our ongoing commitment to solidarity with the Palestinian people and pledge to continue our work to build understanding of the situation they face.

Conference instructs the Executive to:

- i. **develop and promote resources and CPD through our International section and International Solidarity Officer fora to ensure our members are fully informed and supported in their work; such resources to include information on the content of the Palestinian and Israeli curricula;**
- ii. **urgently pursue with Education International the commission into examining both curricula as agreed by the General Union of Palestinian Teachers and the Israel Teachers Union at EI Congress in 2015;**
- iii. **continue facilitating delegations to visit Israel and Palestine as long as there is interest from members in taking part;**
- iv. **make challenging the detention, arrest and conviction of Palestinian children in Israeli military courts a key campaigning priority in the coming year;**
- v. **affiliate to the Palestine Solidarity Campaign and encourage affiliation by districts/branches and individual members of the Union;**
- vi. **support TUC policy, to “boycott the goods of companies who profit from illegal settlements, the Occupation and the construction of the Wall”;**
- vii. **pressure the UK Government to call on the Israeli Government to comply with international law and human rights treaties;**
- viii. **work to win the backing of Education International and the ETUC(E) for these policies and to seek to collaborate with like-minded unions internationally;**

- ix. express our solidarity with the GUPT for its objectives for education and discuss with them ways to develop this solidarity; and**
- x. NEU delegations should meet with both Palestinian and Israeli Labour movements that support Palestinian rights.**

Equality Conferences Section

Change Needs to Come from Within

Conference welcomes the TUC publication 'Is Racism Real' (2016), a report compiled by polling Black workers about their experiences.

Conference, therefore, instructs the Executive to campaign for all employers to:

1. have structures that work towards achieving the checklist within our anti-racism charter;
2. have strong equality and dignity policies that explicitly include zero tolerance of racism;
3. support staff who raise concerns and protect those subject to racial abuse and violence;
4. publish data on BME recruitment, promotion, pay, progression, dismissal;
5. set aspirational targets for diversity, measure progress annually, and work with trade unions to establish such targets;
6. develop measures that address racial inequalities in the workplace; and
7. establish a simple protocol for workers to report racism at work and ensure that workers feel confident that complaints will be taken seriously, acted on promptly and dealt with satisfactorily so that staff know workers who raise concerns will not face victimisation.

Conference further instructs the Executive to lobby the Government to:

- i. work with unions towards achieving the checklist within our Charter;**
- ii. ensure that all schools including academies and MATs employing more than 10 people publish a yearly breakdown of employees by ethnicity and pay band;**
- iii. ensure relevant bodies have adequate funding to promote workplace anti-racist policies and practice and seek legal redress when appropriate;**
- iv. reform rules on employment status to ensure that all workers benefit from the same rights, including statutory redundancy pay, protection from unfair dismissal, family-friendly rights; and**
- v. reform the law to make employers responsible for protecting their workers against racism by third parties that are linked with the school.**

Conference Believes that all NEU members are equal.

We demand any barriers to engagement are minimised and, wherever possible, removed.

We believe that this will aid member recruitment and retention and help to bring about a more representative workforce.

However, we believe provisions set out in Rule 14.2.3 will not enhance the engagement of black members and might actually prove to be detrimental to this aim.

Conference therefore instructs the Executive to delete reference to black members and rewrite the rule accordingly.

Disability Discrimination

Conference believes that:

Many different groups of members are prevented from considering Executive roles within the Union due to the time commitment and workload involved with these positions.

The Union's current position of not allowing Executive roles to be considered for role sharing could be discriminating against disabled members, carers and parents. Whilst not all positions may be suitable for job sharing, those roles that are should be available to job share on request.

The Union already employs a number of staff members on a job-sharing basis and therefore it seems a natural progression that this should be extended to lay members wishing to take on Executive roles.

Further, Conference is acutely aware of the discrimination and unequal treatment that disabled members face on a daily basis. This unequal treatment often results in many disabled education workers leaving the profession. Conference believes that the only way to counteract this discrimination is to:

1. represent disabled members better and fight for their rights more effectively;
2. involve disabled members more fully in the decision-making processes of the Union; and
3. publicise to all members information about disabled education workers' rights and what guidance on effective and reasonable adjustments.

Conference calls upon the Executive of the NEU to:

- i. produce a printed publication which explains and demonstrates disability discrimination and what has been and should be done about it;**
- ii. distribute this publication to all schools and publish it on-line;**
- iii. develop better training for caseworkers that focuses solely on disability related issues/knowledge, including yearly regional and national courses; and**
- iv. accept role sharing, when requested, as meeting the requirements under the Equalities Act and/or a reasonable adjustment for the role of Executive seats and the Executive seat holder for disabled members.**

Education: Secondary/Post 16 Section

Valid Assessment for All

Conference is alarmed at the number of terminal exams students now sit at the end of their GCSE studies. This has contributed to an increase in mental health related issues for students. With increasing content in most GCSE courses, it is now very difficult for classes to cover the whole course in any meaningful way.

Conference notes:

1. the huge increase in children and young people suffering from high levels of school-related anxiety, stress, disaffection and mental health issues. This is particularly noticeable amongst students sitting National examinations such as A Levels, GCSEs and SATs;
2. that the introduction of the new GCSE grading system has coincided with the reduction of grade boundaries: in 2018 AQA Physics, Biology and Chemistry a Grade 4 (Grade C equivalent) averaged 52/200 (26%). In AQA Maths a Grade 4 was 47/240 (19.5%). The gap between the skills needed for GCSE (Cramming) and those for A level (independent, inquiry-led), continues to widen;
3. students in the UK are amongst the most tested in the world. Linking projected outcomes from national test to national test ignores the reality of how children develop and learn. In 2018 some GCSE students sat more than 25 separate exams over three weeks. The amount of stress placed on our young people cannot be sustained;
4. young people must now remain at school or in training until the age of 18. There are therefore valid questions as to whether exams at 16 are still necessary;
5. the documented increase in “Off-rolling” and Home Education is also a cause of great concern; and
6. the change in the secondary examination system from a mixed exam and coursework approach to one that depends entirely upon high stakes examination. It also notes that children with certain aptitudes and conditions do not perform to the best of their ability under a final exam system.

Conference believes the increasingly prescriptive nature of choices at KS4 means that some students study subjects in which they have little interest or ability. Thousands are prevented from acquiring the skills they will need in adulthood and are not well enough equipped for the needs of today’s society. Students with low attainment, high disadvantage and with SEND are most affected.

Conference reaffirms its objection to Baseline testing and aims to end the misery of SATs in Primary schools.

Conference calls on the Executive to:

- i. carry out research into the validity of the current GCSE system;
- ii. carry out research into a study into possible links between “Off-rolling” and schools’ position in League tables;
- iii. use any outcomes to persuade the Government to reassess the use of league tables,
- iv. assess the need for exams at 16;
- v. campaign for nationally recognised assessments based in holistic and academic approaches which will allow students to develop skills and knowledge they will need in the workforce best suited to their needs; and
- vi. to commission further research into the link between exam pressure and worsening mental health amongst students.

Post 16 Colleges

Conference notes that:

1. the number of Sixth Form Colleges has fallen following the Area-Based reviews;
2. teachers employed in Sixth Form Colleges enjoy national pay and conditions, as set-out in the *Red Book*, and national pay bargaining;
3. teachers employed by general FE colleges have lost such conditions of employment that existed before the *Silver Book* was abolished by the employers;
4. the post-16 sector continues to be underfunded and that colleges won’t receive the current pay grant unless they convert to academies; and
5. colleges’ funding has decreased, in real terms, by around 20% under this Government.

This has led to:

- i. increased class sizes;
- ii. the loss of subjects that recruit low numbers;
- iii. an increase in the use of temporary contracts by colleges; and
- iv. great reticence by colleges to increase pay in line with that of school teachers.

Conference believes that one result of the area-based reviews and the Government’s drive for fewer, larger, colleges has been an increasingly fragmented post-16 sector; which has had an adverse effect on both students attending, and staff employed in, those colleges. For students, provision varies from one geographic area to another. For staff, terms and conditions vary and are continually under threat of being worsened;

Conference is very concerned about the increased casualisation of labour in the post-16 sector for both teaching and support staff roles. There is a worrying rise in the use of agency staff even when a permanent role exists for a qualified member of staff.

Therefore, Conference instructs the Executive to:

- a. highlight the scandalous loss of post-16 funding as part of the current funding campaign and lobby parliament vigorously to provide the pay grant to all state sector providers of education, i.e. fund post-16 education at the same rate as pre-16;**
- b. campaign immediately for national pay bargaining and terms at least as good as *Red Book* for all post-16 college teachers; and**
- c. form a working group, to include post-16 teachers, to investigate how best to bring all colleges back into local authority control; its report's recommendations to be considered by next year's Conference.**

Union Strategy Section

Abolish the Anti-Union Laws

Conference notes:

1. the large raft of legislation passed by Conservative Governments between 1980 (FC) and 2016 aimed at restricting legitimate trade union action;
2. the Conservative laws have made solidarity strikes illegal and prevent unions taking political strike action. These laws prevent us striking to defend the NHS and prevent stronger groups of workers helping less well-organised workers.
3. the anti-union laws prevent effective picketing;
4. the Conservative laws prevent unions taking prompt action involving us in long-Drawn out, cumbersome balloting procedures;
5. the 2016 Trade Union Act stipulates high thresholds for turn-outs and 'Yes' votes in strike ballots and gives the state new powers to interfere in internal union affairs; and
6. unions which breach these laws can be liable to massive fines.

Conference further notes:

- i. Tony Blair's New Labour Government was proud to retain the anti-union laws;
- ii. Labour's 2018 conference once again passed policy to abolish the anti-union laws: "Labour will form a radical Government; taxing the rich to fund better public services, expanding common ownership, abolishing anti-union laws and engaging in massive public investment"; and
- iii. the Union membership has an immediate, pressing interest in seeing all the Conservative anti-union laws abolished and replaced with a positive set of rights for workers: the right to join an effective trade union, the rights to picket and strike.

Conference instructs the Executive to:

- a. work closely with the Labour leadership to see that Labour abolishes all the Conservative anti-union laws;**
- b. organise and lead vocal and active campaigning on this issue, explaining to our members, the wider movement and all workers why this is such a crucial demand; and encouraging our local organisations to campaign with other unions and local Labour Parties; and**
- c. campaign for the labour movement to organise support for trade unionists taking action in defiance of the anti-union laws.**

Strategy Section (Private Session)

Representation for Support Staff

Conference notes that:

1. a significant proportion of the new joiners to the National Education Union since September 1st, 2017 have been support staff;
2. the Union currently does not have recognition and bargaining rights in respect of support staff with most employers but can and does represent support staff members in the workplace and as parties to collective disputes;
3. the TUC-brokered agreement between the Union and GMB, UNISON and Unite was adopted by both legacy section Executives and the JEC and formally adopted in September 2017. A review of the revised agreement may be initiated at some point after three years from the date of its signing; and
4. union density for support staff is substantially lower than for teachers.

Conference believes that:

- i. there can be no second-class citizens or categories of membership in our Union;
- ii. the significant numbers of new support staff members since the creation of the NEU have been attracted by the prospect of education workers organising and campaigning together in the fourth largest union in the UK; and
- iii. that large numbers of previously non-unionised support staff have joined the Union many so that they can join collective industrial action in their schools.

Conference recognises the vital importance of increasing union density amongst support staff. Conference also recognises the necessity to galvanise the whole school/college workforce against the hostile environment in which unions operate rather than risking disputes with sister unions.”

Conference instructs the Executive:

- a. **to recognise the support and representation that the NEU provides for all those in the workplace; and**
- b. **to work collectively towards the review of the TUC agreement whilst remaining focused on our strategy for a union for all education professionals.**

Equality Section

Anti-Racism

Conference notes with concern:

1. the growth of racism internationally as seen, for example, in the United States and Europe;
2. the growth in this country of extremist far right organisations and campaigns, such as The Democratic Football Lads Alliance, the Free Tommy Robinson campaign, Generation Identity and others;
3. the continuing rise in racist hate crime including the increase in Islamophobic and anti-Semitic abuse and attacks;
4. the impact of the so-called 'hostile environment' on our communities, most notably those of the Windrush generation and their families, including the children we teach;
5. the continuing failure of the Government to implement the 'Dubs amendment', thus leaving vulnerable children who are entitled to a welcome in this country in a desperate situation; and
6. the increasing numbers of African Caribbean and other minority groups being excluded reflects both a historic injustice and evidence of an increase in institutionalised racism. This puts these students at real risk of being labelled educational failures, exposure to crime, diminished life chances, and is causing huge distress to families.

Conference affirms its commitment to building a society in which every child is valued, whatever their background, religion or culture.

Conference instructs the Executive to:

- i. **affiliate to Stand Up to Racism, Love Music Hate Racism and Hope not Hate, and to publicise activities organised to combat the rise in racism in our society;**
- ii. **support and publicise the activities of Show Racism the Red Card;**
- iii. **continue to work with the TUC to promote joint work by trade unions to combat racism; and**
- iv. **organise a round table discussion and consultation using expertise and experience from both within and outside the Union on the growing issue of exclusions and off-rolling, with a view to formulating Union policy and producing guidance for members and as a basis for influencing national Government educational policy.**

Conference congratulates the staff at Central Foundation Girls Schools for their silent protest in response to the filming of a racist video outside the school and further congratulates NEU members in schools who also stood in solidarity with their colleagues and students. Conference believes that such mass displays of unity are important in demonstrating that the racists are outnumbered and can be beaten.

Challenging Stereotypes and Empowering Young People

Conference notes:

1. the increase in gender stereotyping in society and its pernicious effects on the wellbeing of all our young people and their ambitions;
2. the gendered nature of apprenticeships and A Levels including low numbers of both girls pursuing STEM qualifications and boys in non-traditional fields;
3. the high levels of anxiety, self-harm, poor body image and sexual harassment suffered by girls;
4. the high levels of male suicide in society;
5. the high number of women in the UK killed by their partner or male family member; and
6. the continued prevalence of homophobic and transphobic bullying in our schools.

Conference believes we must urgently address the prevalence of stereotypes which are trapping our young people into restrictive roles and damaging behaviours.

Conference fully supports the development of LGBT+ Education training within the Union including successful events like '30 Years Since Section 28 -LGBT+ Education in the 21st Century' and the work that the Equality networks are developing to train teachers to empower young people.

Conference supports the Government's inclusion of LGBT+ Education in its new RSE guidelines. However, we do not believe it is right for any children to miss out on RSE. This fundamentally contravenes a child's right to a balanced education.

We believe all young people should be free to express themselves without discrimination and that they should be supported to positively explore their interests and ideas.

Conference instructs the Executive to:

- i. **expand the 'Stereotypes Stop You Doing Stuff' resources for secondary schools to promote more diversity, inclusion and representation across all subjects and professions;**
- ii. **review the impact of the "*It's Just Everywhere*" report and carry out a follow up survey to include intersections with racism;**
- iii. **lobby the Government to make sure that mandatory Relationships and Sex Education is inclusive and fully funded, staffed by trained specialists using high quality resources with dedicated time on the curriculum;**
- iv. **campaign for the proper provision of mental health support services, funded nationally to ensure universal access for all young people;**
- v. **create resources to promote positive role-models of diverse people in different fields and roles to challenge negative or limiting stereotypes to include posters for use in schools and other teaching ideas;**

- vi. work to build a holistic curriculum which gives all students a breadth of knowledge and skills and supports their personal development as healthy, contented adults;**
- vii. produce guidance in conjunction with expert organisations for schools and members on:
 - a. domestic violence including in relation to affected children;**
 - b. suicide and self-harm;****
- viii. encourage, and provide support for, the organisation of local and regional events aimed at working with education staff to challenge sexism, such as those held in Lewisham, Croydon, Cambridgeshire and other places;**
- ix. ensure that all Union policies and guidance use the correct terms for the Equality Act protected characteristics;**
- x. campaign for the proper provision of LGBT+ Education in primary, secondary and sixth form schools; and**
- xi. support initiatives and projects that encourage acceptance and celebrate difference in individuals and groups in society.**

Organising and Membership Section

Building the NEU at the Workplace

Conference notes that the continuing fragmentation of education provision, means that there are now over 6,000 employers, many of whom operate beyond the boundaries of individual Local Authorities.

Conference also notes that, as a result of successive education policies, more and more decisions are being made or implemented at individual school level.

Conference further notes:

1. the vital work carried out by NEU representatives in workplaces across our Union, sometimes in increasingly hostile and intimidating school environments;
2. that Union-commissioned research, and internal analysis, show a clear link between the presence of an NEU workplace representative and member engagement, including participation in industrial action;
3. the vital role local branch officers play in recruiting, mentoring, supporting representatives, building representative networks and directly supporting members especially when there is no trained representative;
4. the indicative ballot organised by the NEU over pay and funding demonstrated clearly that local and school based organisation is the key to achieving a high turnout and yes vote in any ballot;
5. the ballot supported schools in electing representatives and beginning to organise themselves;
6. districts made use of different methods in successfully building the vote and increasing representative density, which the Union can draw on, such as WhatsApp groups, phone banks and representatives' "buddy systems"; and
7. the ballot took place at a time of maximum stress for the Union.

Conference believes that:

- i. Workplace Representatives fulfil a unique role in the Union, as they share the lived experience of members on a day to day basis;
- ii. successful workplace organising, where members and representatives participate in negotiations on their conditions of employment, is an effective way to challenge fragmentation and build the Union on a participatory basis;
- iii. the future success of Union membership recruitment, wider campaigns and any associated action ballots all depend on us enhancing our work with workplace representatives;
- iv. it has been established that with the right training and support, workplace representatives can play an important role in taking on some school-based casework thereby reducing the burden of casework on local secretaries; and
- v. recruiting, supporting and developing a representative in every workplace must be a key Union priority.

Conference instructs the NEU Executive to:

- a. commit to building an active Union presence in as many workplaces as possible;**
- b. prioritise the recruitment, training and organising of workplace representatives;**
- c. launch a serious campaign to recruit a representative in every college, secondary and larger primary and special school and as many representatives as possible in smaller schools;**
- d. develop a “Workplace Representation Strategy”, which should include training and support for local officers in recruiting and supporting school and college Representatives;**
- e. prioritise building trained representative density as part of the Union’s organising strategy;**
- f. establish a good practice guide for building representative density and organisation;**
- g. put measures in place to build up accurate membership lists, including the means by which local officers school representatives and individual members can update membership details quickly; and**
- h. encourage Districts to use the data from the ballot to establish an organising plan for improving membership and Representative density.**

Sector Conferences Section

Non-Pensionable Allowances

Motion 12

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Conference notes that some schools in the independent sector use non-pensionable allowances (NPA's) to remunerate staff for duties such as boarding, sporting and library. This practice also seems to be spreading into the maintained sector.

Conference agrees that many such allowances are in fact pensionable under the rules of the TPS, and that action is needed in order to ensure compliance and avoid a detrimental effect on pensions. In addition, some schools are even looking to withdraw from TPS all together.

Conference therefore instructs the Executive to:

- 1. raise members' awareness of the issue of non-pensionable allowances, including through new NEU guidance, as well as the significant loss of benefits occurred if the employer withdraws from the TPS and offers an alternative;**
- 2. hold discussions with Teachers' Pensions and independent schools' bodies such as the ISC, HMC, ISBA, AGBIS and others, in order to ensure that all independent schools that are members of the TPS are making the correct and appropriate pension contributions; and**
- 3. campaign for all qualified teachers in the independent sector to have access to the Teachers' Pension Scheme.**

T-Levels

Conference notes that constant changes in curriculum across all education sectors impact on post-16 education. Recent changes to the school curriculum have resulted in a more academic approach side-lining vocational education.

However, the introduction of T-Levels will force young people at 16 to choose either an A-Level route for university admission or a technical route - for which they are unprepared - to learn jobs-based skills.

Conference believes that:

1. most post-16 learners are participating in levels 1 and 2 courses of study, yet there is no indication that T-Levels will complement or support that cohort on the currently existing plans; and
2. Post-16 members are deeply concerned that the Government has failed to seriously consult with trade unions and the wider educational community and is heading toward another Diploma disaster. This is something the sector can ill-afford.

Conference instructs the Executive to lobby Government to:

- i. carry out detailed research in countries where technical education is successful;**
- ii. ensure equivalent resources are made available to deliver T-Levels in this country;**
- iii. offer appropriate subjects in schools which prepare students for T-Level study post-16;**
- iv. ensure an appropriate, meaningful transition year pre-Level 3 is available;**
- v. properly fund careers advice for students under 16;**
- vi. allow “real work” (i.e. paid jobs) and college-based work environments to be used as industry experience if they fulfil relevant criteria;**
- vii. ensure high standards of assessment (underpinned by Ofqual regulation).**
- viii. ensure that all summative assessors are appropriately qualified;**
- ix. consider and act upon equality implications for students where local workplaces are limited and not diverse leading to a limited T-level offer or where the time and cost of travelling to a Further Education college will be too great for students;**
- x. ensure appropriate support for SEND learners;**
- xi. consider potential safeguarding issues which may be created due to the increased duration of work experience required in the T-Levels;**
- xii. ensure continued provision of a variety of applied general qualifications; and**
- xiii. commit to ensuring the Education Unions’ involvement in all T-Level development and implementation.**

Support Staff Within the NEU and Beyond

Conference recognises Support Staff are a valuable body of professional people working hard each day in every nursery, school, sixth form and college. It is welcome that the NEU notes it is not just a teachers’ union but an education union. The largest education union in Europe. One union. Representing one diverse professional workforce.

Conference acknowledges that although in recent years there have been some gains made in certain areas there continues to be a wide spread and sustained use of term-time support staff contracts in our schools Eroding the pay and conditions of our membership.

Conference notes with concern the sustained and disproportionate impact that school cuts have had and are having on Support Staff, leading to mass redundancies, erosion of pay and conditions, a recruitment and retention crisis, leading to increased workload for all Educational Professionals. These devastating cuts impact on heavily on all children’s ability to be safe and learn, though have an inordinate impact on children and young people with SEND.

Though the NEU does not actively recruit Support Staff the membership of this section within the NEU continues to increase and now stands at in-excess of 25,000 members.

It is vital that this committed, essential and professional workforce is fully represented within the structures and campaigns of the NEU.

- 1. The NEU continues to fully represent our increasing support staff members.**
- 2. Conference asks the Executive Committee to campaign and lobby for the restoration of the SSSNB.**
- 3. Conference instructs the Executive Committee to set up a campaign with the aim to move all support staff back to 52-week contracts.**
- 4. To lobby Government to recognise support staff's vital role and professional status, to devise and adopt professional standards and fair treatment; and for them to be afforded the professional status they deserve within the National Education Union and the wider education sector ecology.**

Education: Early Years/Primary Section

Funding for Nursery Schools

Conference notes that:

1. fewer than 400 maintained nursery schools now remain open in England, providing around 30,000 places for children. One in three has closed over the last 30 years due to a long-term failure to address funding issues at national level;
2. the current Government has recognised that the Early Years National Funding Formula introduced in 2017 does not adequately provide for their costs. It has committed supplementary funding of around £60m per year until 2019-20;
3. the supplementary funding provided by Government with the aim of maintaining 2016-17 levels of funding has failed to achieve that, with 67% of nursery schools having a lower budget in 2018-19 than in 2016-17;
4. the introduction of the additional 15 hours entitlement for eligible working parents has created problems for providers and potentially impacted on parents' access to high quality early provision;
5. according to 'Early Education', 3 in 10 Maintained Nursery School (MNS) Headteachers are unsure about their immediate future, due to supplementary funding ending in 2020;
6. by 2019-20, the number of MNS with budget deficits is set to triple and over 60% of heads think their budget will be in deficit by 2020;
7. MNS aren't funded as Schools, they don't receive a 'base' allocation to recognise their costs and structure as Schools, despite sharing the same legal and statutory obligations. They are funded for 38 weeks, not 39 and must pay rates with average costs of at least £10,000 annually, unlike any other School;
8. from 2020, MNS will receive per pupil funding based on the same rate as the early years sector e.g. childminders working from home. The Government has agreed temporary supplementary funding while it completes a future funding 'consultation'. During this consultation, supplementary funding is only being provided for the universal 15 hours, not the 30 hours Government has offered working parents;
9. MNS have a proven record of narrowing the attainment gap between poorer children and their peers and support a far greater number of vulnerable children and those with SEND, than private nurseries;
10. MNS are widely recognised as 'pedagogical leaders';
11. the All-Party Parliamentary group (APPG) on Nursery Schools, Nursery and Reception Classes and Early Education is campaigning for more certainty about the future funding of MNS in England; and
12. according to 'Early Education', 3 in 10 Maintained Nursery School (MNS) Headteachers are unsure about their immediate future, due to supplementary funding ending in 2020.

Conference welcomes:

- i. the dedication and commitment of our union members in maintained nursery settings;
- ii. the continuation of high-quality early education led by Headteachers and fully Qualified teachers, as exemplified in MNS, is essential;
- iii. alongside cuts to children's centres, any closure of MNS will disproportionately disadvantage the most vulnerable children in our communities;
- iv. campaigning for MNS' funding should be an integral part of any future school funding cuts campaign; and
- v. the branch, local district and school led campaigns to highlight the inequalities of the funding system for maintained nursery schools.

Money allocated to the Early Years Block should be used to fund the sector and not used to fund under funding in other areas.

Conference instructs the Executive to:

- a. fully support the national campaigns to save nursery education;**
- b. call on the Government to hold an inquiry into the impact of the 30 hours provision on nursery settings;**
- c. distribute materials and disseminate information to our membership about the issues;**
- d. lobbying our MPs by writing letters to highlight the importance of the nursery school sector and urge them to press the Government for action on this;**
- e. producing materials to give to parents about the threat to Nursery Schools and ask them to contact their MPs;**
- f. work with 'School Cuts' to include figures for MNS on their website and in press releases;**
- g. send members to the All Party Parliamentary Group (APPG- Chair Lucy Powell) meetings and feed back to school staff as information becomes available as members of the APPG and campaign alongside 'Early Education';**
- h. call on the Government to guarantee that maintained nursery schools will have viable funding after 2020 which recognises the true costs they face;**
- i. organising our membership within the nursery sector to resist cuts to provision;**
- j. form a NEU Early Years Group to advise the NEU Executive on future national campaigns; and**
- k. organise meetings with NASUWT, UNISON & GMB to coordinate possible joint trade union initiatives; and Consider all strategies to protect members in maintained nursery schools including balloting them for action up to and including strike action.**

Boycott High Stakes Summative Testing in Primary Schools

Conference notes:

1. the detrimental effects of the SATs and high stakes testing on children and our members in primary schools;
2. that the NUT Conference 2017 agreed to: 'Conduct a ballot of all primary members during the Autumn term to ascertain levels of commitment for members refusing to administer Key Stage 2 SATs'. However, no ballot of primary members was organised;
3. that NUT Conference 2018 agreed to: 'conduct an indicative survey of members in all primary and infant schools...as part of the campaign to stop the Baseline pilot going ahead'. However, to this date no indicative survey has been organised;
4. the growth of bought-in, high-stakes, end of topic testing solely to provide data and 'show progress' in Primary schools; and
5. the increased workload and negative educational effects that this system perpetuates, including narrowing of the curriculum, a 'hot-housing' culture and an increase in mental health problems amongst children.

Conference believes that Government policies for assessment in primary education:

- i. are educationally flawed;
- ii. are based on a dogmatic rejection of research in learning and child development;
- iii. deny children the right to an all-round, personally-fulfilling and high-quality education;
- iv. increase stress for learners and teachers alike; and
- v. do not provide an adequate basis on which to develop the knowledge and capabilities that a twenty-first century requires.

Conference instructs the Executive to ballot all Primary members for a boycott of all high stakes, summative testing within Primary Schools for the academic year 2019/2020 thus allowing teachers to make the decision about what testing assists their students, in line with the statement by 'More Than A Score' that "Teachers should be trusted to use their professional expertise in determining the best methods of assessment."

Teachers may choose to assess pupils through methods such as spelling and end of topic tests which support learning. This formation facilitates balloting all our Primary members rather than just Year 2 and Year 6 teachers. It allows us to ballot members in Autumn 1 and build the campaign up to a boycott in Spring 2020.

Member Defence Section

Tackling Workload

Conference believes that collective action remains the primary response to the problems faced by our members in schools and colleges. Legal action through courts and tribunals in accordance with NEU rules and procedures may have an important role though not usually as the first resort.

Conference further believes that although there are laws in place to protect workers from bullying, excessive monitoring, intimidation and excessive working hours, these laws and guidelines have not been sufficiently tested in law, if tested at all. 39,000 working age teachers left state schools in 2015, an increase from 27,900 in 2011. Almost a quarter of the teachers who qualified in 2011 have left the profession. Workload and bullying are the main reasons for teachers leaving the profession.

ACAS guidelines on bullying in the workplace includes these definitions:

1. Excessive or harsh criticism of work or abilities
2. Ignoring the person
3. Deliberately withholding productive work opportunities
4. Undermining work performance
5. Devaluing work efforts
6. Failure to give credit when due

Fear of failure in tribunal should not be a bar to a proactive strategy.

Conference instructs the Executive to:

- i. include in an annual report to Conference how many tribunal cases, both successful and unsuccessful, have been taken by the NEU;**
- ii. pro-actively seek out cases that the NEU can take to tribunal in respect of workload breaches or bullying;**
- iii. set aside a special budget to take cases of workload breaches to tribunal with a view to winning a test case;**
- iv. set aside a special budget to take cases of bullying to tribunal with a view to winning a test case;**
- v. annually review the success or failure of this approach;**
- vi. make the threshold for members' access to legal protection clear to all members and officers;**
- vii. campaign to ensure full access to courts and tribunals for all;**
- viii. coordinate with other unions for a concerted national approach to winning tribunals including initiating a national Conference of trade unions on this matter;**
- ix. initiate a campaign amongst teachers and employers to make them aware that the NEU will vigorously pursue cases beyond the school gates and into the Courts; and**

- x. **continue to have collective action as the Union's primary response in campaigns.**

Conditions in Wales Section

Devolution of School Teachers' Pay and Conditions to Wales

Conference is concerned that the new Wales Pay Review Body machinery denies the NEU the right to represent its members fully in respect of pay and conditions and agrees that the NEU should seek to ensure that this evolves into full collective bargaining machinery as soon as possible.

Conference instructs the Executive, through the Wales Committee, to take steps to ensure that:

- 1. teacher's pay shall be, as a minimum, commensurate with that in England in LA maintained schools;**
- 2. pay awards are fully funded by the Welsh Government;**
- 3. the principle of portability is embedded;**
- 4. pay awards will include an element equal to the mandatory Education Workforce Council (EWC) registration fee; and**
- 5. all motions passed at the NEU Cymru conference are fully adopted with action, advice and campaigns built around these, specific to Wales.**

Furthermore, if steps 1, 2 or 3 are not met, Conference instructs the NEU Executive to immediately:

- i. ballot for national strike action in Wales; and**
- ii. approach other education unions, political parties and parents' campaign groups to organise a national campaign that will highlight the consequences of inferior and/or underfunded teaching salaries in Wales.**

Conditions of Service Section

Workload and Pedagogy

Conference notes:

1. in a 2018 NEU survey, more than 80% of respondents said that they were thinking about other careers because of the long hours required of classroom teachers;
2. despite the NEU campaign which led to the Government and Ofsted producing guidance on reducing workload the House of Commons Education Select Committee's 2017 report on recruitment and retention of teachers shows that a key driver for teachers leaving the profession is still unmanageable workload;
3. the Government 2018 'curriculum fund programme' pilot, whose aim is to reduce teacher workload and improve pupil outcomes, was only open to schools that had developed knowledge-rich curriculum programmes;
4. the success of a growing number of teacher initiated conference and events, including Celebrating Education, where pedagogy is examined and developed from below.

Conference believes that:

- a. the Government's use of the curriculum fund to support the development and sharing of curriculum materials that are 'knowledge-rich, and have teacher-led instruction and whole-class teaching at their core', shows a clear bias to a particular style of teaching, which takes away a teacher's professionalism and freedom to use a range of teaching styles and techniques, including creative, enquiry-based instruction;
- b. Ofsted's curriculum research, which underpins its new inspection framework proposals, is based on limited and contested evidence, leading to further bias in the interpretation of curriculum which will further limit teachers' use of professional knowledge and judgement;
- c. to solve the workload crisis, schools should not adopt teaching practices which require all teachers in the school to teach in the same way using the same materials;
- d. members working in the secondary school sector are being made to teach too many subjects outside their subject specialisms, which is having a damaging effect on staff and students;
- e. the most effective way for teachers to tackle workload is for them to take control of their profession and professionalism and take collective action over practices in a school which are overly burdensome and fail to address their students' needs;
- f. that teacher creativity and autonomy must be the bedrock upon which pedagogical practices are developed;
- g. that the Union should see organising around pedagogy as part of its mission to achieve social justice for children; and

- h. that we need to promote alternatives to the current top-down approach to pedagogy.

Conference instructs the Executive to:

- i. **campaign to ensure that while measures are taken to tackle workload, as a union we also promote the idea that teachers should maintain autonomy over the way they teach and are free to determine for themselves the best pedagogical methods;**
- ii. **provide a clear list of tasks that teachers shouldn't be expected to carry out, and encourage school groups to take action whenever these tasks are imposed, up to and including strike action;**
- iii. **support school groups that wish to oppose any attempt to impose a school-wide 'teacher-led instruction' teaching style to take action up to and including strike action;**
- iv. **dedicate resources to supporting member led initiatives such as the Celebrating Education conference both regionally and nationally as a central part of the Union's strategic aim of intervening in Government policy around curriculum and pedagogy issues;**
- v. **ensure that the Union's CPD programme includes options for developing pedagogy as outlined by this motion including Mantle of the Expert;**
- vi. **monitor the impact of, negotiate with Welsh Government and campaign to ensure that the introduction of the new curriculum in Wales does not result in a massive increase in workload;**
- vii. **undertake an investigation into the number of teachers in this position (see point (d) above) and the variety of subjects they are required to deliver; and**
- viii. **promote and support initiatives such as NEU Ideas and NEU Ideas reading group which encourages new members to the profession to collaborate, identifying issues that they face and look for winnable solutions based around pedagogical arguments that will improve work-based practices for themselves and those they teach.**

Supply

Conference instructs the Executive to address the grave situation of supply teacher employment and conditions in England and Wales.

Conference applauds the successes achieved by the lay self-organising Supply Teacher Network, officers and activists on behalf of supply colleagues during the past five years but notes that the "agency rip-off" continues to exist, along with concerns regarding umbrella companies.

Conference also applauds the support of sympathetic Union officers and staff during this period.

Conference believes it is incumbent on the Executive of the NEU to demonstrate that they will embrace and retain the established organising structure whilst urgently prioritising action to re-instate the professional status and rights of supply members.

Conference therefore instructs the Executive to:

- 1. continue to raise awareness amongst teaching professionals, public, parents/carers and Government of the continued and unnecessary bleeding of the education budget on punitive fees to supply agencies;**
- 2. acknowledge that a national supply teacher register model, such as the one that works successfully in Northern Ireland, must be the preferred outcome for teachers, schools and the education budget and continue to work with the Labour Party to develop proposals in this area including inclusion in the plan for a National Education Service;**
- 3. condemn the iniquitous practices that include egregious fees, low daily rates and unfair contracts that many agencies and schools allow to flourish;**
- 4. make clear to head teachers and governors the advantages of employing supply teachers directly;**
- 5. support officers to work with councils to establish local arrangements that would be able to replace use of supply agencies and have teachers paid on national terms and conditions with access to the TPS;**
- 6. work directly with Headteachers' unions to encourage them to support and facilitate significant positive changes to the pay and working conditions of supply teachers; and**
- 7. support and encourage the implementation of the New Framework Agreement for supply agencies in Wales and actively campaign for these standards to be made statutory for agencies working in Wales.**

Salaries Section

Fair Pay for Teachers

Conference notes that:

1. successive years of below-inflation pay deals has seen teachers' pay fall in real terms by over 15% since 2010;
2. the Government has missed their teacher recruitment target for six successive years;
3. teachers continue to leave the profession in record numbers;
4. the teacher vacancy rate continues to increase;
5. the NEU submitted a pay claim for the restoration of teachers' pay to at least 2010 levels, beginning with an immediate pay increase of 5%, in line with trade unions in the local Government and health sectors; and
6. the relative decline in teachers' pay is a major factor in the recruitment and retention problems facing schools.

Conference is appalled that Damian Hinds refused to implement the STRB recommendations in full for the 2018 pay award, becoming the first Secretary of State to do so.

Conference welcomes:

- i. the work done by the NEU, in conjunction with NAHT and ASCL to campaign against this injustice, as part of the campaign on funding;
- ii. the decision to conduct an indicative ballot of members; and
- iii. the turnout of 31.4% with an 82% yes vote for strike action in the indicative ballot.

Conference believes that the Union must continue to campaign for:

- a. a commitment from Government to restore the real value of all teachers' salaries to what it was in 2010;
- b. the restoration of mandatory pay scales and responsibility payments for all teachers whose employment is publicly funded, including those in academies, free schools and sixth form colleges;
- c. the restoration of national pay bargaining; and
- d. an end to the current system of so-called "performance related pay" that has been so arbitrary and so destructive of teacher morale.

Conference believes that:

- A. the Government submission to the STRB for a 2% increase will do nothing to restore the value of teacher's pay nor address the problems in recruitment and retention;
- B. a failure to fully fund the pay award will exacerbate the funding crisis in schools and colleges; and

- C. the result of the indicative ballot provides a strong mandate to continue with the pay and funding campaign and is the basis for believing that the Union can beat the Government imposed thresholds on industrial action ballots.

Conference instructs the Executive to:

- I. **work with other teacher unions to submit a fully-funded pay claim of at least 5% this year and prepare for a considerably higher claim in 2020, drawing on experience from the successful campaign by EIS in Scotland;**
- II. **ensure that a key demand in such a pay claim is that it is fully funded by the Government;**
- III. **develop campaign materials, that link our pay claim to the need for increased school funding;**
- IV. **plan regional rallies and other events, in conjunction with local districts, working with other unions campaigning on pay and funding;**
- V. **work with local associations and regional offices to monitor LA and MAT pay policies to ensure that joint union guidance on the 2018 increase is being implemented and support action where this is not happening;**
- VI. **support the claim by unions representing school support staff and include the need for school support staff to have a pay increase in our publicity and materials;**
- VII. **continue to develop the campaign for Greater London Pay; and**
- VIII. **prepare national strike action if our demands are not met. Including:**
 - (a) **Summer Term 2019: Forensic review and updating of membership records, reflecting on lessons from the recent indicative ballot on funding to ensure we are 'ballot ready';**
 - (b) **Autumn Term 2019: To conduct a full indicative ballot of members to assess support for our pay campaign and willingness to take strike action. To move to a full formal ballot of members as soon as is practicable with action being taken in Spring Term 2020;**
 - (c) **to engage in a campaign of discontinuous action in order to win our claim, rapidly escalating the action if our demands are not met; and**
 - (d) **to explore the disaggregation of ballots to enable flexibility of tactics and not being constrained by anti-trade union laws;**
- IX. **research and publish data on the effects of Government decision on pay since 2010; and**
- X. **prepare to conduct a further indicative ballot if the Government does not award teachers a significant pay increase for 2019/20.**

Fair Pay and Conditions for Supply Teachers

Conference notes with concern that:

1. the pay and conditions of supply teachers in England and Wales has continued to deteriorate;
2. supply teachers are unable to access the Teachers' Pension Scheme;

3. massive hurdles are placed in front of Supply teachers to prevent them accessing professional development;
4. some supply teachers are encouraged to sign away their rights under EU Agency Worker regulations to the same pay as contracted workers after 12 weeks in the same job; and
5. the casualisation of the profession as a consequence of the engagement of marginalised agency supplied teachers, undermines the Union and its ability to organise in schools.

Conference reaffirms its' commitment to an "in-house" system of democratically accountable, properly rewarded employment for all of our supply teacher members. Conference does not accept that taxpayers' money should be syphoned off by supply agencies into private shareholder dividends.

Conference believes that to achieve the aim of restoring a publicly run supply pool system; pressure will need to be maintained on the UK Government and Welsh Assembly.

Conference congratulates the Supply Teacher Network and supply teachers across the UK for the work they have undertaken and instructs the Executive to:

- i. **work with other teacher unions to campaign for fair pay and conditions for all supply teachers, such a campaign to specifically include:**
 - a. **ensuring a minimum pay threshold and experience are reflected in pay and note that while in Wales from September, M1 is to be the minimum daily rate from agencies signed up to the New Framework Agreement, we also need to ensure that pay for experienced teachers will not be restricted to this minimum;**
 - b. **access to the teachers' pension scheme;**
 - c. **access to free CPD;**
 - d. **reduction of EWC fees for Supply teachers in Wales. Currently all teachers with QTS pay £45 a year to be on the register, often this is funded by LEAs for contracted teachers while supply teachers on minimum wage have to fund it themselves;**
- ii. **recognise the role that supply teachers play within the Union by encouraging every district to have a Supply Representative, funded to attend events;**
- iii. **actively campaign to re-introduce public supply pools on a local and national level by providing information to District Secretaries to mobilise the membership to end the current injustices suffered by supply teachers; and**
- iv. **seek to work with headteacher unions to campaign on this issue, and to write to head teachers to seek their support in desisting from the use of agencies.**

Education: SEND Section

Supporting Special Educational Needs and Disabilities

Conference notes that all students are entitled to a broad and balanced curriculum. Conference is appalled that thousands of students with SEND are currently without any school placement. These extremely vulnerable students are being let down by a system that is characterised by high stakes testing, academisation and chronic underfunding.

The disproportionate and damaging cuts to the SEN budgets is having a direct impact on the progress, attainment, and welfare of the most vulnerable learners in our system – with the money received for EHCPs being wrongly spent. Students are missing out on the support which they are entitled to under their plans, are not making progress educationally, and are becoming disengaged.

Conference further notes that students with SEND are 6 times more likely to be excluded than their peers, but less than 15% of the school population. These students are being disproportionately failed by a curriculum that does not meet their needs and Conference condemns the practice of removing students with SEND from roll in an effort to improve exams results.

Conference recognises there are legitimate reasons for home education but notes with concern that the Children Commissioner's report 'Skipping School : Invisible ,Children' found that 22% of children withdrawn from school to be home-educated in the 2017-18 academic year had special educational needs; that Local Authorities do not have the powers or capacity to check and register home education and that this has risen by 20% in each of the last five years, with increasing duress placed on families and the growth of unregulated schools.

Conference is concerned that education funding cuts are forcing local authorities either to raid the schools budgets to fund the higher needs budgets or to raid the higher needs budgets to fund the schools budgets, which, in addition to academisation, is compounding their ability to effectively plan for SEND provision. This lack of planning is leading to many questionable private companies setting up unusual and alternative special needs provision which does not give our children and young people access to a broad curriculum but instead uses training techniques and therapies, which are often not evidence-based and cannot be defined as education. This cannot be allowed to continue, and Conference congratulates the 39 local councils who wrote to the Government last year to urge them to increase funding for students with SEND.

This increase in students being excluded is adding to the pressure on those working in Alternative Provision. Like mainstream schools AP is experiencing a destruction and change to the curriculum. In 2016 the Government pledged to "reform the AP system" requiring all "mainstream schools to remain accountable for the education of pupils in AP. Since this 'pledge' the curriculum has become 'core' focussed – with less or no skills-based subjects offered.

Conference is further alarmed that support staff who work with students with SEND are often the first to lose their jobs when schools and colleges are forced to make cuts due to falling budget.

Conference notes that a petition with 34,000 signatures was presented to Government last year condemning the cuts to SEND funding and Conference congratulates the parent/carer-led campaign groups who are fighting back against these cuts.

Conference instructs the Executive to:

- 1. support action up to and including strike action to defend members' jobs and conditions of service;**
- 2. lobby the Government to increase spending on SEND provision;**
- 3. seek to ensure that all students with SEND needs have their entitlements met;**
- 4. work with all interested groups, including, but not limited to, parents, local authorities, trade unions and other professional groups to highlight and publicise the crisis in SEND funding;**
- 5. publicise any incidents of schools "off-rolling" students with SEND and support the recommendations of the Children's Commissioner in 'Skipping Children: Invisible Children', which are in line with NEU policy;**
- 6. undertake a comprehensive and rigorous review into SEN & AP curriculum and use this information to work with teachers and support staff to design an inclusive model curriculum;**
- 7. carry out research into how many students with SEN do not receive the legal amount of educational hours;**
- 8. set up an organising forum for staff working in special needs in mainstream, special schools and alternative provision, which would have both support staff and teacher representatives, to keep the Executive informed of live issues and concerns across the whole special needs sector;**
- 9. support the Changing Places campaign, www.changing-places.org, to provide adequate toilet facilities, where required, in all schools and other public buildings;**
- 10. lobby Government for SEND training to be prioritised in ITT and for all members working in education to be suitably trained in SEND; and**
- 11. investigate to what extent the 'invisible children' are lost within the education system and ascertain where they are and to what extent they are being supported.**

Structure Section

Retired Members – An Entitlement to Vote in NEU Elections

Conference recognises the valuable work retired members do in supporting the work of the Union and especially at Branch and Local District level.

Many retired members maintain retired union membership after a long period of union activism.

Conference recognises that retired members have a legitimate interest in voting in NEU elections and resolves to amend NEU Rule in order to achieve this.

To this end, Conference instructs the Executive to amend Rule 11.16.1 (a) by the deletion of ‘retired’.

Quorum for District/Branch Meetings

Somerset Association to move
Somerset Association to second

Conference notes that the quorum set for local district/branch meetings is impractical, particularly in rural areas, where members need to travel some distance to attend meetings.

Conference instructs the Executive to give autonomy for setting the quorum back to local districts/branches.

Urgency Motion 1: LGBT+ Inclusive Education

Conference notes:

1. the successful work done by many LAs and schools to develop a common approach to LGBT+ inclusive Relationships and Sex Education in conjunction with parents' groups;
2. that many schools and communities, however, feel unsupported and left just to “make do” in provision of RSE;
3. over 115,000 people have signed a parliamentary petition to Government opposing changes to Relationships and Sex Education (RSE) in schools, including LGBT+ content;
4. parents have opposed the inclusion of LGBT+ rights as part of the equality programme “No Outsiders” at Parkfield school in Birmingham;
5. parental opposition is being organised by a range of anti-LGBT+ groups that launched the parliamentary petition and have organised meetings across England; and
6. the Conservative Leader of the House of Commons, Andrea Leadsom, has said that parents should decide when their children are “exposed” to LGBT+

relationships in RSE lessons and that parents should have a veto over what is taught.

Conference believes:

- i. all children are entitled to high quality, age-appropriate and rights-based RSE that is inclusive of LGBT+ relationships;
- ii. the Union should oppose any attempts to go back to the days of Section 28 that banned councils from “promoting the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship”;
- iii. it is important for schools to have a clear dialogue with parents about the necessity of inclusive education;
- iv. we should reject any attempts to use this issue to increase Islamophobia or to link RSE to de-radicalisation, the prevent programme or British Values;
- v. that reporting of this in the mainstream press has focused on Muslim parents and has been used to increase an atmosphere of Islamophobia.

Conference instructs the Executive to:

- a. **call on the Government to:**
 - (i) **strengthen the RSE guidance and make teaching about LGBT+ relationships compulsory at all stages of the curriculum;**
 - (ii) **provide additionally funded ring-fenced resources to Local Authorities to enable them to develop a common approach and engage with parents and local communities;**
- b. **that there is a lot of misinformation being circulated about the content of RSE;**
- c. **issue advice to schools to empower them to positively teach an inclusive curriculum and develop a whole school approach to embed equality;**
- d. **work with as many partners as possible to support increasing the scope of RSE in schools, share good practice, and support Regions, Districts and Branches to work with Local Authorities and employers to promote inclusive equality education in all schools; and**
- e. **support members in schools where opposition to inclusive education is raised by parents, including offering advice to engage parents in supporting inclusive education.**