



# **Annual Conference 2022**

## **Prioritised Motions**

Priority voting has now closed and districts are invited to submit amendments to the motions that received the most votes.

## How to... Submit Conference amendments

- Districts may submit up to six amendments
- Amendments must be submitted by 11:59pm on 14 March
- Amendments must not exceed 200 words

### More information

- Amendments must be within the law
- They must be within the aims and objects of the Union
- They must be approved at a district quorate general meeting
- **Amendments must not exceed 200 words:**
  - Abbreviations, such as NEU, count as one word
  - Hyphenated words, such as anti-democratic, count as one word
  - Dates, including hyphenated ones, such as 2020-2021, count as one word

### Guidance on how to write amendments

- Use bold text for action points
- Use headings such as:
  - Conference notes:
  - Conference believes:
  - Conference instructs the Executive to:
- Use numbered points for parts under these headings
- Amendments must only instruct the Executive
- Use titles rather than names (for example, the Secretary of State for Education)
- Don't use abbreviations for organisations without spelling out the name in full at the first mention
- If your amendment is asking the Union to affiliate to a campaign or body, you must attach the constitution of the organisation
- **Please use the template to write amendments**, and email them to [annual.conference@neu.org.uk](mailto:annual.conference@neu.org.uk)

### The role of the Conference Committee

- The Conference Committee reviews all amendments to check for the following:
  - Factual accuracy
  - Word length
  - Ambiguity
- The Committee will automatically reject any amendments that exceed the word count
- It has the power to alter amendments that are ambiguous or factually inaccurate

Please email [david.kimber@neu.org.uk](mailto:david.kimber@neu.org.uk) if you have any questions

**The closing date for districts to submit amendments is 14 March.**

# Assessment, Curriculum and Accountability

## 1 OFSTED (Composite)

Conference notes:

1. That Ofsted has been in existence for 30 years.
2. The National Audit Office concluded in 2017 that 'Ofsted does not know whether its school inspections are having the intended impact: to raise the standards of education and improve the quality of children's and young people's lives.'
3. Ofsted has never published any research to prove that its judgements on schools accurately reflects the quality of education provided. Analysis finds that Ofsted discriminates against schools in deprived areas - awarding 'outstanding' grades to four times more secondary schools with better off pupils than schools with worse off pupils. Conversely, it grades five and half times as many secondary schools with worse off students as failing.
4. Ofsted's latest inspection framework purports to rectify the mistakes of the past four inspection frameworks through its focus on the curriculum. NEU members report that the current framework does not lessen workload and stress. Nor does it support more secure inspection judgements.
5. An NEU member survey found 56% of members spend over half of their working time in Ofsted preparation before an inspection. 80% of members agree that Ofsted should either be abolished outright or radically reformed.
6. A recent 'You Gov' poll found that two thirds of parents do not consider Ofsted reports when choosing their child's school.

Conference believes:

- i. Ofsted drives teachers away from the profession even earlier in their careers. This particularly affects schools in deprived areas which find it most difficult to attract teachers and leaders.
- ii. Ofsted has caused immense damage to education staff working in schools and colleges, to the pupils they teach and to standards of education in England.

Conference instructs the Executive to:

- a. Establish an independent, NEU supported commission on Ofsted to report on the quality and reliability of its inspection judgements, its effects on the education profession and on pupils
- b. Campaign for the creation of a new system of collaborative support and accountability. One that will work with the profession to improve standards of education by giving teachers and leaders professional respect and agency whilst holding schools properly to account for the education they provide.

**Proposer: Bedford**

**Secunder: Executive**

## 2 Building back better demands an inclusive curriculum for all

Conference notes:

1. The school environment does not reflect the diversity of children's backgrounds in the school curriculum
2. The dearth of research and information on the contributions, recognition and appreciation of Black and Global Majority cultures in the British Curriculum
3. The Welsh Government have completed a curriculum review, titled 'Black, Asian and Minority Ethnic Communities Contributions and Cynefin Framework in the New Curriculum Working Group', but this has not happened in England
4. The Hamilton Commission said, "The current national curriculum fails to reflect important aspects of young Black students' histories and cultures." It also encouraged all schools to use the NEU Anti-Racist Framework.

Conference believes that the national curriculum should be informed by:

- i. the aims and scope of education, embracing culturally inclusive classrooms, reflecting all our children's backgrounds equally.
- ii. the inclusion of Black perspectives, history, achievements and contributions in the whole curriculum and not just some aspects of history

Conference further believes that the Union is best placed to provide directions for the development and implementation of these.

Conference therefore instructs the Executive to:

- a. Prioritise a campaign for curriculum review in England with a specific report, similar to the one from Wales, on Black perspectives.
- b. Lobby the Government to make it mandatory for all schools to use materials and resources that respect the holistic nature of Black contribution to society.
- c. Fund further research that examines the relationship between school, exclusions, cultural identity and teaching and learning.
- d. Fund a repository electronic portal/microsite for curriculum resources. Use the portal or microsite to publicise what is being done in schools to achieve an inclusive and diverse curriculum in order to gain wide public support.
- e. Work with examination bodies so that appropriate inclusive resources and assessments are developed and used within the education system and the curriculum.
- f. Run systematic and thorough CPD for members to promote better understanding of the materials.

**Proposer: Liverpool**

**Secunder: Cheshire West & Chester**

## 3 GCSE and A Levels

Conference notes:

1. That in 2020 and 2021 terminal high stakes examinations did not take place for GCSEs and A-Levels, and that the 2020 results algorithm fiasco clearly showed the unfairness, bias, and discrimination of the current assessment system.
2. Government assertions that numbers of students receiving top-grades will fall this year, irrelevant of how well the cohort do, emphasising the absurdity of the current system.
3. Plans to end most BTECS and replace them with untried T Levels, which will introduce an unnecessary division between 'academic' and 'vocational', affecting access to higher education.
4. Studies show that moderated teacher assessment is at least as accurate as examinations in assessing ability.

Conference believes that:

- i. The norm-referenced assessment system holds our students back, rations success and ensures failure.
- ii. The current examination system discriminates against many groups of children, particularly those with SEND, has cultural and class biases and the one-size-fits-all approach leaves many of our students behind.
- iii. The sterile Exam Factory education system, with unmanageable content levels and high stakes examinations, exacerbates a mental health crisis amongst students as well as stifling creativity.
- iv. The Tomlinson Report (2004) made proposals which could have brought about a fairer system which could form the basis of a genuinely pupil-centred education system, with an emphasis on a creative, engaging pedagogy which meets the needs of all learners and the society that we live in.

Conference instructs the Executive to:

- a. Campaign for fundamental reform to assessment and qualifications at 16 and 18 that engages with members, parents, and politicians
- b. Commission and produce articles, pamphlets and other materials calling for:
  - I. An end to norm-referenced GCSEs and A-Levels and replacing them with criteria-based assessments
  - II. The end of high stakes terminal assessment qualifications and for a fairer system, with more creativity
  - III. A reduced dependence on formal examinations
  - IV. Better integrated vocational courses and a diversity of assessment methods, in particular moderated teacher assessment
- c. Host member and public facing events to engage, promote and publicise our alternative vision for curriculum and assessment.
- d. Seek the support of other education unions, political parties and academics.

**Proposer: Redbridge**

**Seconder: North Somerset**

## 4 Assessment system fit for the future

Conference believes:

1. That the culture of high stakes assessment and narrowing of the curriculum has created an unsustainable stress on both our educators and students
2. That now is the time to develop a new assessment system fit for the 21<sup>st</sup> century which allows all students to achieve their potential, does not penalise students with SEND and will utilise a variety of methods to give children opportunities to show what they have learnt and be future ready.

Conference notes the preliminary findings of the New Era Assessment Commission are that the current GCSE system is not fit for purpose.

Conference instructs the Executive to:

- i. Build on New Era assessment findings to develop a range of alternative methods of assessment which are robust, fit for purpose and reduce workload for Primary, Secondary and Post-16 settings
- ii. Set up a working party to investigate and develop assessment methods, which includes a majority of lay members who are representative of our membership
- iii. Campaign with relevant organisations to ensure that all children have the right to access a balanced and broad curriculum.

**Proposer: County Durham**

**Seconder: County Durham**

# Bargaining and negotiation

## 5 Workload and a national contract for education

Conference believes that:

1. Deterioration in staff pay and conditions and the resulting deterioration in students' learning conditions should be a source of grave concern for all concerned about the future of our society
2. Teacher recruitment and retention problems directly impact on students' education
3. While strong union groups, supported by branches and national union can make gains, lasting improvements have not been achieved at a national level
4. The Union should call on Government to negotiate a 'National Contract for Education', binding on all employers, as happens in most other OECD countries
5. We can achieve a unified national contract through a combination of national campaigns and demands on politicians alongside protracted struggle at workplace, local and national level, winning and embedding improvements at each stage and building the confidence of members to raise their expectations
6. The Value Education, Value Educators campaign is well placed to unite the workforce, to develop workplace organisation and lay the basis for future campaigning on workload
7. Employer level ballots for sustained strike action will allow the Union to pursue action to make employer-by-employer gains, spreading success and building our strength for wider action in the future.

Conference instructs the Executive to:

- i. Continue the Value Education, Value Education strategy as part of a campaign on pay, PRP and workload
- ii. Prepare a programme of national and regional briefings on this work supported by appropriate materials
- iii. Report on the successes of union branches in winning area-wide or MAT-wide ballots and share the results with district officers, reps and members
- iv. Produce a paper on the effectiveness of different industrial action approaches, including national action, disaggregated ballots and coordinated campaigns of workplace and local action to force up terms and conditions
- v. Draw up a plan and timetable to take forward a campaign to win at school, MAT and Local Authority levels including training for reps and district officers
- vi. Approach other unions, particularly NASUWT, but also NAHT, ASCL, UNISON and GMB to seek their support for key aspects of this campaign.

**Proposer: North Yorkshire**

**Secunder: Sheffield**

## 6 Pay

### Conference notes:

1. By giving teachers 0% in 2021/22 the Government has exacerbated more than a decade of falling real terms pay
2. A teacher on MPS 6 in England outside London is now £520p/m and a UPS3 teacher in Inner London £889p/m worse off, in real terms than in 2010
3. The rise in National Insurance alongside significant rises in fuel and housing prices and continuing inflation increase the pressure on pay packets even further
4. Starting salaries in Scotland are 7% higher than in England following a concerted pay campaign by the EIS
5. Performance Related Pay (PRP) and inadequate funding is hitting women teachers hardest as they are more likely to be doing TLR duties without payment and have slower progression up the pay scales
6. That the STRB system has failed to deliver for teachers and is not fit for purpose with the Government not even presenting evidence for its case for 0% in 2021/22
7. The root cause of failure to maintain pay levels is unacceptably low school funding, which damages educational provision for children as well as our members' standard of living.

### Conference welcomes:

- i. The campaign set out by the Executive to build member engagement over pay including lobbying MPs, contacting the STRB and preparations for an industrial action ballot.
- ii. Joint badged pay material with sister unions, and the NASUWT in particular.
- iii. Continuing work being done to improve bargaining results with employers and the moves from a number of academy chains to scrap PRP.

### Conference instructs the Executive to:

- a. Mobilise members to campaign for a 7% pay rise for all teachers including, when most effective, a national industrial action ballot
- b. Use this campaign to expose and push for the replacement of the STRB with free collective bargaining.
- c. Unite with other unions in the public and private sector as all workers need a pay rise.
- d. Support branch-based bargaining to expose pay policies disadvantaging women, Black, LGBT+ and disabled members expanding the abolition of PRP.

**Proposer: Warwickshire**

**Secunder: North Tyneside**

## 7 Subject leadership in schools (Composite)

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

1. Often no additional time is given, and the level of work expected within the 1265 hours, is not possible
2. Where time is given, it is insufficient to the demands of leading a subject effectively
3. Often no additional payment or TLR is offered for leadership, especially outside of a core subject
4. Additional pressures are placed on members of staff as subject leaders during OFSTED
5. Often, staff members are forced into subject leadership against their will in a subject that is not in their skill set and without adequate CPD
6. What is asked of members is not proportionate e.g. History & Geography are put together as humanities while others lead one subject, and
7. This is increasingly an issue for teachers on the Upper Pay Range (UPR) who are often told that they must lead a subject as part of their duties as a UPR teacher
8. The Union produced some detailed guidance regarding these issues in Autumn 2019, but that because of the pandemic many members are not aware of its existence.

Conference further believes that:

- i. Teachers who are responsible for a subject should receive an appropriate TLR payment AND time to complete duties in relation to their subject.
- ii. Members should be given appropriate support, guidance and CPD opportunities to lead a subject effectively.
- iii. Members should not be expected to prepare unnecessary paperwork in relation to subject leadership nor take part in mock 'deep dives'.
- iv. This issue further highlights the inadequacy of Ofsted and the current inspection framework.

Conference instructs the Executive to:

- a. Survey members to find out how widespread this problem is so that we can use empirical evidence when challenging schools
- b. Update member information to provide the option of identifying as a subject leader (both TLR paid and unpaid)
- c. Campaign that all members who are expected to lead a subject/area should, as a minimum, be given adequate time to do this on top of statutory PPA
- d. Develop guidance for schools on subject/area leadership, and what members should expect to receive from their schools as subject leaders
- e. Campaign that all members who are leading a subject/area should be properly remunerated for this role.

**Proposer: Kirklees**

**Secunder: Oxfordshire**

## 8 Support staff conditions

Conference believes:

1. Support staff play an essential part in schools and are increasingly in need of the support of a union
2. Support staff are increasingly being asked to take on extra tasks, often beyond the roles for which they are employed without further remuneration or training, despite being often the lowest paid staff and poorly supported by employment rights.

Conference instructs the Executive to:

Campaign for National Conditions of Service for support staff which:

- i. Defines their role clearly within the school
- ii. Offers a clear career progression
- iii. Protects them from working long hours without a break
- iv. Protects them from unreasonable demands, often at short notice
- v. Offers a secure method of complaint within a school
- vi. Offers access to professional development

**Proposer: Lincolnshire**

**Secunder: Lincolnshire**

## 9 Valuing educators, valuing support staff

Conference believes that:

1. Support staff in schools and colleges are vital to support both the learning and develop of students and the smooth running of our institutions. It is criminal that they are so often undervalued, underpaid and unappreciated as the consummate professionals that they are.
2. Support Staff are at the heart of our schools and communities. They are the glue that holds our settings together. More now than ever we need our vital, valued and visionary support staff to utilise their professional skills to support our schools, colleges and children.

Conference notes that schools across the country are in financial crisis. They have reduced supplies, cut extracurricular activities and unfortunately now have nothing left to cut. This means the only option schools have to balance the budget is to look at redundancies. Invariably, this disproportionately impacts upon support staff members. This has a knock-on effect of increasing workload for teachers and puts schools under immense pressure with regards to supporting children, including those with SEND.

Conference instructs the Executive to:

- i. Research how Support Staff are valued, developed and retained
- ii. Look at the impact of losing support staff on schools, teachers and children with SEND
- iii. Collaborate with sister unions to create a campaign for fair pay for all support staff.

**Proposer: County Durham**

**Secunder: County Durham**

## 10 Pay claim

Conference believes that the 2021/2022 pay freeze for teachers and the 1.75% pay rise offer for support staff is unacceptable.

Conference further believes that the Union should submit a national pay claim backed by industrial action.

Conference notes:

1. The Consumer Price Index (CPI) rise of 4.2% (Oct 2021) and the imposition of 1.25% rise in National Insurance contributions from April 2022
2. The Institute of Fiscal Studies (IFS) reports an 8% fall in teachers' pay (2014-2021).

Conference instructs the Executive to:

- i. Submit a claim to the STRB to restore real terms pay to 2014 levels for teachers within two years, with a 2022 pay award of 10%
- ii. Support the same claim for support staff
- iii. Campaign to align academy pay to the national pay award
- iv. Launch a union-wide pay campaign in the Summer term 2022 to win a fully funded pay claim
- v. Take all necessary steps to prepare for an indicative ballot in the Autumn Term 2022
- vi. Conduct formal statutory ballots as soon as is practically possible but no later than the end of Spring Term 2023, subsequent to the success of the indicative ballot
- vii. Approach other public sector unions to seek to coordinate campaigns and ballots for action where possible and build links with political organisations and community groups to raise the importance of funding education and pay.
- viii. Submit an additional claim for a new National Contract that includes binding pay scales, an end to performance related pay, a limit on overall working hours for all teachers and equality in pay and conditions between supply and permanent staff.

**Proposer: Lewisham**

**Secunder: Lewisham**

# Education policy for schools and colleges

## 11 SEND: fighting for a fairer system

Conference notes that since the Children and Families Act of 2014 increased the range of ages of children and young people with SEND who councils have a responsibility for, there has been an on-going funding crisis as the Government has failed to provide the necessary, additional money to meet the increase in need.

Conference further notes:

1. That there is an approximate shortfall of £2.5 billion in SEND funding, despite the Government's additional payment of £780 million in 2021
2. Many local authorities are using their reserves to meet high needs budgets or have been forced to use the new money to pay off previous overspends
3. To balance their budgets, many schools and colleges are forced to make support staff redundant, which has a damaging impact on many students with SEND and increases workload for the remaining staff.

Conference is alarmed that:

- i. Over 20,000 students with SEND are educated outside of their local authority and that over 4,000 do not have an allocated school place
- ii. Many students are being placed in inappropriate, privately-run settings, many of which charge high prices and offer poor facilities
- iii. Many of the 1.1 million students on School Support do not get the support they require.

Conference instructs the Executive to:

- a. Continue to lobby the Government to guarantee ring-fenced SEND funding for local authorities at a level that allows them to fully support students with SEND and ensure they can access appropriate local provision
- b. Campaign for ring-fenced funding for SEN School Support
- c. Campaign for locally run, inclusive education for all SEND students in appropriate settings
- d. Work with other education unions to oppose cuts to SEND staffing wherever they occur and be prepared to take action up to, and including, strike action to prevent job cuts
- e. Relaunch the campaign "A good local school for all", with an emphasis on accessibility and inclusion
- f. Approach SEND campaign groups, parent organisations, other unions and local councillors to organise a national conference to discuss, debate and publicise the crisis in SEND education.

**Proposer: Croydon**

**Secunder: Stockton**

## 12 A national contract for education

Conference believes that:

1. Deregulation, outsourcing and the academisation program has fundamentally damaged the pay and conditions of education workers and the educational experience of children
2. Given the erosion of directed time, payment to scale and Government plans to follow the lead of some academy schools to lengthen the school day, the time has come to fight back.

Conference instructs the Executive to:

- i. Undertake a publicity campaign to educate the wider public on the need to reverse deregulation in education in a similar way to those organisations that have publicised NHS privatisation
- ii. Develop an industrial strategy to aim to reverse deregulation, enabling a return to national pay and conditions for all education workers
- iii. Call on Government to agree a new way forward by negotiating a 'National Contract for Education' to be binding on all employers. The call for negotiations should be combined with preparation for a national ballot for strike action, starting by building for a national indicative ballot
- iv. immediately implement the 'forensic review and updating of membership records' agreed at 2019 Conference.

Conference further instructs the Executive to commence these negotiations around the following demands:

- a. Every class to be taught by a qualified teacher, paid to scale
- b. Guaranteed pay progression. End performance-related pay
- c. Trade union negotiated pay scales for all points plus additional London and Fringe allowances
- d. An end to excessive workload
- e. A minimum 20% PPA time within the timetabled week
- f. A maximum working week, with a legal limit to working hours over 195 days of directed time
- g. Trade union negotiated policies that ensure teachers can complete their work responsibilities within this limit
- h. Job demarcation for teachers and support staff
- i. Sufficient staffing to meet needs
- j. A trade-union negotiated class size and staffing policy
- k. Collective bargaining and accountability
- l. Trade union negotiating structures between elected reps and management to be set up with every school and employer.

**Proposer: Greenwich**

**Secunder: City of York**

## 13 Primary education

Conference notes the DfE's new reading framework, and the recommendations that:

1. By the end of Reception, children should be engaged in an hour of phonics per day
2. Children learn to read through a phonics-only approach and that they should not be encouraged to read books with words that contain phonemes that they haven't been taught
3. Schools should not use a range of reading schemes but stick to one.

Conference believes:

- i. Learning to read is a complex process. Top-down directives and one-size-fits-all instruments are obstacles to understanding and hindrances to good practice.
- ii. A variety of methods need to be employed to help children learn to read, including whole-word recognition, using picture cues and understanding the context of sentences
- iii. Reception is also a crucial time for the development of speech and language, personal and social development and physical development and these are best supported through a high-quality, play-based environment.
- iv. An hour's formal phonics teaching each day will harm the development of our youngest children, particularly those who have little access to a range of reading materials at home
- v. Our youngest children are in danger of being in classrooms where narrow dogma, overseen by Ofsted, takes precedence over the practice of trained professionals and the conclusions of research.

Conference further notes:

- a. The reintroduction of baseline has caused stress for children and staff, and provides no useful information, particularly given the pressures on children's mental health and the impact on their preparation for school resulting from the pandemic
- b. Testing primary students, including baseline, phonics, and end of Key Stage 2 tests is detrimental to students' wellbeing and educational outcomes.

Conference instructs the Executive to:

- I. Produce materials for members that expose the weaknesses in the DfE's guidance, and encourage members to campaign in schools and Districts for a multi-layered approach to reading
- II. Include teaching reading as part of the union's CPD program
- III. Consult members on how to campaign effectively against unnecessary testing in primary schools.

**Proposer: North Yorkshire**

**Secunder: Tower Hamlets and the City**

## 14 Education funding

Conference notes:

1. The Government announced a three-year funding increase in September 2019.
2. That despite this increase it remains the case that two-thirds of schools still had a funding shortfall in April 2022 compared with April 2015
3. That even in 2022-23, the total shortfall in school funding will stand at £1.6 billion compared with 2015-16
4. That a third of schools will see a fall in real-terms funding and this is before the costs of coronavirus are taken into account
5. That the shortfall in High Needs increases every year because the number of children with EHCPs has increased by 80% since 2015. The value of an EHC Plan is now 26% less than in 2015-16
6. That 16-19 funding has only received a one-year settlement that just keeps pace with costs and does nothing to redress the massive cuts that have been inflicted on the sector since 2010
7. That schools in areas the Government described as “historically underfunded” are still funded less well than they were in 2015-16
8. Primary class sizes are at their highest level this century and secondary class sizes are the highest since records began in 1978
9. There are almost a million children taught in classes of more than 30.

Conference believes:

- i. That Government funding for schools and colleges is still not sufficient
- ii. That all pupils deserve to be taught in classes of fewer than 30 led by a qualified teacher
- iii. That schools should be fully compensated for the costs of managing coronavirus.

Conference instructs the Executive to:

- a. Continue campaigning through [schoolcuts.org.uk](https://schoolcuts.org.uk) and in conjunction with other education unions and other stakeholders
- b. Build local community campaigns against education cuts
- c. Approach other unions and organisations, including parents’ groups, to discuss the possibility of a national demonstration against cuts to education, at an appropriate time
- d. Consider a ballot for national strike action if the Government does not increase education funding further, in particular, if the Government fails to fully fund future pay rises.

**Proposer: Lambeth**

**Secunder: North Somerset**

## 15 Tackling pornography (Composite)

Conference notes:

1. The new compulsory Relationships & Sex Education (RSE) curriculum, introduced in England and Wales in 2020, and that health education is compulsory in all state-funded schools in all key stages
2. The 2020 NEU/NSPCC survey which found that 61% of teachers were not confident teaching about the impact of pornography
3. The 2021 report from OFSTED which found that 90% of girls and 50% of boys had reported they or their peers had been sent explicit pictures/videos of things they did not want to see either 'a lot' or 'sometimes'
4. A 2019 report from the British Board of Film Classification that found:
  - i. 51% of 11–13-year-olds, and 66% of 14-15-year-olds, had seen pornography
  - ii. 41% of young people who knew about pornography agreed that watching it made people less respectful of the opposite sex
5. Research from Durham University which found that one in eight titles on the front pages of the UK's most popular porn websites described sexual violence against women and girls
6. Evidence that porn predominantly features young women being subjected to acts of violence such as strangulation and choking as well as racialised tropes, all of which dehumanise women
7. Research carried out by You Can't Consent to This, which found 38% of UK women under 40 had experiencing unwanted slapping, spitting, strangulation or gagging in sex
8. The growth of online porn sites and the increasingly sexualisation of more mainstream social media sites to which young people have access.

Conference instructs the Executive to escalate and prioritise campaigns to ensure statutory implementation of, and funding for:

- a. Properly resourced, high-quality RSE delivered by skilled, well-trained staff with good knowledge of school/college context and community
- b. Schools and colleges to have the time/resources to develop this work so it becomes embedded and makes a real difference
- c. The facilitation of pupil voice, debate and critical thinking to enable young people to discuss, question and change the world they live in.
- d. The consistent recording/reporting of incidents of sexual harassment, abuse and violence, including online, to identify patterns and intervene early to prevent and address abuse.

**Proposer: Tower Hamlets and the City**

**Secunder: Hackney**

## 16 School libraries (Composite)

Conference notes that:

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

Conference believes that:

- i. Every child should have access to a properly funded and professionally staffed school library
- ii. A lack of statutory requirement, national strategy and school funding has resulted in unequal provision
- iii. School librarians are uniquely skilled and positioned professionals and should be recognised and valued as such by school leaders, local government and the Department for Education.

Conference instructs the Executive to:

- a. Establish a policy on school libraries and librarians in consultation with members and the relevant professional associations
- b. Launch a campaign advocating for school libraries and librarians and encourage school leaders to set up and develop libraries in their schools
- c. Write a position statement opposing the censorship of materials in school libraries aligning with CILIP's policy on 'Freedom of Access to Information'
- d. Report on school library workers' pay, terms and conditions with reference to
- e. disparity in pay and progression
- f. Support districts and branches with specific guidance to actively fight school library job downgrading, redundancies and closures.

**Proposer: Tameside**

**Secunder: North-East Suffolk**

## 17 Academisation and the privatisation of the education system

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

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

Conference notes with concern:

- i. The Shadow Secretary of State for Education's comments that the education sector should 'move on' from the debate around academisation
- ii. The continuing outsourcing of educational and other services during the pandemic to organisations/bodies that remain unaccountable to school communities, including the provision of 'catch-up' through private organisations, rather than this being entrusted to schools.

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

- a. The urgent restoration of national pay and conditions and collective bargaining for all teachers and support staff, including those in academies and free schools
- b. The repeal of the requirement on local authorities to seek academy proposals when planning a new school
- c. The removal of the requirement for any school in special measures to become an academy
- d. The restoration of a separate legal entity to every school
- e. The creation of a legal mechanism that enables schools to return to the LA
- f. The LA to be the admission authority for all schools and the default provider of school services.

Conference further instructs the Executive to:

- I. Fully support and encourage staff in any school threatened with academisation to resist by all means possible up to and including strike action and direct actions

N.B. The implementation of any decision by conference on the motion could only be in accordance with the law.
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- II. Continue to support the work of the Anti-Academies Alliance (AAA), and to call upon Districts to affiliate to the AAA.

**Proposer: Oxfordshire**

**Secunder: City of Preston**

# 18 Stop toxic testing: we need collective action!

Conference reiterates its support for:

1. The abolition of Baseline and all high-stakes summative testing in primary schools
2. The replacement of GCSEs and A Levels with wider ranging, more flexible curricula
3. The radical transformation of A Levels and post-16 qualifications
4. Nationalisation, amalgamation, and rationalisation of the work of the exam boards

Conference notes:

- i. The Union's role in establishing the Independent Assessment Commission alongside academics, parents, students, the CBI and others and the work and their interim report
- ii. The report by researchers at UCL which claimed no link between SATs and poor wellbeing in children is flawed, because it used data from 2012 and tried to isolate the tests themselves from the role they play in shaping the curriculum, teaching and learning
- iii. The imposition of Baseline testing in all primary schools from September 2021. This means there are now statutory tests in Reception, Year 1, Year 2, Year 4 and Year 6 of primary school
- iv. Reports in October 2021 that DFE is considering reintroducing KS3 SATs
- v. The ongoing and escalating mental health crisis in our children and young people.

Conference believes:

- a. Despite strong policy and lobbying by the Union the burden of toxic testing is increasing year on year
- b. That the only way to stop this is effective collective action.

Conference instructs the Executive to:

- I. Continue and intensify our campaigning around the issues above, alongside other education unions and politicians
- II. Ballot all primary school members to boycott statutory high stakes testing in their schools for the school year 2022/23. The ballot should allow for disaggregation of regions and districts on the basis of the results of the indicative ballot, in consultation with the appropriate lay bodies in the area
- III. Follow the approach in point II for our members in KS3, should DFE attempt to reimpose KS3 SATs.

**Proposer: Southwark**

**Secunder: Nottinghamshire**

# Equalities and social justice

## 19 Anti-racism

Conference notes with concern:

1. The Government's continued attacks on the so-called 'woke agenda' and on Black Lives Matter (BLM)
2. The continuing rise in racist attacks on Black people and on Gypsy/Travellers, that also extend into attacks on the LGBT+ community and on women
3. The Police, Crime, Sentencing and Courts Bill constitutes cultural cleansing that will make the nomadic way of life impossible
4. The strong resistance to racism in this country including the continuing movement for BLM and for decolonising the curriculum; the defence of Black footballers following the final of the Euros; the outburst of sympathy for Afghan refugees

Conference further notes The Sewell Report:

- i. Fails to acknowledge the issues of institutional racism in this country, including discrimination in education
- ii. Perpetuates a false dichotomy between the 'white working class' and Black and ethnic minorities, whilst failing to acknowledge the pressures created by austerity and poverty
- iii. Builds on racist and sexist stereotypes, such as blaming lone-parent families for greater involvement in crime.

Conference additionally notes that under international law anyone has the right to apply for asylum in any country which signed the 1951 Refugee Convention, and condemns:

- a. The Government's Nationality and Borders Bill, which seeks to criminalise and scapegoat asylum seekers, who usually have no recourse to entry other than through 'illegal' and dangerous means
- b. The Government's failure to acknowledge this country's moral responsibilities towards Afghanistan, and its inadequate policy of allowing only 20,000 refugees in over 5 years.

Conference instructs the Executive to:

- I. Continue to campaign for decolonising of the curriculum
- II. Address issues of institutional racism in schools and colleges
- III. Campaign against the Nationality and Borders Bill and the Police, Crime, Sentencing and Courts Bill
- IV. Campaign for the rights of refugees and asylum seekers to enter this country and integrate into society
- V. To encourage Districts to work with members to welcome refugees and asylum seekers into the education system, and to work with refugee support organisations locally and nationally.

**Proposer: Denbighshire**

**Secunder: Coventry**

## 20 Climate crisis (Composite)

Conference notes with concern:

1. The latest IPCC Report that we are at “code red”
2. That 75% of young people believe “the future is frightening” and 54% that “humanity is doomed
3. That governments, especially in wealthy countries like Britain, are failing to address the climate crisis seriously
4. The continuing support for fossil fuel industries
5. Plans to develop a new oilfield in the North Sea and coal mine in Cumbria
6. Cuts to overseas aid needed by the Global South
7. Subsidies to road building being ten times higher than to trains
8. Failure to insulate homes and buildings and generate climate jobs
9. Failure to review the curriculum to make it fit to address the crisis.

Conference believes:

- i. We need massive investment in renewable energy - including wind, solar, and tidal power - to keep below 1.5°C
- ii. Nuclear power will drain investment from renewables, is more expensive, slow to build and risky
- iii. Biomass is high carbon, as are most sources of Hydrogen
- iv. Carbon capture schemes are unproven and small scale and often used as cover for business as usual
- v. We need a Global Just Transition which requires significantly increased public sector investment and control, a jobs and retraining guarantee for workers in stranded sectors and transfers of the technology, training and resources needed for the Global South to develop without reliance on fossil fuels
- vi. As educators, and sometimes school leaders, we need to be at the forefront of campaigning to ensure that the young people we educate have a future.

Conference therefore instructs the Executive to campaign with other unions, school students and campaigns to:

- a. End the use of fossil fuels
- b. Generalise public transport and green cities
- c. Make our buildings carbon neutral and adapt them for extreme weather, with renewable energy sources for energy, schools as community hubs and exemplars; and all school buildings retrofitted by 2030
- d. Implement the Education International manifesto call for quality climate change education for every student
- e. Achieve a new legislative framework for transition, giving duties to employers and rights to workers.

**Proposer: Brent**

**Secunder: Nottingham**

## 21 Windrush: the forgotten workers

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

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

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

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

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

Conference instructs the Executive to:

1. Put out a public statement in solidarity with, and in support of, the Windrush generation to address the injustices and advocate for full compensation for those wrongfully affected
2. Consider donating, where appropriate, funds and assistance to grassroots organisations that have been working pro bono and/or with subsidised fees to assist victims in their quest for compensation
3. Push for the inclusion of the Windrush generation's experiences and contributions to British history into the National Curriculum
4. Champion the stories and voices of victims in its publications and circulars for wider exposure and to garner wider working-class solidarity.

**Proposer: Surrey**

**Secunder: Lambeth**

## 22 Adult mental health in education

Conference recognises that if we are to provide the best for our children and young adults, then it is crucial that we also address the equally important issue of the adult mental health crisis in education. The Coronavirus pandemic has impacted hugely on the mental health and wellbeing of staff, as well as pupils and the communities we serve. School staff have absorbed the anxiety, stress and fear of pupils, families and colleagues. The saturation of this stress has caused numbing emotional burnout for many adults in school resulting in growing dissatisfaction, resignations and mental health illness (Education Support Literature Review, April 2021)

Conference believes:

1. There is a toxic brew in our schools of: unreasonable accountability and tests; fear of pay paralysis plus austerity-fuelled funding cuts, driving class sizes up and staff numbers down
2. Lay officers and reps experience a high level of casework related to mental health issues. They often provide support to members with little, or no specific training risking a detriment to their own mental health
3. The Union can be the loudest ethical voice in raising the profile of adult mental health in education. Together we can challenge stigma and discrimination whilst ensuring members are offered a response with collective care and action, if required.

Conference instructs the Executive to:

- i. Formulate and lead an education trade union campaign on challenging mental health stigma in the workplace, including invisible disability and injury at work
- ii. Ensure that action against cuts includes references to mental health issues related to children and adults
- iii. Undertake a whole membership survey to discover the scope of invisible injury and traumatic experiences in schools
- iv. Update and review the training for reps and lay officers to enable effective support for members enduring mental health crisis
- v. Promote early intervention in supporting an adult in mental health crisis including Mental Health First Aid, debriefing and signposting
- vi. Use our position to challenge unethical leaders who do not prioritise staff mental health – share/promote stories of successful action.

**Proposer: Norfolk**

**Secunder: Fylde and Wyre**

## 23 Mothers in prison and the impact on their children (Composite)

Conference notes:

1. Approximately 8,000 women enter prison each year
2. Over 50% of women in prison experienced emotional, physical or sexual abuse as a child
3. 50% of women in prison were excluded from school
4. 60% of women in prison have children under the age of 18
5. Approximately 18,000 children have their mother in prison
6. 95% of children have to leave their family home when their mother goes to prison
7. Over 60% of women in prison have sentences of less than six months – long enough to lose their home, job and children

Conference further notes:

- i. **Parental imprisonment is recognized as an Adverse Childhood Experience (ACE), with *maternal* imprisonment having a far greater impact, since mothers are more often the sole or primary carer**
- ii. **The effects of maternal imprisonment can be severe and long-lasting on children, leading to exclusion from school, increased vulnerability to exploitation, mental health issues and youth crime, ultimately leading to incarceration**
- iii. **Children are not routinely offered targeted support to deal with the acute trauma of separation from their mother.**

Conference believes:

- a. **Prison sentences for minor offences and short sentences are counterproductive. Tailored interventions with mothers in the community and greater awareness of relevant sentencing guidelines would ensure fewer mothers are sent to prison**
- b. **Children affected by maternal imprisonment must be offered specialist support. It is vital that agencies working with children understand and can recognize the impacts of maternal imprisonment and are able to refer children to bespoke support in their local area**
- c. **The impact of separation from children must be recognized by all agencies working with mothers who have committed a criminal offence.**

Conference instructs the Executive to:

- I. Work with Women In Prison, Centre for Crime and Justice Studies and others seeking to bring about a change in the system
- II. Make representation to the Department for Education and Ministry for Justice on this issue
- III. Consider developing a charter for mothers and children who are subject to the criminal justice system
- IV. Produce a briefing for districts to assist them in raising this issue with local authorities.

**Proposer: Oldham**

**Secunder: Somerset**

## 24 Coming Out

Conference believes the more visible a group of people are, the better the outcomes in terms of reducing and fighting hatred and misunderstandings and enabling more equality of opportunity.

Conference notes that for a large number of LGBT+ people, being open with regards to their sexuality or gender identity is often challenging, regularly fraught with worry and fear and can result in prejudice, hateful language and abuse, and, in too many instances, violence for a significant number of people.

Conference recognises that all students, but particularly those who are also exploring their own LGBT+ identities, benefit massively from being able to see LGBT+ educators in schools. This enables a clearer understanding of the reality of being LGBT+, reducing homophobic, biphobic, and transphobic bullying and discrimination.

Conferences acknowledges that a significant number of LGBT+ members are asking for advice from other members about how they might undertake the process of coming out visibly in school. It is also noted that, in some schools this is more challenging and difficult. This is particularly true where there is opposition from SLT, or from the wider community. Sometimes religious belief can further impact this.

Conference instructs the Executive to:

1. Use the union's LGBT+ member network to create a 'Coming Out Guide' to support both individuals and the schools, colleges and settings they work in, when choosing to come out as LGBT+
2. Ensure the guidance is very clear in laying out appropriate legal frameworks and legislation for school leaders to ensure they are not acting discriminatorily
3. Ensure the guidance has been created in consultation with Black LGBT+ members, Disabled LGBT+ members and LGBT+ members of faith to enable positive examples of best practice and success stories to be shared highlighting specific intersectional needs
4. Ensure the guidance includes detailed and clear sections on trans and non-binary identities in addition to other distinct experiences
5. Ensure the guide produced is appropriately funded to be in hard copy for activists, highlighted appropriately in our communications, and that it is published and publicised across the union.

**Proposer: Nottinghamshire**

**Secunder: Coventry**

## 25 Exclusions

Conference notes:

1. All students are entitled to have access to high quality education, and to have their backgrounds, cultures and individual needs respected
2. Students with Special Educational Needs, Black and Gypsy/Roma and Traveller children and those eligible for free school meals are disproportionately excluded from school and from education, whether through short term or long-term formal exclusion or illegal 'off-rolling'
3. Exclusions rose by 5% in secondary schools and 20% in primary schools in the months before the Covid pandemic
4. Indications that unequal access to resources, and the impact of increased poverty and isolation during the pandemic have put pressure on vulnerable children, putting them at greater risk of exclusion
5. So called 'zero tolerance' approaches to behaviour do not support the needs that underlie challenging behaviour
6. There are huge discrepancies between schools that seek to include and those where there is a high rate of exclusion
7. Exclusion from school can leave children socially isolated and educationally disadvantaged, and at risk of becoming involved in crime and the 'school to prison' pipeline
8. Parents of children excluded feel alienated and unsupported by the education system and the Independent Review System

Conference further notes that the Timpson Review:

- i. Did not address the fragmentation of the education system and its consequences and failed to consider the impact of institutional racism on rates of exclusion
- ii. Proposes to expand Alternative Provision

Conference instructs the Executive to campaign:

- a. For a reduction and ultimate end to exclusion
- b. For schools to publish data on exclusions and the destinations of students no longer attending
- c. To ensure that managed moves only take place when properly resourced provision is in place
- d. Against the expansion of privately run Alternative Provision and for better funding for inclusive education within schools
- e. To challenge the failure of Government to address the racial and class inequalities in rates of exclusion, and to work with educators and parents of students affected
- f. To call for the reform of Independent Review Panels, including returning their power to compel schools to accept back a student

**Proposer: Hackney**

**Seconder: Birmingham**

## 26 Poverty, disadvantage and education in coastal schools

Conference notes that:

1. Many coastal areas are isolated and have suffered greatly from austerity measures, lack of funding and, more recently, the COVID-19 Pandemic
2. Disadvantaged pupils in Coastal Schools\* have been particularly affected. On average, they achieve around three GCSE grades lower and make less progress compared to disadvantaged pupils in non-coastal areas
3. The impoverished nature of many coastal areas is being recognised by Government, but their narrative lays the blame at the doors of schools and colleges
4. The Government's overall strategy relies very heavily on education alone to address the concerns without tackling the underlying societal issues or providing sufficient resources
5. Ofsted have demonised many schools and staff in these areas. This has caused difficulties in recruiting and retaining teachers
6. Support staff are increasingly being made redundant and there is less help for pupils with SEND.

Conference calls upon the Executive to:

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

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

**Proposer: Isle of Wight**

**Secunder: Staffordshire**

## 27 Promoting sustainable active travel to schools and colleges

Conference notes:

1. Climate change is real and is threatening our future. It is our young generations that will lose out the most if it is not addressed now
2. In 2019, 27% of the UK's carbon emissions were generated by transport, of which 91% were from road transport (Source National Travel Survey:2020)
3. The proportion of children who travel to school by car increased from 30% in 1995/97 to 37% in 2019. (Source National Travel Survey:2020).

Conference believes that students and staff should be encouraged and enabled to travel to school or college by sustainable means, because:

- i. There are mental and physical health benefits for those who cycle and walk
- ii. Where a higher proportion of journeys avoid car use, less pollution will be generated near schools and colleges creating healthier environments
- iii. Young people can form active travel habits for life - building regular exercise into daily routines.

Conference therefore instructs the Executive to:

- a. Campaign for secure and convenient cycle and scooter parking in all educational settings for students and for staff
- b. Campaign for all education employers to sign up to a Cycle to Work scheme for all staff that is available throughout the year
- c. Campaign against any educational establishment that discourages safe, active travel to school – for example with an explicit ban on cycling or with the insistence on only dark coats to be worn to and from school
- d. Work with national and local organisations to promote active travel to and from school and to encourage members to do so locally
- e. Ensure that all NEU events are accessible by public transport, so they are inclusive for those members who do not have a car.

**Proposer: Hertfordshire**

**Seconder: Hertfordshire**

## 28 Social care and looked after children (Composite)

Conference believes that nationally, looked after children continue to have poorer educational outcomes than non-looked after children.

Conference notes with alarm that:

1. 400,000 young people in England have a social worker, including 80,000 who are in care
2. The number of young people in care has increased by 25% since 2010.
3. 25% of young people in care are placed more than 20 miles from their family home
4. Over 12,000 young people in care live in children's homes and that 80% of these homes are run by private companies
5. 19% of children's homes in England are rated inadequate or requires improvement by Ofsted.

Conference further notes that:

- i. Care leavers represent 25% of the adult prison population and that 39% of 19–21-year-old care leavers are Not in Education, Employment or Training (NEET)
- ii. 16% of social worker posts in children's social care in England are vacant and a further 15% are filled by non-permanent staff.

Conference recognises that:

- a. Young people in care or on Child Protection Plans are likely to have experienced significant trauma and often view school or college as a safe place
- b. It is essential that schools and colleges offer support, understanding and space for young people to express and process their experiences safely and without fear
- c. In some schools or colleges, this process can be interpreted as "acting out" or inappropriate behaviour, which can result in punitive sanctions and exclusion.

Conference instructs the Executive to:

- I. Campaign for attachment theory and trauma informed approaches to be included in all initial teacher training and national leadership qualifications
- II. Approach our sister unions in social care to seek a joint campaign to raise awareness of the devastating impact of austerity and the Covid pandemic on families
- III. Lobby the Government to bring private sector children's homes back under local authority control
- IV. Campaign for better funding to support care leavers into independent living and education, employment or training
- V. Highlight the negative impact of "Zero Tolerance" behaviour policies on young people who have experienced trauma and work with school, college and local union groups to remove such policies where they exist
- VI. Campaign for a review of current policies around supporting children in care in education
- VII. Develop CPD to raise awareness of education staff around childhood trauma and children in care
- VIII. Develop training around facilitating appointments/reviews through fair treatment and inclusive policies for all education staff including school leaders
- IX. Create a bank of examples of good practice case studies in supporting children in care in education to support school and college staff and leaders.

**Proposer: Halton**

**Secunder: Croydon**

# Equality and Sector Conference Motions

## 29 Black educators' conference – Supporting Black Members, Black Lives Matter

Conference is aware that workplace racism has not been eradicated and continues to be enabled by unaccountable management, including those of academy chains.

Conference is alarmed at the number of Black members who continue to bring such matters to the fore, yet feel their concerns are neither taken seriously, nor dealt with appropriately by the employer and, in some cases, the Union.

Conference believes that despite the global mobilisations around Black Lives Matter, workplace racism continues to blight lives, including in educational institutions. Sadly, a number of our members feel let down by the Union in race discrimination cases, in particular being denied legal assistance.

Conference further believes this situation has to be addressed without delay, and that the Union must ensure members facing racism have robust support and representation, including re-evaluating the criteria of our threshold for taking cases to Employment Tribunal.

Conference therefore instructs the Executive to:

1. Review and update Union training for all lay and paid officials to ensure they are competent, confident and conversant in dealing with cases of discrimination in all its manifestations
2. Review all Union procedures for dealing with cases in which members cite being subject to racial and/or other forms of discrimination
3. Establish a new Executive committee/working party to implement and carry out the process outlined above. Its membership to comprise of a minimum of 60% women, at least three representatives from each of our Equality strands including the relevant Constituency seat holders (CSHs). Its brief to include a review of Union policies and practice, with regular updates on its work and progress
4. Bring a report to Annual Conference 2023 or 2024 at the latest, with recommendations to ensure that best practice is embedded within all our structures and continues at an operational level.

**Proposer: Black Educators' Conference**

**Seconder: Black Educators' Conference**

## 30 Disabled members' conference – Pride and Power for our Disabled Members

Conference notes that despite the Covid pandemic the number of self-identified disabled members in our union has remained stubbornly low, at less than 2% of total membership. (A figure closer to 15% would be more reflective of society in general.) We consider this low figure to be due to several reasons including fear of discriminatory practices by employers, lack of information and sadly negative attitudes to disability held by some individual members themselves.

Conference believes that now is the time to deal with this issue in a positive, empowering way whilst raising the profile of Disability Equality within our Union.

Conference instructs the Executive to:

1. Promote and run a high-profile campaign of self-identification featuring key activists and members of the Disabled Members' Organising Forum
2. Organise regional disabled peoples' pride events, like those for LGBT+ and Black members, that clearly illustrate the many talents of disabled people, including those of disabled educators
3. Develop rep training to further promote Disability Equality within workplace groups. In addition to encouraging self-identification suggest inclusive adverts for jobs which mention access needs at interview and reasonable adjustments when in post
4. Provide upfront training for members regarding identifying to their employer and possible adjustments at work, early on in their contract and well before any crisis point is reached
5. Monitor the effect of the actions detailed above in terms of membership numbers and casework involving disabled members or suspected disability related discrimination.

**Proposer: Disabled Members' Conference**

**Secunder: Disabled Members' Conference**

## 31 LGBT+ members' conference – Challenging stereotypes and fighting for liberation

Conference believes that the unchallenged use of stereotyped language leads to homophobic, biphobic and transphobic bullying (HBT), and acceptance of “casual sexism”, and it sets back the fight for women’s liberation.

Conference notes that the Union’s 2017 report, “It’s just everywhere” found that “*Sexist language is also interlinked with homophobic bullying*”.

Conference believes that:

1. The struggle for LGBT+ liberation and women’s liberation are both strengthened by challenging and eradicating harmful stereotypes
2. Schools and colleges should be places where staff and students feel safe and are free from bullying and harassment. Unfortunately, this is not always the case.

Conference is alarmed that, in many schools and colleges:

- i. Homophobic, biphobic, transphobic and sexist language are not challenged by staff
- ii. Incidents of HBT bullying, sexism and sexual harassment are not taken seriously or recorded appropriately
- iii. Staff receive no training on challenging HBT or sexist language, and lack confidence to do so, despite wanting to support their LGBT+ students.

Conference is also concerned that:

- a. Many young LGBT+ people are afraid to be open about their identity at school or college as they fear harassment, bullying and attacks from peers
- b. Work done to support LGBT+ students is often left to LGBT+ educators. It is the job of all educators to challenge HBT bullying and to foster an LGBT+ friendly school culture.

Conference instructs the Executive to:

- I. Devise a full day’s training on challenging sexism and HBT bullying as part of its CPD offer
- II. Encourage members to ask their school or college to provide annual INSET on challenging sexism and HBT bullying and to involve students in designing the training
- III. Ask local authorities how they record and investigate incidents of sexual harassment and HBT bullying in schools and colleges
- IV. Publish a document drawing together examples of best practice of how to set up LGBT+ groups/lunch clubs/Pride Days and spaces where LGBT+ students can feel free to be themselves
- V. Survey members to find out what their school or college has in place to support LGBT+ students.

**Proposer: LGBT+ Members' Conference**

**Secunder: LGBT+ Members' Conference**

## 32 Independent Schools conference – Branch structures and casework support for all members

Conference notes that:

1. The Union is a large, dynamic, and diverse educational union representing teachers, support staff and leaders in all education sectors
2. With our growing reach, we need to ensure that we have the right structures to enable all members, regardless of role, stage, or sector to be properly supported and to play an active role in the union
3. Our branch structure is predicated on facility time for state sector teachers. While our core membership is state sector teachers, almost one in four is not. There are no facility time payments for support staff, very little for independent sector members, and difficulties in some academies
4. While support is provided for support staff and independent sector members by some branches but more often the district, there is no facility time to pay for this
5. Conditions of service, pay, and pensions in independent schools are often very different to those in the state sector, with wide variation across the sector. Local specialist knowledge of the sector is not always there.

The rules of the new union created for Independent Sector Branches are not fit for purpose. There is just one independent sector branch – the Girls Day School Trust – a single owner of 23 schools. Conference believes the union needs to review its branch structure and regional support to ensure that all members are equally supported and encouraged to play an active part in the union.

Conference instructs the Executive to:

- i. Conduct a review of the branch structure, to ensure that, regardless of role, stage, or sector, it:
  - a. Is fit for purpose
  - b. Supports members
  - c. Maximises the democratic participation
  - d. Encourages and enables activism
- ii. Conduct a review to ensure that in all Regions, Wales, and Northern Ireland, and for all members, regardless of role, stage, or sector, there is:
  - a. Specialist knowledge and casework support
  - b. Training for activists
  - c. Promotion of activism
  - d. Inclusive collective campaigns.

**Proposer: Independent Schools' Conference**  
**Seconder: Independent Schools' Conference**

## 33 Post-16 conference – Save vocational education, value vocational educators

Conference notes that:

1. The Government is swinging an axe over the head of some of the most popular and effective Post-16 qualifications. The announcement to defund Applied General qualifications has been met with bemusement and opposition across the education sector. There has been a short postponement, but the threat remains. BTEC qualifications have long been the best hope for working class students in an education system which is otherwise massively stacked against them
2. The Government's strategy of a binary choice between A Levels and T Levels is not appropriate for all students (including adults) who have benefitted from applied vocational qualifications for decades. We need to maintain student choice
3. That Post-16 funding remains at skeletal levels. Funding per student is 15% down on 2010 levels. Lecturers' pay in FE colleges is 30% down in real terms on 2009 levels. Pay scales in the Sixth Form College Association (SFCA) Red Book have recovered parity with schoolteachers, as a result of strike action two years ago. However, elsewhere, poor pay and conditions reflect fragmentation on both the employers' and union sides. In recent years only 30% of FE colleges have implemented Association of Colleges (AoC)-negotiated pay deals.

Conference instructs the Executive to:

- a. Continue to take a lead in the national campaign to save Applied General qualifications. This is vital for every college and should involve staff, students and the public. In a minority of colleges, it is an emergency issue already as local managements press ahead with pilot schemes to dismantle Applied Generals. The Executive should work to build a detailed picture of the battlefield in order to direct resources to fight these advanced attacks
- b. Work with other unions to press the AoC to pressure individual colleges to respect pay deals done in their name
- c. Prepare the ground to build resistance, and where possible disputes, in those colleges which refuse to respect AoC pay deals
- d. Campaign for a national contract across FE colleges to end the era of fragmentation and establish a meaningful environment for collective bargaining.

**Proposer: Post-16 Conference**

**Secunder: Post-16 Conference**

## 34 Support Staff conference – Fighting for support staff

Conference notes:

1. Support Staff membership is currently around 50,000 members
2. Our lowest paid colleagues (eg, cleaners and kitchen staff) are disproportionately outsourced with most paid at, or barely above, minimum wage
3. Support Staff have suffered more than 5 years of austerity pay freezes, compounded by rising prices and bills
4. Support staff lack nationally standard pay, terms and conditions
5. School cuts disproportionately impact support staff, resulting in pay cuts and redundancies.
6. Although including all grades of education workers, the Union is still often viewed, internally and externally, as a “teachers’ union”
7. Over 900,000 support staff are employed in state schools - the majority are not in any union.

Conference believes:

- i. We must be a union for all education workers, including support staff
- ii. Urgent action is needed to reverse the deterioration in support staff pay, terms and conditions
- iii. Winning a significant pay rise requires ongoing, energetic, united campaigning by all support staff unions, including willingness to take action
- iv. We must encourage more support staff members to stand for Union positions as reps, officers, for national councils, forums, and the Executive
- v. The undertaking not to recruit support staff actively or knowingly, whilst not preventing growth in our support staff membership, is a considerable hindrance to our organising and unionising efforts.

Conference instructs the Executive to:

- a. Approach other education unions seeking jointly organised campaigning on support staff issues to:
  - I. increase union density in workplaces and end the undertaking not to recruit support staff actively or knowingly
  - II. win a 10% pay increase
  - III. reinstate the School Support Staff Negotiating Body.
- b. Consult relevant members over support staff pay offers, including consultative ballots and official ballots for action
- c. Campaign for the real Living Wage to apply to all workers in education settings, providing campaign materials and support to Districts and Branches to pursue this demand
- d. Campaign to end outsourcing in education settings – in-house employment for all workers
- e. Campaign for increased numbers of support staff required for effective SEND provision.

**Proposer: Support Staff Conference**

**Seconder: Support Staff Conference**

# General purposes

## 35 When is district autonomy not district autonomy?

Conference compliments the Executive for their prompt action in amending the Local Financial Regulations (LFR) in May 2021 following the decision taken regarding district autonomy at Annual Conference 2021

Conference notes the Executive, despite the large majority in favour of the decision, chose not to allow districts the autonomy that was implicit in the motion which included allowing districts to decide the level and number of Honoraria. The motion did not differentiate between those who were in receipt of facilities time and those who were not.

Conference further notes that the results of the 2019 survey on Honoraria, commissioned by the Executive, were not published in full. That survey revealed that 67% were in favour of districts having the flexibility to confer Honoraria on officers in receipt of facilities time. This flexibility has been denied by retaining 17b and 17c in the revised LFR.

Conference believes that the Executive have acted to thwart the will of Conference and that many districts would not be able to operate and provide the service our members pay their subscriptions for, if it were not for those stepping up to carry out a range of officer roles. Members have the wherewithal to decide if the work of their officers warrants an Honorarium and this has been tested at three levels of the democratic process; a national survey of districts, an Annual Conference motion and through a properly convened, quorate AGM.

Conference instructs the Executive to:

1. Delete from the May 2021 version of the LFR 17b - "Paid only to local district or branch officers elected at a quorate AGM who undertake trade union activities. District and branch officers undertaking trade union duties are not eligible to receive honoraria, particularly in relation to those undertaking casework duties." and replace with "Paid only to local district or branch officers elected at a quorate AGM."
2. Delete from the May 2021 version of the LFR 17c - "Districts may not award any honoraria payment to any branch officer in receipt of a facility time allocation."

**Proposer: West Sussex**

**Secunder: South-East Hampshire**

# International

## 36 Palestine (Composite)

### Conference notes:

1. The “unity intifada” across historic Palestine in May 2021 over the forced evictions of Palestinians in Sheikh Jarrah, the attacks on Al Aqsa mosque, and the Israeli assault on Gaza
2. The international wave of solidarity, including the mass protests in London and across the UK and the spontaneous expressions of solidarity with Palestine by school students supported by parents and communities
3. That while the response of some school leaderships was positive and considered, there have been significant reports of attempts to suppress students’ expression of support for Palestine
4. Attempts to de-legitimise free expression and classroom discussion on Palestine, and to silence those in the trade union movement speaking out for Palestine
5. That the letter from Gavin Williamson MP to heads failed to address the Islamophobia students and communities experienced during May
6. The continuing use of Prevent in ways that stigmatise Muslim communities,

### Conference believes:

- i. It is our responsibility to continue to challenge all forms of racism including antisemitism and Islamophobia.
- ii. No Muslim or Jewish students or educators should be subjected to prejudiced, antisemitic or Islamophobic behaviour for their views on Israel and Palestine
- iii. That schools should be a safe environment for free expression and respectful discussion of controversial issues, including Israel and Palestine
- iv. That young people’s commitment to social justice is a resource to be valued not suppressed
- v. That discussion on Israel and Palestine in schools should not be restricted to any one single legitimate narrative.

### Conference instructs the Executive to:

- a. Continue to strengthen our solidarity work with Palestine Solidarity Campaign (PSC)
- b. Support the call from Palestinian civil society for Boycott, Divestment and Sanctions
- c. Support the rights of students to express, appropriately, solidarity with Palestine
- d. Oppose attempts to impose a single narrative on the struggle for Palestinian rights or to suppress legitimate views on Israel and Palestine and solutions to the conflict
- e. Continue to promote our unequivocal opposition to antisemitism and Islamophobia, and to ensure our resources are appropriate
- f. Reaffirm current Union policy and affiliation to PSC.

**Proposer: Vale of Glamorgan**

**Secunder: Denbighshire**

# Member defence

## 37 Long Covid

Conference notes the Office for National Statistics (ONS) reported that:

1. As of May 2021, a million people in the UK were living with long Covid, of which over 114,000 were school staff. Nearly two thirds were experiencing an impact on their daily lives and people of working age were most likely to be affected. Typically, this impact included chronic exhaustion and “brain fog”
2. “Prevalence rates of self-reported long Covid were greatest in people aged 35 to 69 years, females, those living in the most deprived areas, those working in health or social care, and those with a pre-existing, activity-limiting health condition.”

Conference further notes:

- i. Significant numbers of people experienced symptoms for 12 months or more, which should mean they are protected from disability discrimination by the Equality Act 2010.
- ii. The TUC reported findings that some employers do not recognise long Covid as a genuine condition and that workers are therefore facing disability discrimination such as being forced from their jobs through absence management procedures and the stopping of pay.

Conference instructs the Executive to campaign:

- a. For Long Covid to be named as a disability under the Equality Act 2010
- b. To ensure that the disproportionate impact of Covid-19 on different groups of workers - including those with long Covid symptoms - is included within an independent public inquiry
- c. For the United Nations Convention on the Rights of Disabled Persons (UNCPRD) to be enforceable within UK law.
- d. For increased investment by the Government in the HSE
- e. For protection from discrimination in our schools of members with long Covid by demanding full sick pay and treating it as disability leave, thus avoiding job loss and disciplinary action

And, further to:

- f. Produce guidance on and model return to work risk assessments for members with long Covid
- g. Deliver training for local officers and caseworkers on the social model of disability and reasonable adjustments
- h. Campaign for long Covid to be treated the same as other industrial injuries for the purposes of pay and protection of our members.

**Proposer: Waltham Forest**

**Secunder: Brent**

## 38 Defending reps in the workplace (Composite)

Conference notes:

1. The importance of every school having a rep in the workplace and the central role reps play in building our Value Education, Value Educators campaign alongside the NEU's organising agenda
2. The rise in the number of reps being victimised, which increased during the pandemic, where reps were targeted for raising health and safety concerns. This worrying trend of intimidation and harassment of reps has also taken place in the context of the growth of academisation and a bullying culture from school managements, which is intended to weaken union organisation.

Conference believes that whilst union campaigns to defend reps with successful ballots for strike action have seen some important successes, employers have found other means to force out and, in some cases, dismiss reps. Therefore, it is imperative that alongside collective action we have robust legal protection for our reps.

Conference instructs the Executive, where there has been rep victimisation, to:

- i. Organise public campaigns of solidarity to build support for victimised reps across the union and labour movement
- ii. In the case of disciplinary charges against reps, to support indicative ballots as soon as possible and formal ballots to be agreed without delay
- iii. Conduct a review and change to Appendix B of the Union Rules (Professional and Legal Advice and Assistance) to include specific reference for reps:
  - a. Early consultation virtual/ in-person meeting with a solicitor to build a case for an Employment Tribunal
  - b. A review of the use of settlement agreements and Non-Disclosure Agreements to resolve cases before investigating in full a legal challenge to the victimisation

**Proposer: Sefton**

**Secunder: City of Leicester**

# Union strength

## 39 Representation of support staff

Conference notes that:

1. The support staff membership of the Union has grown substantially over the last two years and is now at around 50,000 members, more than 10% of our membership
2. The Union does not currently have recognition and bargaining rights in respect of representing support staff with most employers
3. In 2017 the relevant sections of the Union and the Joint Executive Council approved an undertaking that, with regard to publicly funded schools, the Union will not actively or knowingly recruit support staff, and will not seek recognition and negotiating rights for support staff
4. Union density for support staff is substantially lower than for teachers.

Conference believes that:

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

Conference instructs the Executive to:

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

**Proposer: Newham**

**Seconder: Nottinghamshire**

## 40 Value Education, Value Educators (Composite)

Conference reaffirms its strategic focus on building the union from the bottom-up.

Conference believes that:

1. Strong, active workplaces and local organisation is key to building an effective campaigning union, that is able to win with members
2. Engaging members in our campaigns and activities is vital to winning our major political campaigns and winning gains in workplaces
3. Visible and effective organising, through robust negotiations across workplaces will help the Union address issues around recruitment and retention of members
4. For the Union to continue to grow and be relevant to members we must work together across all levels of the Union to develop a disciplined and coherent strategy on Organising to Win.

Conference notes the recruitment, organising and bargaining gains achieved during the pandemic. Clear union-wide messaging, high quality resources and targeted use of technology enabled rep-led workplace organising, backed by local rep networking, that spread success from workplace to workplace, across MATs and branches. This approach shows how we can win as a union on other campaigns, particularly workload and pay work and its imperative to consolidate these gains post-pandemic.

Conference endorses the relentless focus on the workplace embodied by the Value Education, Value Educators (VE:VE) and notes that it launched with resources empowering reps and districts to negotiate tangible workplace wins that address destructive workload. As districts, reps and members bargain successfully to re-think in-school accountability they boost professional autonomy and enhance collective agency to bargain around pedagogy, curriculum and assessment as well as fair pay progression, directed time and flexible working. For VE:VE, every issue can be a union issue.

Conference reaffirms that strengthening workplace and local organisation will depend on a coherent union-wide focus on growing membership, boosting rep density, developing branch and district rep networks, and training and supporting reps to engage confidently and represent members, build activist teams and bargain robustly with their school and college employers.

Conference urges the Executive to roll-out Value Education, Value Educators to deliver material gains in workplaces, MATs, branches and districts, and particularly to support districts and branches to:

- i. Develop detailed organising plans to build strong union groups, grow membership and boost rep density within and across every workplace
- ii. Recruit and train a growing body of reps to deliver these plans in the workplace
- iii. Establish and support local, regional and national rep networks that scale-up wins, exchange best practice and build a movement for educators to re-build their professional agency
- iv. Engage members in our national campaigns to shape the future of education.

Conference also notes the impact branches and districts have in mobilising, organising and energising our workplace reps with 48% of reps more likely to undertake actions if they had attended a local campaign briefing.

Conference instructs the Executive to:

- a. Continue to develop the Value Education, Value Educators strategy with the aim of targeting material gains in workplaces and across branches and MATs
- b. Work with districts and branches to develop detailed organising plans around this strategy, including production of materials to support bargaining at school, LA and MAT level
- c. Support local districts and branches to develop plans to recruit, train and develop a new army of NEU Reps, aiming to build strong union groups that can make gains together
- d. Work with local officers to secure pooled arrangements for facility time and recognition agreements with MATs
- e. Work with local officers and Reps to develop a strategy to recruit new members to the Union and engage them in campaigns and activity
- f. Continue to develop the Union's own technology to provide tools that help communicate, mobilise and organise members/ reps as well as our branch and district officers.

**Proposer: Executive**

**Secunder: Vale of Glamorgan**

## 41 Mental health of caseworkers (Composite)

Conference notes that the Union prides itself on being member-led. Central to this are the district and branch officers who, on a daily basis, deal with sensitive individual casework. In addition to supporting professional concerns, they must often also provide a listening ear for the very distressing personal circumstances of members. This has an impact on their mental health and wellbeing.

Conference further notes that:

1. At present, there are no structured systems for monitoring officers' wellbeing or means for them to seek support
2. As the majority of branch and district officers are seconded staff from schools and other educational establishments, it is not possible for them to seek support on these issues from their line managers due to the need for confidentiality
3. Whilst the Union does provide some guidance on officers' well-being when dealing with casework, it is very limited.

Conference instructs the Executive to:

- i. Survey branch and district officers to evaluate the amount and type of support they would find beneficial
- ii. Develop and review officer training to include strategies for responding to the emotional needs of members
- iii. Develop and review officer training to include strategies for protecting their own mental health and wellbeing
- iv. Work to establish networks and forums in the Union, through which branch and district officers can seek support for their well-being and discuss casework confidentially.

**Proposer: Haringey**

**Secunder: Portsmouth**

## 42 Building professional unity

Conference believes that the pandemic has shown the benefits that greater unity would bring to improving the working conditions of education staff and the education of our children. Through joint statements and actions, we have forced the Government to U-turn on more than one occasion. Further, the unions working together are now promoting initiatives to improve health and safety conditions in schools as well as the manner that education is delivered.

Conference agrees that the Union needs to take action without delay to strengthen our forces against the enemies of comprehensive state education.

To this end Conference instructs the Executive to:

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

**Proposer: Newcastle-upon-Tyne**

**Secunder: Norfolk**