



ANNUAL CONFERENCE

2017

C A R D I F F

FINAL
AGENDA

INCLUDING
AMENDMENTS TO
MOTIONS AND
ALLOCATION
OF CONFERENCE
SESSIONS

14 – 18 APRIL 2017

***NUT – campaigning for
education & equality***

ARRANGEMENTS FOR SPEAKERS

Delegates are reminded of the arrangements for speakers' cards that will be in operation this year:

- The Speakers Card Table will open at 4.15pm on Friday 14 April to receive speakers' cards, and remain open throughout the session, until 15 minutes after the scheduled close of the session.
- There is no limit to the number of cards that may be handed in at one time.
- After the Opening Session, cards may be handed in 15 minutes prior to the start and during any subsequent session of Conference.
- Please hand your cards in as soon as you can to aid administration.
- Cards will be put in a random and female/male speaker order before each day of Conference – Speakers Lists will be displayed on a screen in the auditorium and uploaded to the Conference App.
- Cards handed in on the day of the debate will be added to the end of the speaking order.



National Union of Teachers

Final Agenda

Annual Conference

Cardiff 2017

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I - NOTES

1. VOTING ARRANGEMENTS

VOTING at Conference will be by show of hands in all instances. Where the President believes the vote is too close to call, delegates will be asked to use their digi-voting cards and handsets.

Personalised DIGI-VOTING smartcards were sent to delegates (size of a credit card) in the final mailing, the card contains information which will enable weighted votes to be counted.

Delegates will be given voting handsets (size of a Blackberry) when they arrive at the Conference Centre. The personalised card should be inserted into the handset to register their vote.

The handset is not personal to the delegate and is only active when the President opens the vote and is deactivated when she declares the vote closed.

Votes will be calculated and the total number of votes cast will appear on the screen within seconds of the poll closing. A short practice run will take place before the start of Conference.

Handsets will be collected at the end of each day as they need to be charged overnight. A detailed guidance sheet is included in the final delegate mailing.

2. RULES OF DEBATE

Where an amendment is under discussion, the debate on the amendment may be closed by a motion "That the question be now put" being moved and seconded, and carried, such motion being put to the meeting without debate; but no speech shall be interrupted for the purpose of proposing such a motion. Nor may any such motion be moved unless and until the amendment has been moved and seconded, and further, unless and until at least one speech has been taken against the amendment if there are delegates who have indicated an intention to speak against. No division shall be taken on such a motion.

The Chairperson shall then decide whether the debate on the motion is necessary and when the time has come when the motion may fairly be put.

In addition to the general privileges of debate:

- (a) The right of reply shall be exercised only after the closure has been applied and subsequently no further debate shall be allowed on the question.
- (b) No member shall speak more than once on the same motion nor on the same amendment except in the exercise of the right of reply and no new matter shall be introduced by the mover in reply.

When the Chairperson rises to speak, all present shall immediately take their seats and any member of the Union who shall wilfully disregard the ruling of the Chairperson after due warning, or shall be guilty of gross disorderly conduct in interrupting the proceedings of Conference, shall be immediately suspended from further attendance at Conference and shall

have his or her conduct dealt with under Rule 38 or 39 of the Union (temporary or permanent exclusion from the National Union of Teachers).

3. SUSPENSION OF STANDING ORDERS

- (a) A Notice of motion to suspend Standing Orders shall be given in writing, signed by at least 200 members of Conference who in the notice give details of the name of their local association/division together with their membership number.
- (b) The CBC shall decide both the time in the order of business it is proposed to debate the suspension of standing orders and also the time it is proposed to debate the issue giving rise to the suspension. Neither time can include the time marked • allocated for formal business in the Agenda. The time stipulated by the CBC for debate on the Suspension of Standing Orders should be at least one hour of Conference business time after the Notice has been received.

4. GENERAL

- (a) No motion or amendment may be withdrawn without the consent of Conference.
- (b) If in the opinion of the Chairperson it would be helpful to Conference to hear the views of an Advisory Committee which has discussed the matter being debated, or to hear the views of the Conference Business Committee, the Chairperson may seek the permission of Conference to call the appropriate Vice-Chairperson, to address Conference for a period not exceeding four minutes.
- (c) Each member of Conference and accredited observer shall be provided by the Union with a badge which shall be prominently displayed on their clothing during the whole of the time they attend a session of Conference. Members of Conference shall not transfer their badges to non-members of Conference and non-members of Conference shall not receive such badges and members of the Union acting in contravention of this provision shall be deemed to have acted contrary to the instructions of the Union and their conduct shall be referred to the Officers of the Union under the provisions of Appendix III of the Rules of the Union (National Disciplinary Committee).
- (d) There shall be no smoking in the Conference Hall.

5. CBC – ELECTION OF MEMBERS

The voting papers for the election of the Conference Business Committee should be placed in the special ballot boxes at the exits from the Conference Hall. Voting can take place from the commencement of Conference until the termination of the Sixth Session (5.30pm Monday 17 April).

6. SPEAKERS

Representatives who wish to speak on any motion before Conference should submit their name on the Speaker's cards sent with the Final Agenda.

Delegates are reminded of the arrangements now in force:

- i) Cards may be handed in any time during the fifteen minute period prior to the Opening Session of Conference, at any time

during the session and up to 15 minutes after the scheduled close of the session;

- ii) Thereafter cards may be handed in fifteen minutes prior to the commencement of any subsequent sessions and at any time during a session of Conference.
- iii) Cards will be put in a random and female/male speaking order before each day of Conference and the speaking order will be made available to members of Conference.
- iv) Cards handed in fifteen minutes prior to the commencement of the day and at any time during the day of the relevant debate will be added to the end of the speaking order.
- v) Where a report of the CBC and the timing of Priority Motions or Suspension of Standing Orders occur in the same Conference day, speakers' cards received up to one hour before the commencement of debate will be ordered in line with SO (c). Cards received thereafter will be placed at the end of the speaking order in female/male order.

7. EXECUTIVE MOTIONS

The terms of any motions to be introduced by the Executive under rule 30(g), will be circulated.

8. PRIVATE SESSIONS – QUESTIONS OF UNION ACCOUNTS AND REPORT FROM STOKE ROCHFORD MANAGEMENT LIMITED

- (a) Standing Order 19(a). Members of Conference as defined in Rule 26 may submit questions to the Treasurer of the Union and the Chairperson of Stoke Rochford Management Limited on their respective Reports. Only written questions received at least seven days before the commencement of Conference shall be considered. Such questions should be submitted to the Director of Business Services at Hamilton House in the case of questions to the Treasurer and to the Company Secretary of Stoke Rochford Management Limited.
- (b) Standing Order 19(b). The Treasurer and the Chairperson of Stoke Rochford Management Limited* shall reply to the questions prior to the adoption of the Financial Statements or the reception of the relevant Company Report and the Conference Business Committee shall allocate time for this purpose.

*Copies of all such questions will be circulated to delegates during Conference.

9. UNFINISHED BUSINESS

In ordering business for the final session of Conference the vote attached to each Motion at the priority voting stage will determine the order of business for the final session of Conference. Those Motions and Amendments on which debate has commenced will be taken first.

10. NATIONAL EDUCATION UNION

Since motions and amendments were submitted, members of both NUT and ATL have voted to bring together a new union from September. The officers of the Union have decided that motions and amendments which instruct the NUT Executive to take some action after September 1st are in order for debate. However it has to be understood that the Executive will seek to take these motions forward by raising matters at the joint Executive Council of the National Education Union.

II REPORT OF THE CONFERENCE BUSINESS COMMITTEE – ALLOCATION OF CONFERENCE TIME

The Conference Business Committee has agreed the following allocation of Conference time to the various sections:

Friday 14 April		Motion	Page
1st Session	Minutes	1	9
4.30-6.00 pm	Installation of President		9
	Vote of thanks and presentation to Ms Anne Swift	2	9
	Reception of Union Guests	3	9
	Report of the Teachers' Building Society	4	9
	Vote of Thanks to Boards	5	9
	Adoption of Standing Orders	6	9
	Honorary Membership	7	16

The Representative of the Year and Officer of the Year Awards will be presented during this session

Saturday 15 April			
2nd Session	Presidential Address		17
(Public) 9.15-10.30 am	Report of Conference Business Committee	8	17
	Reception of the Report of the Executive	9	17
	Adoption of the Report of the Wales Committee	10	17
	Education: General	11-13	18
12.00-12.30 pm	Strategy, Finance and Communications - Wales/Cymru &		
	Strategy, Finance and Communications	14-16	23
3rd Session			
(Public)			
2.00-3.00 pm	Strategy, Finance and Communications (Continued)	14-16	27
	International	17	28
3.00-3.30 pm	Employment, Conditions and Rights	18-28	31
4.30-5.30 pm (Private)	Accounts	29-30	46
	Report of Stoke Rochford Management Limited	31	46
	Report of Examiners of Accounts	32	46
	Adoption of the Financial Statements	33	46

The Steve Sinnott Award will be presented during this session

		Motion	Page
Sunday 16 April			
4th Session			
(Public)			
9.45-10.45 am	Education: Secondary	34-35	47
10.45-11.15 am	Education: Special Educational Needs & Disability	36	52
11.15 am-1.00 pm	Education: Primary	37-40	54
 Monday 17 April			
5th Session			
(Public)			
9.15-9.30 am	Education: Primary (Continued)	37-40	65
9.30-11.00 am	Equality Conferences	41	66
11.00 am-12.30 pm	Employment, Conditions & Rights (Continued)	18-28	71
 6th Session			
(Public)			
2.00-3.30 pm	Education: Equality	44-46	73
3.30-4.00 pm	Organising and Membership	47-48	84
4.00-5.00 pm	Salaries, Superannuation & Education Economics	49-50	87
5.00-5.30 pm	Resource Management	51-52	90
 <i>The Blair Peach Award will be presented during this session</i>			
 Tuesday 18 April			
7th Session			
(Public)			
9.15-11.00 am	Employment, Conditions & Rights (Continued)	18-28	93
11.00 am-12.00 noon	Unfinished Business		94
12.00-12.15 pm	Adoption of the Annual Report of the Executive	53	94
12.15-1.00 pm	General Secretary's Address to Conference		94
	Vote of thanks in relation to organisation of Conference	54-55	94
	Thanks to the Chair	56	94
	Close of Conference		

III DEPUTATIONS TO ANNUAL CONFERENCE 2017

UK Guests

Association of Teachers and Lecturers (ATL)

Mary Bousted

Peter Pendle

Kim Knappett

Mark Holding

Shelagh Hirst

Niamh Sweeney

Hank Roberts

Local Government Information Unit (LGIU)

John Fowler

National Association of Head Teachers (NAHT)

Kim Johnson

PTA UK

Tracey Handley

Trade Union Congress (TUC)

Kevin Rowan

University and College Union (UCU)

Joanna de Groot

British Isles Guests

Educational Institute of Scotland (EIS)

Larry Flanagan

Margaret Smith

Irish National Teachers Organisation (INTO)

Emma Dineen

Scottish Secondary Teachers' Association (SSTA)

Seamus Searson

Ward McCormick

Overseas Guests

Cuba

Sindicato Nacional de Trabajadores de la Education (SNTECD)

Niurka Maria Gonzalez

Maria Victoria Martinez Zaldivar

Education International

Susan Flocken

Germany

Gewerkschaft Erziehung und Wissenschaft (GEW)

Anton Salzbrunn

Ghana

Ghana National Association of Teachers (GNAT)

Sagodo Richard Equity Komla

Iraq

Iraq Teachers' Union (ITU)

Ouday Hattam Hassan Al-Isawi

Mohammed Salman Dharb Al-Bdairi

Kenya

Kenya National Union of Teachers (KNUT)

Wilson Sossion

Kurdistan

Kurdistan Teachers' Union (KTU)

Haseeba Mustafa Jameel

Nawroz Ali Ridha

Nicaragua

National Association of Educators of Nicaragua (ANDEN)

Jose Antoio Zepeda

Palestine

General Union of Palestinian Teachers (GUPT)

Saed Erziqat

Fadwa O.N Alamlı Manbuba

South Africa

South African Democratic Teachers' Union (SADTU)

Mugwena Maluleke

United States of America

National Education Association (NEA)

Kevin F Gilbert

Helen Li

American Federation of Teachers (AFT)

Juan Ramierz

FIRST SESSION
FRIDAY 14 APRIL
4.30PM – 6.00PM

Opening Session of Conference

Friday, 14 April

(to be taken at 4.30 – 6.00 pm)

(● indicates formal business)

The Chair will be taken at 4.30pm by Ms Anne Swift (President) who will declare the Conference open.

● **Minutes**

MOTION 1 MARILYN BATER (for the Executive) to move,
 ANNE LEMON (for the Executive) to second:

That the Minutes of the Brighton Conference 2016 be signed by the President as a correct record of the proceedings. (Copies of the Minutes have been posted to every member of Conference).

● **Installation of New President**

The PRESIDENT will introduce Ms Louise Regan, the President-elect, and install her as President for the ensuing year.

● **Vote of Thanks and Presentation to Ms Anne Swift**

MOTION 2 PAUL BUSBY (North Yorkshire) to move:

That the best thanks of the Conference be, and are hereby, tendered to Ms Anne Swift for her valuable services to the Union as Vice-President, and President; and that a record in permanent form of this resolution be presented to Ms Anne Swift as a memento of her years in office.

Ms Anne Swift will be presented with the Ex-President's Badge and a souvenir containing the above vote of thanks.

● **Reception of Guests of the Union**

MOTION 3 THE CHAIRPERSON to move:

That Conference welcomes the Guests of the Union and invites representatives to address Conference.

● **Report of the Teachers' Building Society**

MOTION 4 SIMON BERESFORD (Chief Executive) to move,
 KEVIN COURTNEY (General Secretary) to second:

That the Report be now received.

● **Vote of Thanks to Boards**

MOTION 5 ANNE LEMON (for the Executive) to move,
 MARILYN BATER (for the Executive) to second:

That the best thanks of Conference be, and are hereby, given to the Boards of the Teachers' Building Society and Stoke Rochford Management Limited for their attention to the interests of the Union during the year.

● **Adoption of Standing Orders**

MOTION 6 IAN GRAYSON (for the Executive) to move,
 MARILYN BATER (for the Executive) to second:

1. a) The order of business shall be as set out in the Agenda published by the Executive, subject to the provisions of Rule 30, and subject also to the requirement that no debate shall be conducted, without the approval of Conference on a motion allocated to the Equality Section of the Agenda unless and until debate in the section for consideration of motions submitted under Rule 30(c) has been completed or closed.

- b) The order of formal business in the Agenda shall be decided by the Conference Business Committee.

Conference Business Committee

2. a) The report of the decision of the Conference Business Committee (CBC), on the allocation of business, as printed in the Final Agenda, shall be made available to members of Conference before the First Session of Conference. The report of the CBC may be amended by Conference.
- b) A Notice of amendment to the decision of the CBC shall be submitted to the Director of Business Services in writing and signed by 200 members of Conference who in the Notice shall give details of the names of their local association/division, or state the capacity in which they are attending Conference, together with the Conference Membership number.
- c) An amendment to the report of the CBC received prior to the adoption of Standing Orders shall be taken prior to the Reception of the Annual Report. The amendment shall be moved, seconded and debated.
- d) Any subsequent decisions of the CBC shall be subject to amendment by Conference. A Notice of amendment to the decisions of the CBC announced during a session of Conference shall normally be taken at the commencement of the next session. The amendment shall be moved, seconded and debated.

Annual Report

3. a) Following the adoption of Standing Orders for Annual Conference, the following motion shall be moved:-
“That the Annual Report of the Executive be received”.
- b) Upon the moving of the receipt of the Annual Report of the Executive the opportunity shall be made available to move that the Report of the Wales Committee be received.
- c) At the commencement of consideration of each Section of the Annual Report of the Executive, the following motion shall be moved:-
“That the section/s of the Annual Report of the Executive be adopted”.
- d) At least 15 minutes prior to the Address to Conference by the General Secretary at the final session of Conference, the following motion shall be moved at a time to be determined by the Conference Business Committee:-
“That the Annual Report of the Executive (as amended) shall be adopted and printed for circulation”.

Motions

4. The proposer of a motion or an amendment shall be allowed to speak for four minutes except as provided in Standing Order No. 6. No extension of time shall be allowed except to the Treasurer of the Union in presenting the Report on the motion “That the Financial Statements be now received”.
5. Each succeeding speaker shall be allowed four minutes except as provided in Standing Order No. 6.
6. The Examiners of Accounts and the Chairperson of Stoke Rochford Management Limited shall be allowed up to ten minutes to move the reception of their reports and the seconder shall be allowed up to five minutes.
7. a) The motion on the Vote of Thanks and presentation to the retiring President shall be moved. The incoming President shall be allowed to

- add a formal supporting statement thereto with a similar reply of up to four minutes by the retiring President.
- b) Votes of Thanks shall be put to Conference without debate and no amendments shall be taken.
8. Members of Conference, as defined in Rule 26, who wish to speak on motions or amendments, shall hand in their cards to the Speakers Card Table in the Conference Hall:
- a) Cards may be handed in any time during the fifteen minute period prior to the opening of Conference, at any time during the session and up to fifteen minutes after the scheduled close of the Session;
 - b) Thereafter cards may be handed in fifteen minutes prior to the commencement of any subsequent sessions and at any time during a session of Conference.
 - c) Cards will be put in a random and female/male speaking order before each day of Conference and the speaking order will be made available to members of Conference.
 - d) Cards handed in fifteen minutes prior to the commencement of the day and at any time during the day of the relevant debate will be added to the end of the speaking order.
 - e) Where a report of the CBC and the timing of Priority Motions or Suspension of Standing Orders occur in the same Conference day, speakers' cards received up to one hour before the commencement of debate will be ordered in line with SO 8 (c). Cards received thereafter will be placed at the end of the speaking order in female/male order.
 - f) Members of Conference that have spoken three time or more during Conference will be added to the speaking order after cards handed in under Standing Order No. 8 a) b) and c). This shall not apply to movers and seconders of motions and amendments and members exercising the right of reply.

Amendments to Motions

9. Amendments to original motions shall be submitted by Constituent Associations and Divisions in accordance with the Rules of the Union provided that the Executive shall not be restricted to the number of amendments to such original motions but shall abide by the timetable set out in the Rules.
10. a) Subject to Standing Order 10(b) where there is more than one amendment to a section of the Report of the Executive, members of Conference shall vote on the order of the amendments by show of hands.
- b) Where a Constituent Association or Division wishes to withdraw an amendment to the Report of the Executive, a request must be made to the Director of Business Services # in writing no later than 30 minutes before the beginning of the First Session (Friday evening) for submission to Conference for approval, before members vote in accordance with Standing Order 10(a).
11. a) Any urgency or priority motion submitted under Rule 30(g) shall be considered by the Conference Business Committee who shall place it in an appropriate position on the Agenda. However, in accordance with Rule 30(g), no urgency or priority motion of the Executive shall be debated unless Conference so decides by a majority vote after the suspension of Standing Orders has been moved. The motion to suspend Standing Orders shall be put to the vote after it has been moved and formally seconded and not more than one speech made in opposition.

- b) Amendments to any urgency or priority motions submitted by the Executive in accordance with the provisions of Rule 30 shall be submitted to the Director of Business Services # in writing with the name of the mover and seconder attached. Amendments to such motions submitted 90 minutes before the end of the session prior to the session in which such motion is to be considered, will be considered by the Conference Business Committee in accordance with the provisions of Appendix II of the Rules of the Union. Subject to any alteration that may be made by the Conference Business Committee they will be printed and supplied to Members of Conference. Any amendment received after this time shall be placed on the Amendment Paper, in the order of receipt, after those amendments which have received the consideration of the Conference Business Committee.
12. Whenever an amendment is made upon any motion (other than adopting the Annual Report), no second amendment shall be taken into consideration until the vote on the first amendment is declared. Subject to the provisions of Standing Order No. 9, if that amendment be carried or accepted the amended motion shall be regarded for the purposes of subsequent amendments as the original motion and capable of further amendment. If the first amendment be negatived subject to the provisions of Standing Order No. 9 then a further amendment may be moved to the original motion but only one amendment shall be submitted for discussion at one time. In the event of a division on an amendment to a recommendation in an Executive Memorandum or to the Annual Report of the Executive, the Chairperson shall have discretion to continue the debate on subsequent recommendations or amendments without awaiting the result of the Division.

Decision of the Chairperson

13. The decision of the Chairperson on any point shall be final. If any decision is challenged it shall be done at the next session of Conference as first business. The following procedure shall be adopted in dealing with any challenge to the decision of the Chairperson:
- a) The Chairperson shall vacate the Chair in favour of the Vice-Chairperson.
 - b) The Vice-Chairperson shall read out to Conference the decision of the Chairperson which is the subject of the challenge.
 - c) The member of Conference making the challenge shall then have five minutes to speak to the challenge.
 - d) The Chairperson whose decision is being challenged shall be allocated five minutes to answer the challenge.
 - e) The motion which will be the Chairperson's ruling will then be put to Conference without further debate.

Rules of Debate

14. Any debate, except that on the main question:
- a) may be closed by a motion "That the question be now put" being moved, seconded and carried, such motion to be put to the meeting without debate; but no speech shall be interrupted for the purpose of proposing such a motion. Nor may any such motion be moved unless and until the amendment being debated has been moved and seconded, and further, unless and until at least one speech has been taken against the amendment if there are delegates who have indicated an intention to speak against
 - b) A motion "That the main question be now considered" i.e. the adoption of the section, can be moved, seconded, immediately after the motion

- to adopt a section of the Annual Report has been moved and seconded. Such motion to be put to the meeting without debate.
- c) Where an amendment is under discussion, the motion "That the question be now put" 14(a) shall apply only to that amendment. After the question has been put on any amendment, a motion "That the main question be now considered" can be moved, seconded and put to the meeting without debate.
 - d) Debate on the main question may be decided to be unnecessary by the President or terminated by the President or by Conference. In the latter case it may be terminated by Conference upon its being moved, seconded and carried that "The main question be now put". No speech shall be interrupted for the purpose of proposing such a motion nor may any such motion be moved unless and until at least one speech has been taken against the main motion if there are delegates who have indicated an intention to speak against.
 - e) In the event of an Executive Memorandum containing more than one recommendation, then, subject to Standing Order 14(f), the debates on the recommendations to which amendments appear on the Conference Agenda shall take place in the order in which the recommendations appear in the Memorandum. The debate on each such recommendation, other than the last, may be closed by Conference passing the motion "That Conference proceeds to the next recommendation to which an amendment appears on the agenda". Such a motion shall always be subject to the provisions of Standing Orders 14(a) and 14(c), whereby the main question may be considered at any time.
 - f) Debate in any section may be closed following the conclusion of a debate on an original motion by Conference passing the motion "That discussion in this section of Conference be terminated". Such a motion shall be put to Conference without debate.
 - g) If Conference approves a motion in accordance with the provisions of 14(f), there can be no re-opening of debate on that section and Conference will normally consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.
 - h) In the event of the completion of business of a section before the end of the time allocated, Conference will normally consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.
15. In addition to the general privileges of debate:
- a) The mover of an original motion shall have the right of reply upon the original motion or upon one amendment.
 - b) The mover of an original motion who has accepted an amendment shall have the right of reply upon the amended motion or upon one subsequent amendment;
 - c) Subject to the provisions of standing orders 15(d) and (e), the mover of an amendment which has been carried shall have the right of reply upon the amended motion or upon one subsequent amendment.
 - d) The mover of a motion for the adoption of a section of the Annual Report or the adoption of the whole Report of the Executive shall retain the right of reply notwithstanding that an amendment or amendments have been carried and shall, in addition, have the right of reply to one amendment.
 - e) The mover of a Memorandum of the Executive shall retain the right of reply notwithstanding that an amendment or amendments have been carried and shall, in addition and subject to Standing Order 15(f), have the right of reply to one amendment.

- f) In the event that the recommendations contained in an Executive Memorandum are sub-divided into sections by subject or other classification, the mover of the Memorandum may, in addition to his or her right of reply to the debate on the Memorandum as a whole, exercise the right of reply on one amendment in each such section.
 - g) The right of reply shall be exercised only after the closure has been applied and subsequently no further debate shall be allowed on the question.
 - h) No member shall speak more than once on the same motion nor on the same amendment except in the exercise of the right of reply and no new matter shall be introduced by the mover in reply.
16. Any member of Conference, as defined in Rule 26, may move the procedural motion “the Previous Question” which for all purposes of order shall be dealt with as an amendment except that it shall have precedence over all other amendments. Any such motion shall be taken prior to the first amendment to a motion being moved, and shall be moved and formally seconded and not more than one speech made in opposition. Any such motion must be submitted to the Director of Business Services # in writing with the names of the mover and seconder attached.
17. When the Chairperson rises to speak, all present shall immediately take their seats and any member of the Union who shall wilfully disregard the ruling of the Chairperson after due warning, or shall be guilty of gross disorderly conduct in interrupting the proceedings of Conference, shall be immediately suspended from further attendance at Conference and shall have his or her conduct dealt with under Rule 38 or 39 of the Union (temporary or permanent exclusion from the National Union of Teachers).
18. Accredited members, who are temporarily absent from the Conference session may authorise other members of Conference to cast votes on their behalf.
19. a) Members of Conference as defined in Rule 26 may submit questions to the Treasurer of the Union or the Chairperson of Stoke Rochford Management Limited on their respective reports. Only written questions received at least seven days before the commencement of Conference shall be considered. Such questions should be submitted to the Director of Business Services # in the case of questions to the Treasurer and to the relevant Company Secretary in the case of questions to the Chairperson of Stoke Rochford Management Limited.
- b) The Treasurer and the Chairperson of Stoke Rochford Management Limited shall reply to the questions prior to the adoption of the Financial Statements or the reception of the relevant Company Reports and the Conference Business Committee shall allocate time for this purpose.

Suspension of Standing Orders

20. a) A notice of motion to suspend Standing Orders:
- i) Shall be given in writing, signed by at least 200 members of Conference who in the notice give details of the name of their local association/division together with their membership number.
 - ii) The CBC shall decide both the time in the order of business it is proposed to debate the suspension of standing orders and also the time it is proposed to debate the issue giving rise to the suspension. Neither time can include the time marked • allocated for formal business in the Agenda. The time stipulated by the CBC for debate on the Suspension of Standing Orders should be at least

one hour of Conference business time after the Notice has been received.

- iii) The Motion to suspend Standing Orders shall be put to the vote after it has been moved and formally seconded and not more than one speech made in opposition.
 - iv) Should such a Motion be defeated, no second motion to suspend Standing Orders for the purpose of discussing the same subject shall be permitted.
 - v) Standing Orders may not be suspended unless a two-thirds majority be obtained.
- b) The Chairperson in the interests of orderly debate may seek the approval of Conference to vary the order of discussion on amendments to motions without the necessity to suspend the Standing Orders.

General

21. No motion or amendment may be withdrawn without the consent of Conference.
 22. If in the opinion of the Chairperson it would be helpful to Conference to hear the views of an advisory committee which has discussed the matter being debated, or to hear the views of the Conference Business Committee, the Chairperson may seek the permission of Conference to call the appropriate Vice-Chairperson, to address Conference for a period not exceeding five minutes.
 23. Each member of Conference and accredited observer shall be provided by the Union with a badge which shall be prominently displayed on their clothing during the whole of the time that they attend a session of Conference. Members of Conference shall not transfer their badges to non-members of Conference and non-members of Conference shall not receive such badges and members of the Union acting in contravention of this provision shall be deemed to have acted contrary to the instructions of the Union and their conduct shall be referred to the Officers of the Union under the provisions of Appendix III of the Rules of the Union (National Disciplinary Committee).
 24. Only members of Conference as defined in Rule 26 and accredited observers who are members of the Union shall be admitted to a private session of Conference.
 25. Mobile telephones and all other hand-held communication devices should be switched off or placed on silent mode whilst the Conference is in session.
 26. There shall be no seating plan in the Conference Hall. Delegates should not reserve seats unless arrangements are made with the Conference Office to accommodate specific delegate requirements.
- # At Speakers Card Table close to platform. In the case of 10(b) this should be the Conference Office.

The needs of all disabled delegates will be taken into account and the operation of Standing Orders will be varied if necessary to take account of those needs.

Honorary Membership – Ms Christine Blower

MOTION 7

The PRESIDENT to move

That the best thanks of the National Union of Teachers be tendered to Ms Christine Blower for the service she has given to the National Union of Teachers, to the teaching profession and to education as General Secretary of the Union.

Conference requests Ms Christine Blower to accept Honorary Membership of the Union and expresses the hope that she will enjoy a long and happy period of retirement.

The Representative of the Year, Officer of the Year and Awards will be presented during this session

SECOND SESSION
SATURDAY 15 APRIL
9.15AM – 12.30PM

Second Session of Conference

Saturday, 15 April

(to be taken at 9.15 am – 10.30 am)

- **Presidential Address**

Ms Louise Regan will deliver her inaugural address to Conference.

- **Report of Conference Business Committee**

MOTION 8

GERALD CLARK (for CBC) to move,
LAURA CHISHOLM (for CBC) to second:

That the Report of the Conference Business Committee (see pages 6 & 7) be now received.

- **Reception of Annual Report of the Executive**

MOTION 9

MARILYN BATER (for the Executive) to move,
IAN GRAYSON (for the Executive) to second:

That the Annual Report of the Executive be now received.

- **Adoption of the Report of the Wales Committee**

MOTION 10

NEIL FODEN (for the Executive) to move,
BETH DAVIES (for the Executive) to second:

That the Report of the Wales Committee be now adopted.

EDUCATION: GENERAL SECTION

Saturday, 15 April

Second Session

(to be taken at 10.30 am – 12.00 noon)

MOTION 11 ALEX KENNY (Executive) to move,
LINDA GOODWIN (Executive) to second:

That the Education & Equality Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 63-80).

EDUCATION FUNDING AND CUTS IN EDUCATIONAL PROVISION

MOTION 12 (Waltham Forest) to move
JENNIFER STAIRS (Devon) to second

Conference expresses its concerns that while the Government officially claims that education budgets have been protected, schools continue to suffer the effects of cuts in provision and funding, including the rise in national insurance and pension contributions, equivalent to a cut in real terms of 8%. This has led to:

1. A reduction in central services in many areas, which are often aimed at the most vulnerable children;
2. Cuts in support for students with special educational needs;
3. The sacking or downgrading of classroom assistants, with consequent effects on the children they support;
4. Reported rises in class sizes across the country across all sectors from primary to post 16, with their inevitable consequences for both students' education and teachers' ability to support their students; and
5. Reductions in non-contact time, particularly in Secondary schools, and that

All of these factors have caused or are causing an unsustainable increase in workload.

Conference notes that the Government's proposed 'Fairer Funding Formula' will in fact make this worse for most local authorities and that the Education Secretary's announcement on extra funding for "social mobility hotspots" will not address any of these concerns.

Conference instructs the Executive to:

- i. Continue to publicise and oppose all education cuts and their effects, and to encourage local Associations and Divisions to do the same;
- ii. Work with local councils, parents' organisations, political parties and others to publicise the effects of cuts, and to oppose them;
- iii. Consider working with other education unions, political parties, parents' organisations and others to organise a national demonstration in defence of a properly funded education system across the country;
- iv. Publicise Union guidelines on class sizes, and to encourage schools, divisions and associations to seek to organise action to enforce them; and
- v. Support requests for action, up to and including strike action, in schools or local authorities where cuts are threatening jobs, increased workload or provision.

Amendments:

- 12.1** *(Oxfordshire) to move
(East London) to second*

Replace para 3 (which begins Conference notes that the government's fair funding formula) with:

Conference notes that the publication of the government's fair funding formula, and further notes that:

Insert new paragraph after paragraph 4 in Conference notes:

- (a) 98.5% of all schools will suffer a cut in real terms to their budget, and to the spend per pupil*
- (b) some schools are set to suffer disproportionately, both within and across different areas of the country, with some areas targeted for cuts of up to 12%*
- (c) that the proposed formula is socially regressive, with students from lower income families set to lose more, notwithstanding the government's commitment to extra funding for 'social mobility'*
- (d) the introduction of a 'floor' means that some schools will receive flat cash settlement for years to come, and hence will effectively suffer further cuts*

Add new paragraphs 4, 5 and 6

Conference opposes all cuts in expenditure on education, and calls for increases in funding for all schools, so as to bring funding up to at least 5% of GDP; conference believes the Government should aim for education spending to reach 6% of GDP.

Conference condemns the government's Budget announcement, that a further £320m will be set aside for the creation of more Free Schools, some of which can be grammar schools, whilst ignoring the funding crisis that leaves many schools struggling to meet the needs of children.

Conference welcomes:

- i) the development of the school cuts website which has been instrumental in demonstrating to parents, schools and the wider public the scale of cuts that will be caused by the new funding formula and also the fact that it has been quoted in various places as the authoritative place to go to for figures.*
- ii) the development of parent led campaigns in many parts of the country and the Union's commitment to working with these groups to build widespread resistance.*

After "Conference instructs the Executive":

Insert new point iv (and re-number subsequently):

To encourage Divisions and Associations to host public meetings about the Funding formula in a local school, using the Union's material to build awareness among parents.

Add new point vi

vi) *Seek to coordinate action on as wide a basis as possible to resist these cuts.
(Supported by: Wakefield)*

12.2 *(Lincolnshire) to move
(North Yorkshire) to second*

*Conference also notes the effect funding cuts is having on school buildings and school based health services. It is concerned that as a result of these budget reductions our members and the children they teach are working in conditions detrimental to their health, safety and welfare.
(Supported by: Portsmouth)*

12.3 *(Lancaster Morecombe & District) to move
(Lancaster Morecombe & District) to second*

Add new point vi at the end of 'Conference therefore instructs the Executive to:'

vi) *Consider what action can be taken up to and including strike action as part of the campaign to defend nursery school provision and demand the funding necessary to provide quality qualified teacher led early years education for all children.*

12.4 *(Lewisham) to move
(Lewisham) to second*

Insert new paragraph after paragraph 4 in Conference notes:

Conference notes the March 2017 budget which confirmed the Government's proposal to reduce education funding in real terms and signifies an unwillingness to heed the warnings of teachers, parents and students about the impact of cuts.

In 'Conference instructs the Executive to' amend point iii to read 'To take immediate steps, alongside other education unions, political parties, parents' organisations and others to organise a national demonstration in defence of a properly funded education system across the country.'

After point iv insert and renumber accordingly:

To produce and disseminate detailed guidance for school reps and officers on how schools apply for licensed deficits and other ways that schools in budget difficulties can be supported in the short-term while the national campaign to win permanent additional funding is being built.

After point v insert a new point vi reading:

vi) *To take immediate steps to identify regions where national strike action could be called using the existing funding ballot and to call a one-day strike in those regions before the end of the 2016/17 academic year.*

MENTAL HEALTH AND WELLBEING OF STUDENTS IN EXAM FACTORIES

MOTION 13

(Westminster) to move

(Westminster) to second

Conference believes that our education systems have become characterised by:

1. Frequent and unnecessary change driven by marketisation of education;
2. Cutting and redirection of resource into the wrong priorities;
3. Increasing deployment of invasive and punitive accountability measures in order to drive through the wrong priorities;
4. Increasing and unrealistic expectations of assessment outcomes; and
5. Increasingly unrealistic workload expectations.

Conference notes with concern the results of the Exams Factories report outlining the impact that all this has had on the mental health of students and staff.

Conference notes new investment of £1.25bn (up to 2020) for children's mental health in the March 2015 budget as a stop gap measure to tackle the issue.

However, the Education Policy Institute's Mental Health Commission report, launched earlier in November, highlighted the risk that the additional money is not being spent as intended. For example, in this financial year, £119m has been allocated to the local NHS leaders but it is in their general budget so they have a choice on whether to spend it on children's mental health or not.

An additional risk is further reduction to the local authority Revenue Support Grant which is a source of funding for early intervention support services. These are a vital part of the children and young people's mental health system.

Cuts to these services since 2010 are a likely driver for the increase that we have seen in referrals for specialist mental health services (a 64 per cent increase over the two years to 2015).

Conference now notes with trepidation the introduction of secondary school methods into the primary sector and the devastating impact that this has already had on teacher turnover, the age and ethnicity profile of teachers and the increasing frequency of sickness absence and capability cases.

Conference is profoundly concerned that the continuing negative impact of an education policy that has all the wrong priorities on children's mental health may well be beyond reckoning.

Conference believes that the Government must be made aware of and accept responsibility for the harm that their own educational policy and misguided priorities are causing. They must be made to recognise the need to take urgent preventative action on this including:

- i. Ensuring that early intervention mental health services are properly funded;
- ii. Ending league tables, grading of schools, and teachers and the subsequent indoctrination of students;
- iii. Reviewing the purpose and practice of student assessment; and

- iv. Reviewing the purpose and practice of teacher appraisal based upon student assessment and attainment and restoring nationally negotiated pay progression

Conference believes that thus far collective resistance short of strike action, with strike action in reserve, has been our most effective tactic in turning back these changes. Conference therefore instructs the Executive to:

- a. Revisit ASOS with a view to providing viable mechanisms for our members specifically to resist the workload and stress generated by inappropriate, invasive and unnecessary accountability procedures;
- b. Survey our members on the extent and mechanisms to which they feel personally compromised in their day to day work and activities with students. Develop and publicise mechanisms by which our members can expose inappropriate and harmful practices without jeopardizing their careers; and
- c. Call for a national review process for appraisal and examinations systems.

STRATEGY, FINANCE AND COMMUNICATIONS – WALES/CYMRU SECTION & STRATEGY, FINANCE AND COMMUNICATIONS SECTION

Saturday, 15 April

Second Session

(to be taken 12.00-12.30 pm)

MOTION 14 JERRY GLAZIER (for the Executive) to move,
HAZEL DANSON (for the Executive) to second:

That the Strategy, Finance and Communications Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 3-51)

DEVOLVED EDUCATION MATTERS!

MOTION 15 (Rhondda Cynon Taf) to move
(Rhondda Cynon Taf) to second

Conference notes the significant developments over the last year in Wales as the English and Welsh education systems increasingly diverge. Conference recognises the significant differences that currently exist and that it is an ever evolving educational landscape with major developments in pay and conditions on the verge of being devolved to the Welsh Government and a whole new curriculum building the on the Donaldson report, Successful Futures.

Conference further notes the other major changes in Wales:

1. Growing number of school closures and reorganisations;
2. The enhanced role for regional consortia in performance management and HR;
3. The greater emphasis on school to school collaboration; and
4. The move to give schools greater influence over teacher education.

Conference recognises that time is limited in committee meetings and that it is impossible to give sufficient time to significantly different systems in the current Salaries and Conditions and Education/Equalities committees.

Conference instructs the Executive to recognise this situation and take significant action to ensure the best support and outcomes for members in Wales by:

- i. Giving greater autonomy and responsibility to the Wales Committee to enable it to respond to the rapidly changing structure and direction of the curriculum and provision; and
- ii. Developing a committee structure to specifically deal with devolved pay and conditions, education and equalities in Wales, under the auspices of the Wales Committee.

Amendments:

- 15.1** (Ynys Mon) to move
(Ynys Mon) to second

Add new point iii;

Conference further instructs the Wales Committee and NUT Cymru to conduct an awareness-raising campaign among the membership in Wales on the potential threats to STPCD and Burgundy Book rights and this campaign to also prepare the membership for a ballot on industrial action in the event of an unsatisfactory outcome to talks on devolved pay and conditions.

- 15.2** (Caerphilly) to move
(Caerphilly) to second

Add after numbered point 4:

Conference also notes that other significant initiatives will soon impact on schools and will bring with them additional workload and accountability. These include:

- a) Changes to the legislative framework for additional learning needs provision and the associated code of practice;*
- b) A major review of the school government regulations and the composition and powers of governing bodies;*
- c) Revised teaching standards;*
- d) A new curriculum and national performance measures*

Conference recognises that by the end of the decade Wales, when compared with England, will have different; curriculum, testing regimes, performance measures and teacher standards. It will also have a separate structure for dealing with the fitness to practise of most professionals teaching or supporting pupils; a different funding methodology; a significant number of school reorganisations and closures and new arrangements for the governance of schools, as well as the devolution of pay and conditions.

POLITICAL CAMPAIGNING AND STRATEGY

- MOTION 16** (Lewes, Eastbourne and Wealden) to move
JOE FLYNN (Croydon) to second

Conference believes that the reaffirmation of an anti-austerity leadership of the Labour Party committed to an alternative to the economic orthodoxy of cuts in public spending and actively supporting the trade unions is an historic shift in British politics.

Conference instructs the Executive to explore how best the Union can assist in, and engage with, the development of the Labour Party's education policies. This to involve meetings between the National Officers and the Shadow Education team as well as Division Officers offering NUT speakers to address Labour Party ward and constituency meetings.

Conference believes that it is a priority in the period ahead to ensure that official Labour Party policy reflects as closely as possible the principles outlined in the NUT manifesto, Stand Up for Education.

However, Conference also recognises that these policies will develop, not simply out of a bilateral dialogue with the Labour Party but as the expression of a wider extra-parliamentary movement which challenges the agenda of the Global Education Reform Movement and poses an alternative vision for education. To this end, Conference instructs the Executive to carry out the above work in the context of our wider campaigning alongside parents, community organisations, education campaigns such as CASE, AAA and the LSN, other political parties committed to opposing austerity, and the wider labour movement.

Conference notes that in continuing with our general political campaigning, the changes to Political Funds in the Trade Union Act 2016 will need to be taken into account. One clause of the Act requires that new members have to 'opt-in' to the Political Fund. Another clause of the Act requires unions to publish details of political expenditure in their annual returns if this expenditure exceeds £2,000 per annum.

Conference believes that the combination of these two clauses will inevitably reduce the level of expenditure which we will be able to spend on political activity. It does create the opportunity to re-think how we use the Political Fund and review our political campaigning. An aspect of this review will be the consideration that affiliated unions have a formal role in policy formulation and raises the question of whether a different relationship with political parties, particularly Labour, could promote the interests of NUT members.

Amendments:

16.1 *(Executive) to move*
(Executive) to second

Delete sixth paragraph and replace with:

Conference recognises that whilst many trade unions are affiliated to the Labour Party and the strong affinity between unions and the party is longstanding and important, none of the teaching unions are or have been affiliates and, moreover, the political independence of the Union continues to be popular with members.

Conference instructs the Executive to make the best use of the time running up to the next general election, scheduled in May 2020, to:

- Lead on developing a positive vision for education that has a high profile in political debates and can be readily adopted by politicians in their manifestoes;*
- Seek to get widespread support for this vision from across the political spectrum and from a wide network of allies and continue to engage with the Labour Party on its policy review, in particular its welcome consultations on the development of a National Education Service and Workplace 2020; and*
- Engage as many members as possible in developing the Union's vision for education and lobbying for it.*

16.2 *(Lewisham) to move
(Leeds) to second*

After paragraph 3

Insert:

Specifically, we should use all avenues available to us as a Union to ensure that the Labour Party adopts these demands to:

- 1. Commit to return all schools to local authority control*
- 2. Ensure all schools have democratic governing bodies with strong representation from staff, parents and students*
- 3. Undo the funding cuts in all our schools*
- 4. Implement a national contract for all teachers*
- 5. End the testing culture in schools beginning by abolishing SATs*
- 6. Return to national bargaining over pay and conditions for teachers*
- 7. Repeal all the anti-union laws*

THIRD SESSION
SATURDAY 15 APRIL
2.00PM – 5.30PM

STRATEGY, FINANCE AND COMMUNICATIONS (CONTINUED)

Saturday, 15 April

Third Session

(to be taken 2.00-3.00 pm)

See pages 23 to 26

INTERNATIONAL SECTION

Saturday, 15 April

Third Session

(to be taken at 3.00-3.30 pm)

INTERNATIONAL POLICY

MOTION 17 PHILIPA HARVEY (Executive) to move
(Norfolk) to second

Conference takes pride in the Union's record of international solidarity work going back over several decades. Conference believes that the principles and policies developed over those years have enhanced the Union's standing in the trade union movement both in the UK and internationally.

Conference notes that this work is largely based on links with other teacher unions across the world. Currently the Union is working with other unions in the global North and global South such as the American Federation of Teachers (AFT) and the Uganda National Teachers' Union (UNATU) to hold to account global corporations like Pearson and Bridge International Academies who are making profits from school systems in Africa.

Conference further notes that a key priority is our joint work with the General Union of Palestinian Teachers (GUPT) on the rights of Palestinian students and schoolchildren. In particular this work includes:

1. Sending two delegations of Executive plus division and association members each year to the West Bank and Israel with the aim to experience first-hand the lives of Palestinians under occupation, especially its impact on children, teachers, schools and education. These delegations empower members to campaign back in the UK;
2. The production of films and teaching materials;
3. Lobbying the UK Government to support the implementation of UN resolutions; and
4. Affiliating to and supporting activities of the Palestine Solidarity Campaign.

Conference rejects any unfounded accusations of racism and anti-Semitism levelled against the Union by sections of the media, politicians or organisations.

Conference believes that it is important that anti-Semitism and Islamophobia are challenged wherever they appear. It is equally important that any criticisms of actions or policies of the Government of Israel are not labelled anti-Semitic. Conference notes that the Union has done joint work with the Israeli Teachers Union (ITU) to produce documents on Anti-semitism and Islamophobia.

Conference instructs the Executive to continue this work so that the pursuit of global justice remains a core objective.

Amendments:

17.1 HANK ROBERTS (Brent) to move
(Brent) to second

Add new paragraph 6:

Conference believes that the actions of the US Government supported by the British Government in conducting wars and armed interventions in places like Iraq, Afghanistan, Libya and Syria have led to an increase in terrorism. Further, that British foreign policy has also played a role in causing instability and grievance.

Reword final paragraph;

Conference instructs the Executive to:

i continue this work so that the pursuit of global justice remains a core objective

And add:

ii call on the Government to call for and support the peaceful resolution of disputes and conflicts rather than armed intervention, bombing and the supply of weapons which not only maim and kill innocent children but inflame the situation, adding fuel to the fires of terrorism.'

17.2 (Oxfordshire) to move
(Oxfordshire) to second

Insert before the final paragraph:

Conference notes with the utmost concern the state of emergency decree imposed on 1 September 2016 which, together with other actions in the weeks following the failed attempted coup on 15 July, deliberately targets Turkey's trade unionists and public officials, including teachers and academics. Conference further notes the mass suspension of over 11,285 Kurdish teachers on 8 September 2016: yet another move in the intimidation and repression of the Kurdish population.

Conference expresses its solidarity with our Turkish trade union sisters and brothers. Conference welcomes the actions of global unions and TUC affiliates in supporting the work of trade unions in Turkey.

Noting the alarming and dangerous situation that is developing, Conference resolves to:

i call for the immediate reinstatement of all public officials who have been suspended in the wake of the failed coup, urging the Turkish government to adhere fully to ILO fundamental rights, especially regarding the protection of trade unions rights to freedom of assembly, freedom of expression and freedom of the press

ii step up solidarity activities with all progressive forces in Turkey and in particular with the opposition trade union movement and Kurdish population providing practical or financial assistance to support the trade union movement in Turkey

iii write to the UK and Turkish governments expressing the concerns of Conference and demanding that attacks on unions, civil society and the Kurdish population be ended, pressing the UK government to insist that Turkey respects its

international obligations and the cessation of unlawful actions against public officials in Turkey

- iv encourage European and international union federations as well as other international institutions to put pressure on the Turkish authorities for a change of course*

EMPLOYMENT CONDITIONS AND RIGHTS SECTION

Saturday, 15 April

Third Session

(to be taken at 3.30-4.30 pm)

MOTION 18 HEATHER MACKENZIE (Executive) to move,
JOHN PEMBERTHY (Executive) to second:

That the Salaries, Superannuation, Employment Conditions & Rights Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 85-97).

WORKLOAD AND TEACHER RECRUITMENT AND RETENTION

MOTION 19 DEANE NARAYU-LEE (Bradford) to move
(Lambeth) to second

Conference notes:

1. The growing crisis in teacher recruitment and retention, which is leaving schools struggling to recruit and keep teachers at a time when the numbers of students entering our schools is growing;
2. That young teachers are leaving the profession after a few years, as a result of multiple pressures;
3. The STRB has recognised the growing problem in teacher supply, and has expressed its concerns that the Government is failing to take meaningful action to ensure a proper supply of teachers; and
4. Teachers working conditions are our students' learning conditions.

Conference further notes:

- i. That excessive workload is a primary cause of the current teacher shortage;
- ii. Teachers are being pressured to work excessive hours, to the detriment of their health and well-being, and also to the quality of the education in our schools;
- iii. That teachers are being asked to undertake tasks which have no positive effect on learning but serve to provide data to feed the excessive assessment regimes to which both students and teachers are being subjected;
- iv. The constant demand for data and continual quantifying of students' progress is not only time consuming but it is demoralising and stressful for teachers and students alike;
- v. Cuts in school funding are creating larger classes and increasing pressure on teachers to take on the workload of staff made redundant; and
- vi. More and more teachers are being failed in their Performance Management and there is a burgeoning of performance objectives with it becoming increasingly common for teachers (particularly on the Upper Pay Scale) to be asked to undertake work which would previously have attracted a TLR as part of their performance management objectives.

Conference believes that the current situation is unsustainable and instructs the Executive to launch a major campaign on workload which utilizes the Government recommendations on work-life balance, the new OFSTED

framework, “Exam Factories?” and Action Short of Strike action (ASOS) to convince the public of the necessity for radical change under the slogan: “Teachers’ working conditions are children’s learning conditions”.

Conference further instructs the Executive to encourage associations and divisions to re-publicise the ASOS guidelines and to take up issues around workload in schools in their areas, and to encourage NUT members to take collective action in defence of reasonable working conditions.

Amendments:

- 19.1** (East London) to move
(Redbridge) to second

Under Conference further notes Insert

vii. That the NFER, in the Education Select Committee report on school teacher shortage, identified that overall job satisfaction emerged as the biggest driver for intention to leave the profession.

Add new paragraphs at end:

Conference welcomes the publication of the joint advice from unions, the DfE and Ofsted, including the poster published on February 23rd. Conference believes that, whilst not going far enough, these documents can be used to generate meaningful discussion at school and local level and act as the catalyst for change.

Conference notes with concern the report of National Audit Office which revealed serious weaknesses in the government’s strategy for recruiting teachers; in particular Conference notes:

- a) The government failure to hit teacher recruitment target for four years running;*
- b) 14 out of 17 secondary subjects face unfilled training places last year;*
- c) The number of teacher vacancies has risen from 350 (0.1 per cent of the workforce) in 2011, to 3,210 (0.9 per cent) in 2014.*

Conference further notes that the Education Select Committee has called for a limit on the number of hours teachers spend working beyond the school day.

In light of the above, Conference instructs the Executive to:

- i) Draw up guidelines and a checklist for associations and school Reps on how to use this guidance to win changes in policies and practice;*
- ii) Continue the projects in targeted areas and use these to establish good practice that can be rolled out to other areas;*
- iii) Establish a mechanism for collecting and disseminating information about good practice from schools and consider a dedicated space on the website for this;*
- iv) Encourage local associations to seek to establish working parties with local unions and school improvement teams to look at the guidance with the aim of producing guidelines or model policies for schools;*
- v) Call on the government to address the concerns raised in the National Audit Office report on teacher recruitment through a concerted effort to reduce workload, achieve a proper work-life balance for teachers and significant uplift in salary levels.*
- vi) Actively campaign to raise the status of teachers to repair some of the damage done by a recent Secretary of State who labelled teachers as ‘enemies of promise.’*

(Supported by: Wakefield & District, Birmingham)

19.2 (Executive) to move
(Executive) to second

Add new para 3:

Conference believes that the Union's campaigning on workload has shown some increasing successes, including the Independent Review Group reports endorsed by the Secretary of State, the growing public awareness of the problem and the House of Commons Select Committee's recognition that action on workload is needed to help tackle the teacher supply crisis. Conference also welcomes the continuation of the Union's Action Short of Strike Action (ASOS) campaign and the targeted local projects on workload. Conference believes that the Government, however, continues to prefer to seek to deny the problem than to address it, as evidenced by the delay in publishing the results of its 2016 workload survey which showed that teachers are working an unsustainable 54.5 hours per week on average.

19.3 (Lambeth) to move
(Lambeth) to second

Under Conference notes add and renumber accordingly;

5. *The results of the NUT Young Teacher Working Party survey which showed that of young teacher who responded:
 - a) 45% think they will leave the profession in the next 5 years
 - b) nearly 50% are concerned about the effect of teaching on their mental health
 - c) 74% work more than 51 hours per week,
 - d) 85% find it very difficult to keep a reasonable work life balance and
 - e) 70% are motivated to stay by their passion for teaching, but 77% have lost morale since starting teaching.*

6. *That the increasing cost of living, particularly in large cities like London, add further financial concerns to the, mostly young, teachers at the start of their careers.*

Conference further instructs the Executive to help to use structures such as the Young Teacher Organising Forum, and regional and local young teacher groups as well as regional offices etc, to campaign with young teacher retention in mind especially with consideration to workload, mental health, and cost of living concerns including transport, housing and London weighting.

19.4 (Bradford) to move
(Bradford) to second

Insert new paragraph before existing final paragraph, as follows:

"Conference recognises that the new employment environment, where there are large numbers of employers of teachers, brings new opportunities and challenges for our campaign to achieve a sustainable approach to the workload involved in good quality teaching.

Conference instructs the Executive to:

- 1. Produce a Model Approach For Employers To Good Working Practices For Teachers And Classroom Support Staff, engaging with as many other unions as possible in doing so;*
- 2. Present this to all employers of teachers, and ask for a formal commitment from them to work with us on adopting and implementing it;*
- 3. Work with Division Officers and School and Chain Representatives to identify particular employers – including Academy Chains and MATs – where we can concentrate on organizing to deliver the Model Approach, including the use of ASOS and strike action where necessary and appropriate.*

19.5 *(Coventry) to move
(Coventry) to second*

Add new note v, and renumber:

- v. Excessive monitoring of teachers through observations, drop-ins, learning walks and book trawls is demoralising and stressful and serves as a tool to de-professionalise teachers.*

Add at end:

In addition, Conference instructs the Executive to campaign and take necessary action to persuade the Government to legislate for a two hour per day, five days per week maximum on any work beyond directed time, with a maximum working week of no more than 43 hours.

SUPPLY TEACHERS (COMPOSITE)

MOTION 20 ANGIE TRAVIS (Brighton and Hove) to move
SHELAGH KAVANAGH (West Suffolk) to second

1. Conference recognises that supply teachers, working through agencies continue to be subjected to low pay, restrictive contracts, inability to access the Teachers' Pension Scheme, diminished access to in-work benefits and effectively to be working under the same conditions as workers on zero hours contracts.
2. Conference also applauds the Executive for creating the role of Supply Officer and for providing residential training for new and existing supply officers, and requests that a rolling programme of training for supply officers remains in place in order to campaign locally, in LEAs and schools to ensure that supply teachers receive support and advice within the Union from officers with expertise in the specific issues facing supply teachers.
3. Conference also recognises the value of the annual NUT Supply Teachers' Conference and instructs the Executive to continue to hold it as a fixed event during the last weekend in June and to continue to liaise with all supply members on the content and conduct of the event.
4. Conference instructs the Executive to campaign for legislative change on behalf of supply teachers which would entail:

- i. To continue lobbying Parliament for legislative change, urging the Government to develop policies specifically to counter the widespread incidences of Agency non-compliant practice so that avoidance of Agency Workers' Regulations and breaches of Conduct of Employment Agency legislation is properly sanctioned.
 - ii. To lobby HMRC to clarify the tax position of supply teachers paid through umbrella payroll companies.
 - iii. To brief all English and Welsh political parties and encourage them to develop policies on the use of agency staff in schools to ensure parity of pay and conditions.
 - iv. To ensure that Government and opposition MPs are fully briefed on the amounts of money being spent by schools on agency fees.
 - v. To encourage all political parties to deplore unaccountable private companies profiteering out of taxpayers' money that was ring-fenced for Education
 - vi. To create mechanisms to track the destinations of ring-fenced money and hold to account companies who exploit the teacher shortage
 - vii. To seek assurance that, post-Brexit, European legislation legislation that specifically afford agency supply teachers the right to parity pay, notably Agency Workers' Regulations, are upheld in Britain.
5. In the interim merger period of the new union from ATL and NUT, Conference proposes that ATL officers are properly briefed on supply legislation and the various campaigns that the NUT has carried out to date. This is vital as ATL membership encompasses cover supervisors, who for too long, have been used as cheap teachers and who have repeatedly been used to justify holding supply wages at an all-time low.

Conference urges the Executive to demonstrate its commitment to the cause of teacher substitutes, whatever their job title to add strength in numbers to the growing campaign to stop the agency rip off and gain a fair deal for supply teachers.

6. Conference would remind the Executive that it was unanimously agreed in Brighton 2016 to investigate the issue of NQTs who are being recruited to agencies instead of direct employment in schools. Conference instructs the Executive to conduct research to establish the numbers of NQTs who are working in schools but whose salaries are paid by agencies, restricting their access to training and to ensure that NQTs are discouraged from opting for this model of employment.

Amendments:

- 20.1** *(Executive) to move*
(Executive) to second

Delete point vii and replace with:

To campaign in cooperation with the TUC and other unions for the protection of existing European Union-derived rights for workers such as those under the Agency Worker Regulations but also to continue to campaign for a stronger statutory framework of rights to protect workers in precarious employment such as supply teachers.

Add new viii

To continue to campaign for publicly-accountable alternative methods of organising supply teacher provision, including register-based schemes similar to that operating in Northern Ireland which allows access to statutory pay rates and teachers' pension arrangements, and in particular to continue to pursue this in Wales despite the missed opportunity of the Wales Government task force report.

Delete para 5 and replace with –

Conference instructs the Executive to seek to work more closely with ATL on supply teacher issues, including by inviting ATL supply teacher members to participate in NUT supply teacher campaigns and conferences, in pursuit of our common support for policies on fairness for supply teachers and a qualified teacher for every class.

NATIONAL CONTRACT FOR ALL TEACHERS (COMPOSITE)

MOTION 21 (City of Leicester) to move
NICKY DOWNES (Coventry) to second

Conference is concerned and angered that education policies pursued by successive governments have led to a profound and worsening crisis in the recruitment of teachers and their morale and retention.

Conference notes an Education Policy Institute (EPI) study which found 30% of 2010 NQTs had left by 2015 and the Union's own survey, which showed 59% of teachers had considered leaving the profession.

Conference is deeply concerned that the current requirements outlined in the School Teachers Pay and Conditions Document, which states that schools must have "proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments" for teachers is not being met. We also recognise that the clarifications announced by Ofsted, and confirmed by the Government, have done little to reduce the workload of the majority of teachers.

Conference notes that the continued fragmentation of state education in England and Wales has also had the effect of undermining national pay and conditions and contributes to the retention crisis.

Conference agrees that local workload agreements, like the Nottingham Education Improvement Board's 'Fair Workload Charter', can provide important protections for teachers but believes that a legally-binding, national agreement is necessary.

Conference believes the letter written in June to the Secretary of State for Education, prior to the July 5th strike; outlined what is, in essence, the basis of a national contract. An agreed contract would provide clarity for teachers and school leaders to ensure a healthy work/life balance for all educational professionals.

Conference therefore resolves to publicise, campaign for and take action, up to and including national action, to secure the following contents, as a minimum, for a National Contract for all teachers:

For Government to legislate and fund schools to provide for:

1. A minimum of 20% PPA time for all teachers and additional protected time for Newly Qualified Teachers;

2. A maximum class size of no more than 30 and considerably less in KS 1 & 5, Early Years Foundation Stage and alternative provisions;
3. A two hour per day maximum set on any work carried out beyond directed time, with a maximum working week of no more than 43 hours;
4. Enshrined National Pay Scales set no lower than current levels;
5. Guaranteed pay progression and portability for all teachers. An end to Performance Related Pay;
6. A full application of workload protections in the 2012 STPCD, including a maximum of 195 working days and 1265 hours directed time; and
7. Maintenance of conditions contained in the Burgundy Book as a minimum.

Amendments:

21.1 (Executive) to move
(Executive) to second

Para 4 bullet point 4 – add at end:

and increased in line with NUT policy on teachers' pay levels.

Para 5 – add at start:

Conference welcomes the Union's continuing support for members on workload issues, including the continuing support for Action Short of Strike Action and the re-publication of updated ASOS guidelines. Conference agrees that this support for ASOS must continue, with support for local ballots for action should the existing national mandate for ASOS expire. Conference also welcomes the NUT's workload pilot projects aimed at securing agreements on workload at local level.

After "For Government to legislate and fund schools to provide for:"

Delete 2 and replace with:

2. Maximum class size in line with current Union policy.

21.2 (Oldham) to move
(Oldham) to second

Add a new point 8:

8. Joint Consultative Committees in every school and college to monitor the full implementation of the National Contract

TEACHER MENTAL HEALTH AND WELLBEING

MOTION 22 GARY MCVEIGH (North Yorkshire) to move
 LEANNE BATESON (North Yorkshire) to second

With reports that mental health issues amongst education professionals are rising it is time for multiple agencies to work together in order to ascertain the full scale of this potential crisis.

Conference notes that:

1. Teacher wellbeing is becoming an increasingly important issue for a professional workforce subjected to an ever greater workload, increased accountability and a reduction in real terms pay;
2. A recent study by Sir Cary Cooper, professor of organisational psychology and health at the University of Manchester's business school and a former government adviser on well-being, confirmed that the profession regularly ranked among the most stressful jobs;
3. Despite the Department for Education accepting the recommendations of three review bodies who looked into teacher workload, no genuine progress has been made in reducing the workload of classroom teachers or school leaders; and
4. The Office of National Statistics does not collate data on mental health issues and suicide rates by profession, and so does not provide information that demonstrates statistical trends in these areas.

Conference instructs the Executive to:

- i. Open talks with other education unions to establish a working group to begin gathering firm evidence of the impact of mental health issues across the education sector;
- ii. Seek out appropriate academic partners to conduct research into mental health issues within the education sector, with the objective of producing a detailed report on this important subject;
- iii. To use the above report to produce a series of recommendations for reducing teacher stress levels and creating increased wellbeing for education professionals; and
- iv. To seek meaningful talks with the Department for Education in order to gain assurances that genuine progress will be made in reducing stress points in all aspects of teaching, including planning, preparation and marking.

STAFF WELLBEING

MOTION 23 CATHERINE FRANCE (Tameside) to move
 (Buckinghamshire) to second

Conference believes that persistent threats to the teaching profession are having a significant impact on staff emotional and mental wellbeing. The benefits of making staff wellbeing a primary focus in schools include improved morale, performance, job satisfaction and teacher retention.

Conference notes that the union representatives in schools have been working tirelessly to combat the causes of stress and increased workload. The workload survey issued to all members has gathered clear data on the impact of this increased workload on the wellbeing of teachers and on the recruitment crisis.

Conference is concerned that solely addressing the causes of poor mental health and poor emotional wellbeing does not address the support required by staff that are suffering the effects. The important work done to support child mental health through the Union and in many local authorities has highlighted how support is lacking for school employees. This raises the question of how school staff can provide the necessary support for child mental health when there is limited support for their own.

Conference condemns the stigma and the culture of silence that surrounds mental health in the workplace with 30% of staff across all workplaces not feeling able to discuss their mental health with a line manager.

Conference condemns the disregard for staff wellbeing in a profession that is becoming driven by rigorous testing, scrutiny and accountability.

Conference therefore instructs the Executive to:

1. Make staff wellbeing a priority campaign;
2. Provide training for school and H&S union representatives, to equip them with the skills and knowledge to improve staff wellbeing in schools;
3. Campaign for a mental health policy for staff that works within the health and safety policy in all schools;
4. Campaign to have trained and certificated Mental Health First Aiders (MHFAs) in all schools;
5. Build links with sister organisations which could provide training and CPD;
6. Promote the Public Health England Workplace Wellbeing Charter and make available funding; and
7. Publish examples of good practice schools working to promote staff wellbeing and to establish a culture of openness surrounding mental health.

PUTTING “SUPPORT” BACK INTO SUPPORT PLANS

MOTION 24 ANDREW SHUTE (Southend) to move
(City of Sunderland) to second

Conference deplors the continued and increasing use of support plans as a means to hasten the onset of capability procedures with the intent of terminating contract of employment. There are increasing examples of this happening for no reason other than that they do not fit a headteacher's template of a "good" member of staff. Historically, support plans have been used to persecute older and more expensive teachers, they are now indiscriminately used, regardless of age, experience or gender.

Support and plan, when placed adjacent to each other, are now two of the most feared words in a teacher's lexicon. Too often they lead to absence due to stress for our members, and the almost inevitable request for a settlement agreement.

Sadly, too often, the days when a support plan offered genuine support seem long gone. Too often they represent only a series of unreasonable generalised hurdles for the teacher under scrutiny. There is insufficient professional support in the form of guide or mentor and lack of clear and effective feedback.

This is made worse by the fact that so many schools, clusters or academies have differing Teaching Standards by which teachers are judged.

Conference instructs the Executive to:

1. Produce guidance on acceptable use of support plans;
2. Review guidance on how members should be professionally supported; and
3. Restate individual and collective action that can be taken to support members.

Amendments:

24.1 (Coventry) to move
(Coventry) to second

Add. New point 4:

4. With the help of associations and divisions collate information about the use of support plans throughout the country in order to build a picture of how frequently they are used in individual schools and authorities; the age, gender and role of teachers subjected to them; and the number that lead to capability or the departure of the teacher concerned. This information should then be used to campaign against discrimination of teachers on support plans on the basis of age, gender and trade union activism.

24.2 (Leeds) to move
(Leeds) to second

In the first sentence delete the word 'contract' and replace with 'contracts'.

Add a new paragraph 5: 'Conference further notes the pernicious impact of the duty to disclose information about whether teachers have been subject to capability procedures in the past two years. In particular this duty, introduced by the Secretary of State for Education in 2012, is leading significant numbers of teachers to resign their posts without their employer having to apply any formal procedure. Conference believes that the effect of this duty is to render capability procedures negotiated and agreed by the Union largely redundant.'

In Conference instructs 1 delete all after 'produce' and replace with 'detailed advice to division and academy negotiators to ensure that school support plans contain all of the protections and safeguards, including reasonable timeframes, that we currently seek when negotiating model capability procedures'

Add new paragraphs at the end as follows:

'4. Lobby the DfE and shadow ministers to secure the removal of the duty to disclose from the staffing regulations

5. Remind divisions of the limits of the duty, in particular that it applies only to maintained and academy schools and not to independent schools, supply agencies or other employers.'

**BULLYING
MOTION 25**

CATHY FITZGERALD-TAHER (Liverpool) to move
PETER GLOVER (Liverpool) to second

Conference notes that there is an endemic culture of bullying of staff within British Schools.

Conference rejects the relentless regime of observations, learning walks, and book scrutinies which is used to promote a climate of fear among staff. Supposedly 'supportive' mechanisms are used to intimidate and reduce confidence among staff.

Conference deplores the micro-management of staff which wastes energy and squanders enthusiasm. Both staff and pupils cannot thrive within such an oppressive climate.

Conference notes the draconian disciplinary policies adopted by some schools and the increasing use of competency procedures which leave teachers in fear of their jobs rather than free to teach and explore new learning and teaching opportunities.

Conference notes that thousands of teachers throughout the country are battling continuously against a tide of intimidation.

Conference notes the issues around teacher retention and that many teachers are reluctant to state publicly that bullying has contributed to them leaving the profession, taking valuable skills and enthusiasm with them.

Conference instructs the Executive to:

1. Conduct a national survey on bullying of teachers;
2. Campaign against the micro-management of staff;
3. Seek to create a climate of trust in teacher professionalism; and
4. To promote peer observations and collaborative learning, not linked to performance management, to replace learning walks and observations by senior staff, in order to create a genuinely supportive culture within schools.

Amendments:

25.1 *(Coventry) to move
(Coventry) to second*

Add new point 5:

5. *Restate the seriousness with which the Union views the bullying of its members in schools*

Add new point 6:

6. *Publicise to Associations, Divisions, reps and members the individual and collective action that can be taken to support members who are subjected to bullying and encourage them to take this action.*

WHY IS THE ASBESTOS TIME BOMB STILL IN OUR SCHOOLS?

MOTION 26

JENNY COOPER (Brent) to move

HANK ROBERTS (Brent) to second

Conference notes with concern that the Government has failed to act on the recommendations of the All Party Parliamentary Group (APPG) on Occupational Health and Safety in 2014 for the phased removal of the asbestos time bomb present in most of our schools.

Conference further notes the Government is aware that:

1. About 300 staff and pupils are dying from mesothelioma cancer each year because they were exposed to asbestos in their school in the 1960s and 1970s; and
2. This death rate is likely to increase because of ineffective asbestos management and deteriorating buildings are placing pupils and school staff at an even greater risk from asbestos in schools today.

Despite this current and real threat to school staff and pupils the Government has in particular failed to:

- i. Implement an effective and transparent plan for prioritised asbestos removal based on centrally collated data;
- ii. Develop asbestos guidance and regulations specifically for schools that takes into account the increased risk of pupils developing mesothelioma cancer after exposure to asbestos; and
- iii. Ensure parents and school staff are annually updated on the presence of asbestos in their schools and the measures taken to manage it.

Conference further notes that currently many schools are unable to remove dangerous asbestos because of inadequate funding provision locally and the failure of the Priority School Building Programme to provide the necessary funds.

Conference congratulates the Union for all the vital work it has carried out via the Joint Union Asbestos Committee (JUAC), Asbestos in Schools Group (AiS) and the TUC in order to raise awareness of the risk from disturbed asbestos in schools.

Conference instructs the Executive to work with JUAC, AiS, TUC and parent / governor / victim groups in order to encourage the Government to comply with the APPG recommendations on asbestos in school (2014). In particular:

- a. Urge the Government to develop school specific risk assessments, asbestos air tests and environmental levels because they appear to be renegeing on their earlier decision to take steps that take into account the known vulnerability of children to asbestos when they measure how dangerous the asbestos is;
- b. Press the Government:
 - I. To ensure adequate funding is provided for duty holders who are accountable for asbestos but do not have the resources to remove asbestos;
 - II. To compile the names of all schools where asbestos has been removed using Priority School Building Programme (PSBP) funding and all the schools which failed to get the PSBP funding for asbestos removal; and
- c. Promote United Kingdom Accreditation Service (UKAS) accredited school asbestos surveys of all school asbestos that also takes into account the impact of school condition and building structure (e.g. system built, CLASP) on the likelihood that asbestos is being disturbed by normal school activities.

Amendments:

26.1 (Executive) to move
(Executive) to second

Para 1

Delete '2014' and replace with '2015'

Para 2

Delete bullet point one and replace with "On average 17 teachers or former teachers are dying each year from mesothelioma cancer because they were exposed to asbestos in schools. Around 300 former pupils are dying as adults each year from mesothelioma because they were exposed to asbestos when a pupil at school".

Add new para before existing para 6

Conference welcomes in particular the Union's recent work with Lucie Stephens, asbestos campaigner and Rachel Reeves MP, Chair of the Asbestos in Schools Group to establish a national database of which schools, colleges and academies contain asbestos in order to protect teachers, support staff and pupils from being unknowingly exposed to asbestos in schools.

Para 6

Delete '(2014)' and replace with '(2015)'.

Add new bullet point (first bullet point) – 'Press the Government to implement a policy of phased removal of all asbestos from all educational establishments by no later than 2028'

LEADING SCHOOLS THE NUT WAY

MOTION 27 RICHARD LINNELL (Lincolnshire) to move
EMMA BENNETT (Southend) to second

The threats to members' terms and conditions has increased with the further fragmentation of the education service. These threats extend to members of leadership teams who can find themselves in schools forcibly converted to academies based on the use of flawed data. Some school leaders have benefited from the academies programme in terms of inflated salaries but this has been at the expense of other staff members. The Government has also created conditions in which it is no longer necessary to have qualified teacher status to be a school leader. Shortages of candidates for Headteacher posts is both a symptom of the increased pressures and unrealistic demands placed upon schools but also pave the way for Government to bring in unqualified staff to lead schools.

The increasing demands of accountability, school autonomy, removal of support structures, funding shortfalls and constantly changing Government education policy in England and Wales is leading to intolerable stress and mental ill health in school leaders. In response to these demands the Union has offered a coaching programme to school leaders. Evaluations of this initiative should be used to develop the programme and expand its scope to meet the needs of more leaders.

Keeping teachers who have attained leadership team posts in NUT membership remains a vital part of a strategy to maintain the strength of the Union and protect the terms and conditions of all members. NUT school leaders have a wealth of experience and expertise which can be used to further Union policy, respond to Government and ensure protections for all members.

Looking beyond England and Wales the Union should commission research focused on leadership in high performing jurisdictions and consider how teacher trade unions across the world support leadership members. Closer working with ATL and AMiE would also be beneficial.

Conference instructs the Executive to:

1. Continue to support leadership members in line with current NUT policy;
2. Campaign for all school leaders to have Qualified Teacher Status;
3. Actively support teachers to gain leadership positions through appropriate CPD;
4. Evaluate the leadership coaching programme and consider expansion to meet the needs of more leaders;
5. Work closely with ATL and AMiE to ensure members are fully supported;
6. Research models of school leadership in other countries and how their respective unions support leadership members. Use the evidence to inform policy and campaigns and to present a credible alternative;
7. Consider the needs of leadership members when formulating campaigns for countering Government policy on education including school structures, funding, curriculum, assessment, workload and accountability; and
8. Ensure appropriate advice and support is available to school leaders and facilitate mutual support through networks and leadership forums.

WORKLOAD

MOTION 28 (Executive) to move
(Executive) to second

Conference condemns the continuing excessive and unacceptable levels of teacher workload, noting that the 2016 DfE workload survey when published will reveal that teaching hours remain broadly the same as in earlier surveys and that recently qualified classroom teachers are being forced to work longer hours than more experienced colleagues. Conference believes that excessive workload is the biggest issue of concern to serving teachers and the biggest single threat to teacher supply.

Conference reaffirms its support for the NUT's "Action Short of Strike Action" campaign and congratulates the many groups of NUT members who have used the ASOS guidance to win victories on workload at school level. Where teachers are prepared to stand together, they can succeed on workload. Conference therefore welcomes the re-publication of the NUT's ASOS guidelines in a more accessible form and the greater emphasis on NUT support for escalation to strike action where necessary to resolve problems at the workplace.

Conference believes, however, that it is imperative that the Government also takes effective action to reduce workload and working time and the accountability system which is its biggest single driver.

Conference notes that NUT pressure at national level is securing some successes, with Ofsted's publication of guidance on its expectations of schools and the DfE's establishment of independent working groups on marking, planning and data requirements, adoption of their recommendations and proposed publication of guidance to schools.

Conference believes, however, that the Government has much more to do in these areas and that other drivers of excessive workload remain to be challenged. Conference instructs the Executive to continue to work to secure measures on workload by Government which would benefit teachers in all schools.

Conference welcomes other initiatives which have been pursued at local level, both by the NUT and by individual authorities, with the aim of monitoring and then securing reductions in teacher workload and calls on local NUT activists to explore the possibility of such initiatives with employers.

Above all, Conference instructs the Executive to continue to make teacher workload and working time one of its principal campaign priorities at both national level and workplace level until such time as it is no longer a problem in our schools.

Amendments:

28.1 (Caerphilly) to move
(Caerphilly) to second

Add new penultimate paragraph:

Conference notes that the excessive workload suffered by colleagues in England is also an issue for members in Wales. Conference also notes that the excessive accountability regime in Wales and the demands imposed on schools by the regional consortia that have added considerably to the increased pressures members face.

In the final paragraph after "national level" insert "(in both England and Wales)".

28.2 (Wakefield) to move
(Wakefield) to second

Insert new Paragraph 6

Conference congratulates the work of Nottingham City in establishing the Fair Workload Charter.

Insert new penultimate paragraph:

Conference instructs the Executive to publicise the successes of school groups in reducing workload, whether they be LA, stand-alone Academies or part of a MAT.

Order of Business for Private Session

(To be taken at 4.30 – 5.30 pm)

Accounts

(For Financial Statements and Reports of Auditors and Examiners of Accounts see pamphlet containing Financial Statements).

MOTION 29 IAN MURCH (Hon. Treasurer) to move,
That the Financial Statements be now received.

MOTION 30 IAN MURCH (Hon. Treasurer) to move,
That the Auditor's Report be now received.

Report of Stoke Rochford Management Limited

MOTION 31 (Executive) to move,
(Executive) to second;
That the Report be now received

Report of the Examiners of Accounts

MOTION 32 ALYSON PALMER (Examiner of Accounts) to move,
JUDY MOORHOUSE (Examiner of Accounts) to second:
That the Report be now received.

MOTION 33 IAN MURCH (Hon. Treasurer) to move,
That the Financial Statements be adopted.

The Steve Sinnott Award will be presented during this session

FOURTH SESSION

SUNDAY 16 APRIL

9.45AM – 1.00PM

EDUCATION: SECONDARY

Sunday, 16 April

Fourth Session

(to be taken at 9.45 – 10.45 am)

SIXTH FORM COLLEGES

MOTION 34

JEAN EVANSON (Shropshire) to move

SAMANTHA LANE (City of Leicester) to second

Conference is appalled by the continued assault on funding in the post-16 sector. The cumulative effect of cuts of 14% under the coalition Government and 8% under this Government is both shocking and unacceptable. The loss of more than £100 million of funding since 2010, as calculated by the Sixth Form Colleges Association, has resulted in reductions in the provision of courses in colleges, cuts to enrichment courses such as drama and sport and increases in class sizes.

Conference notes:

1. The severe cut to allowances and remission from teaching for course and subject leadership. This has had a significant impact on pay, workload and quality within colleges;
2. The marginalisation of pastoral care and the cuts to careers services;
3. The continued programme of “area based reviews” that has sought to achieve “fewer, often larger, more resilient and efficient providers”. These reviews have already resulted in the merger of some colleges. Some students are, as a result, having to travel further for their studies or having to restrict their choices. This has disenfranchised students from some of the poorest areas of the country. In other cases, colleges have moved towards academisation, with all the inherent threats that that poses for both teachers and students; and
4. That after merger or academisation, teachers in colleges are likely to suffer threats to “red book” terms and conditions, lack of adherence to directed time, increased workload and redundancies.

Conference commends the Executive for its campaign to defend the sixth form college sector and instructs the Executive to:

- i. Maintain and strengthen the campaign against funding cuts in the post-16 sector, alongside the general funding campaign;
- ii. Fight for colleges to come back into local authority control, alongside schools, highlighting the effects of the removal of accountability of elected representatives;
- iii. Campaign for colleges to have elected parent and student governors to further increase accountability;
- iv. Continue to highlight the effect of mergers and funding cuts on students in terms of travel costs, increased class sizes and inadequate provision and reduced opportunities outside the main curriculum;
- v. Support Union members, up to and including sustained strike action, in colleges in which pay and conditions are adversely affected by merger or academisation;
- vi. Support and encourage strong links between the Union, the ATL ahead of any prospective merger and our sister union UCU where sixth form colleges merge with FE colleges. Working together to achieve harmonisation on the best terms and conditions is to everyone’s advantage.

Conference also condemns the poor pay and conditions of the support staff who work in post 16 colleges and are vital to the success of students and to the work of teachers.

Conference asks the Executive to support and encourage links with support staff unions including ATL and UNISON to defend support staff against cuts in pay, increases in workload and redundancies.

Amendments:

34.1 (Executive) to move
(Executive) to second

Delete final para and replace with:

Conference welcomes the joint statement by NUT, Unison and ATL together with the Sixth Form Colleges Association on protecting pay, conditions and recognition for teachers and support staff on transfer to academy status; and asks the Executive to continue to work with and encourage links with Unison in defending teachers and support staff in sixth form colleges against cuts in pay, increases in workload and redundancies.

A CURRICULUM FOR ALL (COMPOSITE)
MOTION 35 (Portsmouth) to move
(Executive) to second

Conference notes:

1. The work the Union has done alongside Kings College London with respect to the effects of Ebacc, the new GCSEs and Progress 8 in narrowing curriculum choices for many Key Stage 4 students in England.
2. The outcome and findings of the report "A Curriculum for All". In surveying 1800 union members and case studies of individual schools it found that the vast majority of members found the collective effects of all recent changes coupled with a failure to fund schools properly has meant that our students are increasingly finding their curriculum choices reduced.
3. That students feel forced to take subjects that they would not have readily chosen, leading to disengagement and making teachers work even harder. In turn students' future options Post 16 are compromised, having already been steered down inappropriate learning routes. More well-resourced schools are then more able to protect creative and vocational subjects leading to an imbalance of curriculum provision across the country. In addition, the lack of exposure to some subjects mean that students also receive an ever narrowing experience of teaching and learning styles which might develop skills needed for their future as citizens and for the workplace.
4. That Progress 8's commitment to double weighting of English and Mathematics alongside the Ebacc means that schools and students feel forced to focus on entry to these subjects to the detriment of others. Entry rates are down and curriculum time is further squeezed

leading to a further lack of opportunity for students, and fewer jobs for thousands of teachers.

5. That, in an effort to intensify data tracking, collection and analysis, members' workload, already unfeasibly high, is increased further and schools already facing perverse accountability outcomes find themselves even more at risk of unfair judgment.

Conference instructs the Executive to continue to work with well-respected educational institutions and organisations to further highlight the concerns that these new curriculum arrangements and forms of accountability raise.

Further the Executive should continue to seek to engage with organisations such as "Bacc to the Future" who seek to help evolve a curriculum which provides as wide a range of curriculum choices as possible and seeks to negate the outcomes of increasing accountability currently being observed.

Amendments:

- 35.1** (Oxfordshire) to move
(Oxfordshire) to second

Conference notes:

6. *That as a results of the increasing pressures on schools to conform to Progress 8 and the Ebacc that there has been a significant increase in the number of students being permanently excluded or referred to PRU/Alternative Provision. These students being ones that, if they remained on the mainstream schools role, would have a negative impact upon the schools position in local and national league tables.*

Conference also instructs the Executive to look into the detrimental impacts that Progress 8 and the Ebacc is having on those students that are being 'written off' by mainstream schools, as their results would be seen to have a negative impact upon their schools results and league progress.

The Executive should also undertake research into the impacts that Progress 8 and Ebacc is having upon the climate of Alternative Provision in England, and to how accountability should still remain with the mainstream school that referred them, to avoid the culture of exclusion on the grounds of data.

- 35.2** (North Yorkshire) to move
(Somerset) to second

Add new point 1 and re-number:

1. *All students should be entitled to a broad and balanced curriculum which gives them both real choice in what they study, and does not close down particular routes in the future*

Add:

New points 5 and 6 and 7 and 8

5. *That, despite the lack of justification in evidence, the Government intends to allow existing grammar schools to expand or open satellite sites; to encourage*

academy trusts to establish internal selection arrangements; to open new grammar schools through the free school programme; and to allow existing comprehensive schools to become selective.

6. *That the threat of the reintroduction of grammar and secondary modern schools, if carried out, is likely to lead to a further narrowing down of students' horizons, as schools adopt inappropriate curricula that enhance existing divides – for example, between 'vocational' and 'academic' subjects and 'core' and 'creative subjects'*
7. *Increasing selection would have a far reaching and detrimental impact and particularly on girls, on pupils with SEND, on summer born children or those from disadvantaged backgrounds. Expanding selective education would result in a two-tier secondary school system across England with a minority of pupils in selective grammars receiving a rounded and broad curriculum while the majority are given only the option of secondary modern schools*
8. *That new syllabuses and criteria at GCSE level are consciously aimed at making progression to higher level courses and to higher education more difficult, and that the subject content is frequently alienating and often of little relevance to students in the 21st century. This is likely to impact particularly severely on working class and ethnic minority children, to the detriment of their futures.*

Add final paragraph

Delete penultimate paragraph and replace with;-

Conference instructs the Executive to continue to work with well-respected educational institutions and organisations to further highlight the concerns that these new curriculum arrangements, the proposed expansion of selective education and these forms of high-stakes school accountability raise.

Conference instructs the Executive to:

1. *Survey secondary teachers on the effects of the new curriculum on their students' engagement, and publicise the outcomes*
2. *Highlight, as part of our campaign against cuts in education funding, the detrimental effect of limiting students' access to a broad and balanced curriculum*

(Supported by: Birmingham, Redbridge, Lambeth, Portsmouth)

35.3 *(West Sussex) to move
(West Sussex) to second*

Add after 5. new point 6 :

6. *Recently there have been rumours that the Government and Ofsted would encourage setting and there is an increasing tendency for schools to consider setting/streaming as they struggle to meet the needs of the assessment system rather than the individual child.*

Conference believes:

- i. *In the principle of equity in education*

- ii. *That decisions on pupil groupings should always be made by the school to best reflect the needs of the pupils. While there are differences of opinion on various forms of setting and streaming, there is clear evidence that “ability” setting can be damaging for all but the most able students (and even the research base for higher ability students is not consistent in showing that it raises educational achievement. Setting and streaming can be damaging to children’s confidence and self-image and this can hold them back from achieving their potential.*

- iii. *That children – particularly those who come from more deprived communities – have many anxieties in their time at school and that good self esteem in particular, is a key foundation for good learning*

Add at the end of the Motion the following new paragraph:

The Executive should conduct research on setting and streaming in schools and its corresponding effect on achievement and disseminate this to teachers and schools. They should vociferously resist any moves from government to mandate schools to set.

EDUCATION: SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Sunday, 16 April

Fourth Session

(to be taken at 10:45 – 11.15 am)

CLASS SIZE AND STAFFING IN SPECIAL SCHOOLS

MOTION 36 (Hammersmith & Fulham) to move
(Buckinghamshire) to second

Conference notes that there are ever-increasing class sizes in our schools caused by government policy not to build new state schools in areas with growing populations and due to cuts in budgets to schools.

Conference is also aware that there will be attempts to cut staffing numbers in special schools as school budgets are reduced as part of the Government's austerity agenda.

Conference further notes that the Union has actionable policy on class size which can be applied to most schools but not specifically in special or alternative provision schools.

Growing class sizes and reductions in the ratio of adult: pupil staffing in special and alternative provision schools will potentially lead to unsafe situations for our members as well as massive disruption to the education of our pupils who have unique learning needs.

Conference therefore moves that it becomes Union policy to campaign for an upper limit of 12 in special school classes where students have moderate learning difficulties and an upper limit of 9 where students have severe learning difficulties.

Conference also instructs the Executive to campaign to retain formula funding and protection of school budgets in special schools in order to retain at least current levels of staffing in special school classes so that the class size limits above are not made impossible by reducing support staff or teacher numbers.

Amendments:

36.1 *(South East Essex) to move
(Southend) to second*

Replace paragraph 2 with new paragraph below:

Conference is also aware that there will be attempts to cut staffing numbers in Alternative Provision and Special Schools as school budgets are reduced as part of the Government's austerity agenda.

Replace paragraph 5 with new paragraph below:

Conference therefore moves that it becomes Union policy to campaign for an upper limit of 12 in special school classes where students have moderate learning difficulties and an upper limit of 9 where students have severe learning difficulties, and the upper limit of 6 students to two staff or 3 students to one in Alternative

Provision, where students have Social Emotional Mental Health (SEMH) and behavioural difficulties.

Insert a new paragraph 6

Conference resolves that the Executive must also campaign to ensure that funding in alternative provision is sufficient to:-

- i. Enable the flexibility to respond to the individual and often acute needs of the students in alternative provision;*
- ii. support the re-integration of young people into mainstream, where appropriate;*
- iii. enable alternative provision settings to operate as centres of excellence, and outreach, in relation to preventing exclusions and supporting collaboration between local schools*

(Supported by: Oxfordshire)

36.2 *(Birmingham) to move
(Birmingham) to second*

Add new fifth paragraph;

Conference notes the contribution and vital role played by teaching assistants in special school classes. Conference also notes that at times when school budgets are under pressure, reduction in the number of teaching assistants is often the first action that is taken to reduce a school's expenditure. Such action inevitably increases the difficulty of teaching in special school classes and has a profound effect on the quality of learning.

Add new penultimate paragraph;

Additionally, Conference moves that it becomes Union policy to campaign for a minimum of at least 1 teaching assistant in each special school class where pupils have moderate learning difficulties and a minimum of at least 2 teaching assistants where students have severe learning difficulties.

EDUCATION: PRIMARY SECTION

Sunday, 16 April

Fourth Session

(to be taken at 11.15 am – 1.00 pm)

PRIMARY ASSESSMENT: A BROKEN SYSTEM (COMPOSITE)

MOTION 37

(Executive) to move

SAMANTHA NICHOLSON (Oldham) to second

Conference notes:

1. The Union's policy objective to bring about change in the system of primary assessment and the removal of SATs and high-stakes testing;
2. The successful campaign, led by the NUT, to stop Baseline Testing taking place in September 2016;
3. The growing concern amongst parents about the effect SATs and other forms of statutory assessment are having on children's education, mental health and well-being;
4. The emergence of parents' organisations such as *Let Kids Be Kids and Rescue Our Schools*, who carried out a protest against SATs involving up to 30,000 children in May 2016; and
5. The present Government's continuing commitment to a system of high-stakes testing as a means of holding teachers and schools accountable.

Conference believes that:

- i. The chaos and confusion around the 2016 SATs at KS1 and KS2 merely highlighted that the system for primary assessment is broken and requires fundamental reform;
- ii. The reforms announced by the Secretary of State for Education in October 2016, although a step in the right direction, do not significantly change the experience of children and teachers, or address the profession's fundamental concerns;
- iii. Assessment for learning and reporting meaningful information to parents are a vital and necessary part of the work that teachers and schools do but that the current system is serving the needs of the tests rather than the needs of the child;
- iv. The current system of testing and assessment:
 - a. Reduces the breadth and depth of the curriculum, while making demands on children that are inappropriate to their age, interests and needs;
 - b. Does not promote the depth and understanding of learning that good "age-appropriate" pedagogy would require; and
- v. The shift of emphasis to "progress" as an accountability measure is based on the flawed assumption that all children are capable of learning at the same pace, and that if they do not do so, the school must be deemed responsible.

Conference welcomes:

- I. The work the Union has done in creating a campaigning alliance of teachers, parents and education experts under the banner of More Than A Score;
- II. The joint work the Union has done with NAHT and ATL;

- III. The work done in local associations to empower members to reclaim teacher assessment and to promote initiatives such as *You Can't Test This* and *Keeping Schools Creative*.

Conference instructs the Executive to:

- A. Continue to build the alliance for an alternative system of pupil assessment and evaluation of primary schools;
- B. Continue to lobby MPs of all parties;
- C. Call on the Government to commission an independent and research-informed review of curriculum and assessment in primary school;
- D. Call on the Government to implement a set of interim measures while an independent review of current arrangements is being carried out;
- E. Develop an alternative set of principles for primary assessment and accountability alongside the Cambridge Primary Review Trust, academics and subject associations, and as far as possible with other unions;
- F. Remain prepared to ballot head and deputy head teacher members, as appropriate, to boycott SATs in 2017 if this is necessary to achieve our aims;
- G. Encourage local associations to organise events, street stalls and other appropriate activities aimed at promoting and building our campaign;
- H. Continue to promote initiatives such as *You Can't Test This* and *Keep Schools Creative*;
- I. Resist any attempt by the DfE to re-introduce baseline testing in reception classes in England as an accountability measure; and
- J. Set up a project to investigate and examine teacher assessment practice in different schools across England, and between schools in England and Wales, in order to reduce teacher workload and empower confident and child centred assessment practice, building on the Year of Assessment CPD modules published by the Union.

Amendments:

37.1 *(Lancaster Morecambe & District) to move
(Lancaster Morecambe & District) to second*

In 'Conference notes' at the end of Point 1 add

'in order to attain a distinction between professional accountability systems and the assessment of children;'

In Point 3 between 'parents' and 'SATs' replace 'about the' with

'and professionals around the well evidenced and negative effects'

Delete Point ii, and re-number subsequent points

In 'Conference believes' add new point v:

- v. *it is vital that any reliable consultation of the current assessment arrangements be truly independent and transparent.'*

In 'Conference instructs the Executive to' replace Point D with

- D. Call on the Government to suspend current testing arrangements and trust the professionalism of Teacher Assessment, whilst an independent review of current arrangements is being carried out ;'*

Replace Point F with

- F Ballot leadership teacher members, in sufficient time to ensure a boycott of SATs in 2018 if this is still necessary to achieve our aims;'*

Add to the end of Point I delete the semi-colon and add

'to resist any further extension to current testing arrangements; and;'

Replace Point J with

- J. To fully investigate the impact and success of alternative systems of accountability and testing arrangements employed internationally and across the UK.'*

37.2 *(Lambeth) to move
(Lambeth) to second*

After Conference instructs the Executive, Add point:

- K. Conduct an internal NUT ballot of all primary members during the Autumn term to ascertain levels of commitment for members refusing to administer Key Stage 2 SATs;*
- L. Run a coinciding indicative ballot of head teacher members during the autumn term to ascertain levels of support for a formal boycott of SATs in 2018 both with and without the NAHT;*
- M. If sufficient support is shown through internal ballot, to ballot members as appropriate for a boycott in the spring term of 2018;*

37.3 *(Executive) to move
(Executive) to second*

Insert 'Conference further notes' after Conference believes section

- 1. the launch of the DfE's consultation on primary assessment.*
- 2. the absence from the consultation of proposals to make the necessary transformative changes to the present system.*
- 3. the presence in the consultation of proposals for new tests, including the re-introduction of baseline*
- 4. the continuing failure of the DfE to engage with the evidence of academic research and teacher experience concerning the problems of primary assessment.*

Insert new text prior to the last section

“In the light of the government’s intention to keep in place the existing system of primary assessment, Conference instructs the Executive to:

- a) Work immediately with the ATL and the NAHT, in order to plan an effective response to the proposals;*
- b) Call on members to respond to the consultation, and prepare material to support them in this;*
- c) Work with campaigners in More Than a Score, and Better without Baseline in order to mobilise effective opposition.*

37.4 *(Caerphilly) to move
(Flintshire) to second*

Add new points K and L

- K. Increase pressure upon the Welsh Government to abolish the annual National Literacy and Numeracy tests in the primary phase, which is having an adverse effect not only upon the curriculum, ethos and philosophy of the Foundation Phase but upon the health and well-being of our youngest pupils.*
- L. Campaign for a return to an assessment system which is qualitatively and formatively driven to inform the next steps for a child's learning rather than for accountability purposes, in preparation for the Donaldson reform.*

BOYCOTT PRIMARY TESTING

MOTION 38 **JADE BAKER** (Lewisham) to move
(Nottinghamshire) to second

Conference notes:

1. The Secretary of State for Education’s consultation on Primary assessment;
2. That, despite the consultation, as it stands the widely derided system of testing that happened last year remains in place, with only assurances that there won’t be further changes to it;
3. The increased workload and negative educational effects that this system perpetuates;
4. The Government’s preference for standardised external testing at KS1 and KS2;
5. The narrowing of the curriculum which is an effect of such standardised testing;
6. The role of KS1 and KS2 testing results in hastening the process of academisation of primary schools;
7. The increase in mental health problems in our children; and
8. That many parents kept their children at home, effectively boycotting the SATs tests in 2016.

Conference believes that Government policies for assessment in primary education:

- i. Are educationally flawed;
- ii. Are based on a dogmatic rejection of research in learning and child development;
- iii. Deny children the right to an all-round, personally-fulfilling and high quality education;
- iv. Increase stress for learners and teachers alike; and

- v. Do not provide an adequate basis on which to develop the knowledge and capabilities that a twenty-first century requires.

Conference resolves to:

- a. Continue and extend our Primary Assessment campaign: which includes the demands:
 - I. Suspend arrangements for primary assessment in 2016/17;
 - II. Disregard the data from 2016 test;
- b. Support and promote a parent boycott of the 2017 SATs and where possible organise non-compliance with the testing amongst our members; and
- c. Ballot all of our Primary members for a boycott of all summative testing within Primary Schools for the academic year 2017/18.

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

Amendments:

38.1 *(Executive) to move
(Portsmouth) to second*

Insert into 'Conference notes...'

9. *The ongoing work of many local officers, reps and members to build More Than A Score local groups, with parents, to agitate for an alternative system and to develop innovative ways to push the issue of primary assessment up the political agenda*

Replace 8 with

That many parents kept their children away from school on Tuesday 3rd May 2016, as a protest against the SATs tests and the SATs regime

Insert new section

Conference further notes:

- I. *the launch of the DfE's consultation on primary assessment.*
- II. *the absence from the consultation of proposals to make the necessary transformative changes to the present system.*
- III. *the presence in the consultation of proposals for new tests, including the re-introduction of baseline*
- IV. *the continuing failure of the DfE to engage with the evidence of academic research and teacher experience concerning the problems of primary assessment.*

Delete the existing (b) and (c) in the 'Conference resolves' section; and replace with (b) to e):-

- b) *Continue to work with Rescue our Schools, Let Kids be Kids and other parent organisations, recognising that growing numbers of parents are thinking of withdrawing their children from SATs because of the current system*
- c) *Connect members and parents within the More Than A Score campaign, and the Better without Baseline campaign, to build and win the case that the current system lacks legitimacy and reliability;*
- d) *Work immediately with the ATL and the NAHT, in order to plan an effective response to the Government's proposals; and*
- e) *Mobilise all primary members in a campaign against primary testing in 2017/18, and to prepare to ballot members, as appropriate, to boycott primary tests in 2018 if this is necessary to achieve the campaign goals.*

(Supported by: East London, North Yorkshire, Birmingham, Somerset)

38.2 *(Sheffield) to move
(Sheffield) to second*

*Insert additional paragraph at the end:
Conference instructs the Executive to:*

- A. *Seek to appoint a primary teacher (ideally a headteacher) to lead a reinvigorated campaign against SATs.*
- B. *Use the renewed parent campaigns to boost the assessment campaign.*
- C. *Work with Primary Charter and More Than A Score to fund the production of a wide range of primary assessment publicity materials for Divisions to use on stalls.*
- D. *Ensure NUT Headteacher members who decide not to administer the SATs receive the full backing of the union.*

Headteachers are required under statutory regulations and by their contracts of employment to administer the SATs. No part of this amendment will be interpreted to mean that the Union calls on its headteacher members to breach statutory regulations or breach their contracts of employment without the prior authority on an industrial action ballot in accordance with law

EARLY YEARS FUNDING

MOTION 39 *(Birmingham) to move
(Kirklees) to second*

Conference believes that:

1. When considering the question of state provision for a child's early years care and education it is essential to put the needs of the child first and that to be able to do this parents need to be allowed to play a significant role in bringing up their children.
2. This can only be realised by radically expanding maternity and paternity provision and flexible working practices that do not penalise families.
3. In order to do this the profitability of the labour force cannot be the driving feature of any legislation.

Conference notes that the government's proposed funding formula for early years:

- i. Recognises that when children are young many families enter a financial and stressful part of their lives.
- ii. Acknowledges that the financial pressures to return to work are exacerbated by lack of free childcare provision.
- iii. States that for predominantly women the cost of childcare can result in decisions that have long term damaging consequences on their careers and role in the workforce.

Conference believes that cheapened childcare and education provision is no short cut to providing quality childcare and education for our youngest children and that children's well-being and development must be the factor that drives the nature and quality of state funded early years provision.

For these reasons Conference is opposed to the conditions under which the Government intends to introduce the extension of free 30 hours childcare provision for some 3-4 year olds from September 2017.

Conference believes that the Governments proposed single funding formula:

- a. Is not only inadequately funded but will inevitably lead to money from the state sector nurseries being cut in the name of equitable funding across the sector;
- b. Does not recognise that the costs of nursery schools are higher than many private and voluntary providers because they employ head teachers and qualified teachers and often meet the costs of being a school without the economies of scale of a primary school;
- c. Will allow market forces to dictate quality and quantity of nursery provision which will be disastrous not only because it will undermine the high quality provision that exists in our current nursery schools and their capacity to improve and innovate the early education and childcare system but will indeed threaten their continued existence;
- d. Shows complete disregard for everything we have learnt about the role of stand-alone nursery schools and those integrated with children centres in providing a unique cadre of specialist early years teachers, extensive work with parents and local communities where there are often higher levels of children with SEND; and
- e. Disregards important research such as Effective Provision of Pre-school Education (EPPE).

Conference further believes that rather than valuing nursery schools by increasing funding levels to cover costs and prioritising nursery schools in providing integrated and holistic services for young children their single funding formula and the supplements they propose to meet additional needs does not even guarantee money will enter a setting when the children and their families are there.

Conference is concerned that the two-tier system that will be created by offering 30 hours to families that meet certain working income criteria is expected to result in some of our most vulnerable children being excluded from some of the setting most likely to be equipped to meet their needs. It will also be the only sector of education that does not provide education equitably to all children.

Conference believes that the closure of nursery schools is not in the interests of our young children and their families and will create longer-term educational, social and financial costs to society and children as they mature through the educational system.

Conference further believes that any model that suggests nursery schools having a route to academy status will be a panacea to this funding crisis is not the answer to safeguarding our nursery schools but indeed will undermine quality and do nothing to mitigate market failure in the sector.

Conference instructs the Executive to:

- I. Call on the Government to withdraw their funding formula proposals and work with all partners in the early years care and education sector to produce a plan that is properly funded and one that protects and promotes the expansion of our state funded nursery schools run by qualified head and teaching staff alongside other early years workers and professionals;
- II. Work with other organisations working in this field of education to develop a campaigning response to the Government proposals;
- III. Encourage local associations to develop and build campaigns to defend nursery schools and nursery provision in their area;
- IV. Consider what action can be taken, up to and including strike action, as part of the campaign to defend nursery school provision and demand the funding necessary to provide quality early years care and education for all children.

Amendments:

39.1 (Lambeth) to move
(Lambeth) to second

Add new third, fourth and fifth paragraph after 'from September 17'

Conference notes the role that has been played by children's centres, which are often run in conjunction with nursery schools and primary schools, in recognising special and additional needs and beginning to access support services and SEN provision from a very early stage. This has had beneficial effects for primary schools in closing the gap and obtaining the financial support needed for our most vulnerable children. They also have a role in providing a service to families across health, social services and education, which can help to alleviate the effects of austerity and poverty.

Despite the above benefits and despite government promises not to cut funding for children's centres and early years provision, funding has now been changed so that there is no specific money provided to run children's centres and authorities have to use general funds to try and keep them running. The result is that many settings are closing, reducing the provision, increasing fees and laying off qualified staff, particularly qualified teachers.

Conference notes that over £1m in 2015-16 was spent trying to introduce the baseline into schools for 4 year olds. This scheme was abandoned due to the assessments not being comparable (a point that the union and education experts had made many times). This was money that was wasted and could have been spent on providing quality provision such as that provided in nursery schools and children's centres.

Conference notes that the government intend to reintroduce the idea of a baseline assessment. We whole-heartedly disagree with the notion that a child at the age of 4 can be reliably tested to provide a score from which to measure all future progress (and from which to hold schools to account).

Replace point III with:

Encourage local associations to develop and build campaigns to defend nursery schools, nursery provision and children's centres in their area

Add new point f:

f. campaign vigorously alongside other EY campaigners to oppose the reintroduction of baseline assessment for 4 year olds.

NURSERY SCHOOLS AND THREATS TO EARLY YEARS EDUCATION

MOTION 40 (Executive) to move
(Executive) to second

Conference notes that:

1. Hundreds of nursery schools have been forced to close and more face closure, despite the fact that these settings provide the highest quality early years education, because of the statutory duty to employ qualified teachers. A third of maintained nursery schools in England have closed since 1980: in 2015 just over 400 remained;
2. The Government's early years policy is not focused on supporting children or childhood; it is focused solely on increasing the number of parents in work, but without increasing public investment in childcare by anywhere near the amount needed;
3. In the name of reducing the cost of childcare for working parents, the Government is pursuing policies which undermine high quality early years education, worsen the pay and conditions of early years workers and ignore the diverse needs of young children;
4. The funding of the 30 hours of childcare for some 3-4 year olds is insufficient to cover providers' costs, particularly if providers have highly qualified staff, which evidence shows is the most important factor in supporting children's development. International evidence and the evidence from high quality settings in the UK show that the most effective approach to funding pre-school childcare is to invest directly in services rather than funding for individual children;
5. Parents with children with SEND struggle to find accessible early years education with suitably experienced and qualified staff and this will worsen as the future of nursery schools, with their important statutory duties on SEND, is put at risk; and
6. Nursery schools are concentrated in more deprived areas- 64% are in the 30% most deprived areas of England. The closure of nursery schools will have a disproportionate impact on some of the most disadvantaged children.

Conference welcomes:

- i. The engagement of NUT head teachers and teachers in the All Party Parliamentary Group on nursery schools;
- ii. The work by NUT members in maintained nursery settings, such as nursery schools and children's centres, which provide a unique cadre of specialist early years teachers, extensive work with parents and local communities, and early intervention for children with SEND; and

- iii. The division and school led campaigns which have highlighted the fact that the funding system does not recognise that the costs of nursery schools are higher than many private and voluntary providers because they employ head teachers and qualified teachers and can't achieve the economies of scale of being part of a larger school.

Conference instructs the Executive to:

- a. Fully support the *National Campaign for Nursery Education*, and get members engaged in local campaigns to save nursery schools;
- b. Oppose the conditions under which the Government intends to introduce the extension of free 30 hours childcare provision for some 3-4 year olds from September 2017;
- c. Call on the Government to withdraw the EY funding formula proposals;
- d. Call on the Government to work with all partners in the early years and education sector to produce a plan that is properly funded and that protects and promotes the expansion of state funded nursery schools run by qualified head and teaching staff alongside other early years workers and professionals;
- e. Reject the argument that opening up academy status to nursery schools is the solution to the predicament faced by nursery schools; recognising that the success of nursery schools is founded on their ability to integrate to local authority services and act as a hub where children and families can find the support they need; and
- f. Consider all strategies to protect members in nursery schools including balloting them for action up to and including strike action.

FIFTH SESSION
MONDAY 17 APRIL
9.15AM – 12.30PM

EDUCATION: PRIMARY SECTION (CONTINUED)

Monday, 17 April

Fifth Session

(to be taken at 9.15 – 9.30 am)

See Pages 54 to 63

EQUALITY CONFERENCES SECTION

Monday, 17 April

Fifth Session

(to be taken at 9.30 – 11.00 am)

AN ALL-THROUGH LGBT+ INCLUSIVE PSHE AND SRE CURRICULUM

MOTION 41 (LGBT+TC) to move
(LGBT+TC) to second

Conference notes that since the introduction of the new National Curriculum in 2015 PSHE has no longer been given the Statutory weighting within a school's education provision as it once held. With this SRE has also been "dropped off" the radar. Through experience this "downgrading" of the importance of this subject has led to many schools, barely covering either of these subjects and simply paying it a cursory surface level light touch to satisfy the expectations of Ofsted and "Statutory duties" in the Education Act of 2002 or Academies Act 2010.

Conference questions how, given the importance of these subjects in relation to building future societies with a strong inclusive and healthy (both in mind and body) approach to living and citizenship, *removing* the statutory obligation supports schools in ensuring coverage of these subjects, especially in an already overloaded pressurised curriculum which have a heavy focus on English and Mathematics, where Conference acknowledges this drive is simply to ensure each student meets their "assumed" End of Year Expectations and passes the "exam factory inspections"?

Conference recognises that the National PSHE Association highlights the positive wider implications of an enriching full PSHE curriculum upon a school's community. Therefore why is it that the current and previous Secretaries of State for Education have systemically sought to remove its status and "refine" its content? Could it be that they see the implications of the types of skills and thinking that this engenders in our students or is it because it encourages the development of a future generation of voters who do not fit the commonly held norms or desirable lifestyle choices that they hold dear?

Conference acknowledges there is much evidence around the world that demonstrates that without a comprehensive SRE/PSHE education and the lack of policies which promote LGBT+ within schools this can have a significant negative impact upon the health and well-being of students and teachers who identify within this group.

Conference notes that many lesbian and bisexual women report that they received no education, in school, about STI transmission or safe sex between women. Furthermore, many report learning nothing about being transgender or bisexual. Over three quarters of gay and bisexual men report that they received no information, in school, about same-sex relationships.

Conference believes that the restrictive content of SRE lessons and the lack of education relating to LGBT+ issues, impacts on all our students, whether they identify as LGBT+ or not.

Conference instructs the Executive to:

1. Publicise and encourage all members to sign the petition herein:
www.ipetitions.com/petition/comprehensive-and-lgbti-inclusive-SRE-now;

2. Provide training and guidance to enable all school based representatives to ensure their schools have a thorough and comprehensive PSHE/SRE curriculum and policies which support inclusivity of LGBT+ matters;
3. Encourage all members to write to their MPs about these issues;
4. Continue to campaign on LGBT+ matters here in the UK and internationally and promote solidarity with all minority communities, including LGBT+, whenever they face attack;
5. Continue to support and promote the Schools OUT, NUT LGBT+ Teachers Conference, National LGBT History Month and other Union endeavours to educate, support and campaign for change;
6. Actively seek to challenge all transphobia/biphobia/homophobia in schools and continue to support members who face this form of discrimination;
7. Actively seek to challenge this current Government's response to the downgrading of SRE/PSHE's Statutory obligation and to campaign to ensure a comprehensive age-appropriate content including promotion of LGBT+ matters for all schools from Nursery throughout all phases of state education;
8. Encourage every division to have an active Equalities Officer, who receives appropriate training, and who works with other local officers and members to promote all equality issues in schools; and
9. Raise the profile and importance of LGBT+ matters throughout the membership and Executive.

Amendments:

- 41.1** (Executive) to move
(Executive) to second

Add new paragraph 7

Conference recognises that the Union and its members have been instrumental in the progress made towards securing a proper statutory basis for SRE, through working with a range of other organisations and allies and consistent campaigning to build the case for an inclusive approach to SRE.

Add new paragraph 8

Conference is deeply concerned that there is a proposal within the Children and Social Work Bill for the Secretary of State to be placed under a statutory requirement to issue guidance "to secure that pupils are protected from teaching and materials which are inappropriate having regard to the age and the religious background of the pupils concerned". Conference fears that this will seriously weaken the entitlement for every student in every school to have access to high quality SRE and resolves to oppose this proposal.

Delete point 7. and replace with

Continue to actively campaign for statutory status for SRE and for adequate resources and CPD to enable comprehensive, age appropriate provision across all phases and for recognition that 'Exam Factory' style accountability measures are a major barrier to giving this subject the status, time and development required.

Insert new 8. and re-number accordingly:

Actively campaign for equal access to an enriching sex and relationships education where all children and young people feel included, including LGBT+ students, and which enables every student to develop respect for themselves, and to form mutually respectful relationships with others

Replace 'LGBT+ matters' and 'LGBT+ issues' throughout with 'LGBT+ equality'

BLACK TEACHERS': LOOKING BACK AND MOVING FORWARD

MOTION 42 (BTC) to move
(BTC) to second

Conference reaffirms its commitment to equality of opportunity irrespective of race, gender, disability, age or sexual orientation. Conference recognises that organisations must be accountable to their members, especially in the current climate of our communities and wider public.

Conference acknowledge the achievements to date of the Black Teachers' Conference. This success has been consistently led by Black teachers and we recognise all of these. Much has been gained, but there is still much to do, especially in terms of structural and systemic challenges in our Union.

As the Union focuses its attention on developing its Professional Unity agenda, Conference believes that not much has changed in terms of representation for Black Teachers' in the profession, in schools, in education and within our Union.

Conference instructs the Executive to:

1. Reinststate a National Union Official with sole responsibility for Race;
2. Co-ordinate a broad-based campaign with other unions, organisations, academics and all those committed to the dismantling of racism, islamophobia, homophobia and other forms of hate in our society;
3. Provide an annual statistical report on the impact of austerity, educational reform and globalisation on Black teachers, including outcomes of NUT core work for Black teachers and statistics on the recruitment, retention, capability and progression of Black teachers;
4. Review every relevant motion passed at Black Teachers' or Annual Conference, over the past 25 years. This review shall include:
 - i. An independent review of successes, failures and ongoing challenges for the Union;
 - ii. A report on unachieved outcomes and the reasons for this, presented by the NUT General Secretary directly to Black Teachers' Conference.
 - iii. A clear plan created to address any contested or outstanding issues, detailing a timeline to end within one year of this motion's passing.
 - iv. A full report published and presented to all Union members, launched by Black Teachers' Conference in 2018.

Amendments:

42.1 (Birmingham) to move
(Oldham) to second

Add new fourth paragraph as follows

Conference notes:

- *The key findings and conclusions of the NUT Commissioned Report by the Runnymede Trust: Visible and Invisible Barriers: The impact of racism on BME Teachers.*
- *The NUT and ATL Survey Report on Pay and Pay Progression for September 2016.*

Both of which demonstrate the detrimental impact of institutional racism and bias within the educational system.

In point 4 delete current dotted i, ii, iii and iv and replace with

- A review of successes, failures and ongoing challenges for the union;*
- A report on unachieved outcomes and the reasons for this;*
- A clear plan created to address any contested or outstanding issues;*
- A report on progress to be brought to the Black Teachers' Conference in 2018, presented as part of the General Secretary's address to the BTC.*

Add a new point 5

In order to support and advance the work proposed above Conference further instructs the Executive to:

- Set up a Working Party consisting of members of the Black Teachers' National Organising Forum (BTNOF) and members of the Executive (the majority of members of the Working party to come from the (BTNOF)*
- Give consideration to co-opting further members to the Working Party as appropriate.*
- Give this Working Party a specific remit similar to the one held by the Working Party set up by the Executive (Conference 1989). Bring a final report on the work of the Working Party to Annual Conference 2019, at the latest and an 'interim' report to Conference 2018.*

SECURING A FUTURE FOR DISABLED TEACHERS

MOTION 43 (DTC) to move
(DTC) to second

Conference recognises the vital role that disabled teachers play in education; not only in providing quality teaching, but also a positive model of disability to children and adults, disabled and non-disabled.

In the current climate, despite the current crisis in teacher recruitment and retention, disabled people generally have had their vital support mechanisms stripped away and employment for them has become increasingly difficult to obtain and sustain.

This is also true of teachers with existing impairments and who acquire impairments whilst in employment. There are many examples where teachers have been reluctant to disclose their disability for fear of being pushed out of their jobs due to discrimination by schools, local authorities and academy chains.

There are also many cases where disabled people have been unable to get into teaching or to get jobs due to negative assumptions about disabled people.

Conference calls on the Union to show its values and commitment to disabled teachers by adopting the following measures to help rectify the situation:

1. Conduct a survey of both parents and pupils in order to discover how diverse perceptions are of the profession.
2. Promote and celebrate disabled teachers in a national campaign that includes more diverse images of teachers to encourage disabled people to enter the profession and to publicise the rights of disabled teachers in employment;
3. Promote the social model of disability far more widely throughout all regions, divisions and associations - require that each division has an officer and at least one caseworker trained fully in the social model and the Education Act 2010.
4. Encourage disabled teachers to be active in their divisions and associations in order that they consider officer roles; and
5. Recognise that disability discrimination law is a highly complex and specialist area of law and that disabled teachers facing discrimination in their place of work need legal advice from solicitors who have a proven track record in disability discrimination cases. The current model of legal representation is letting down many disabled teachers facing potentially career-ending cases of discrimination.

EMPLOYMENT CONDITIONS AND RIGHTS SECTION (Continued)

Monday, 17 April

Fifth Session

(to be taken at 11.00 am – 12.30 pm)

See Pages 31 to 45

SIXTH SESSION
MONDAY 17 APRIL
2.00PM – 5.30PM

EDUCATION: EQUALITY SECTION

Monday, 17 April

Sixth Session

(to be taken at 2.00 – 3.30 pm)

RACISM AND MIGRATION

MOTION 44 LORRAINE HUNTE (Croydon) to move
(Cambridgeshire) to second

Conference notes:

1. That the last few years have been characterised by widespread racism and anti-migrant and anti-refugee propaganda and stereotyping in the media and from mainstream politicians across much of the political spectrum;
2. That there has been growing racism across Europe, including growing support for openly racist political parties;
3. That the EU referendum campaign was characterised by an intensification in racist lies and propaganda;
4. The rise in racist attacks and abuse, following the EU referendum; and
5. The concerns of EU nationals and their families, including children in our schools, following the referendum about their continuing security and right to live and work and be entitled to health care in this country.

Conference further notes:

- i. The vast majority of refugees in the world are living in developing countries, not in the rich countries of Europe, and many of which are struggling to find the resources to support refugees;
- ii. The continuing plight of refugees in Calais and elsewhere, who are under increasing attack from the state, and from racist violence;
- iii. That many refugees in Calais and elsewhere are children, including children who have the right to enter the United Kingdom; and
- iv. That notwithstanding the success of the “Dubs’ amendment” there has been little discernible effort to bring those children and others to this country, despite their vulnerability.

Conference condemns:

- a. Government’s inaction in moving to swiftly bring children and others entitled to live here to this country;
- b. Government’s continuing hostility to welcoming refugees and migrants to this country, and comments made by the Prime Minister, among others, to limit the scope of international agreements on supporting refugees;
- c. Use of the position of EU nationals in this country as a bargaining counter in Brexit negotiations; and
- d. Continuing decline in funding attached to teaching English as an Additional Language.

Conference applauds the work done by the Union, local Associations and Divisions, schools and individual union members in challenging racism and stereotyping of refugees and migrants, supporting collections and other solidarity work in schools, and working in conjunction with anti-racist organisations.

Conference further applauds the work done by teachers and others in supporting children in the camps in Calais and elsewhere, through visits, teaching and continuing collections.

Conference instructs the Executive to:

- I. Publicly and actively support the rights of EU nationals, including children in our schools, to remain in this country, and to continue to contribute economically, politically and socially to this country;
- II. Continue to encourage Divisions and Associations to work with members in developing anti-racist work in our schools;
- III. Call upon the Government to urgently allow vulnerable children to enter this country, and to provide additional funding to support those children in entering school, and to develop teaching English as an Additional Language;
- IV. Continue to work with a wide range of anti-racist organisations, and to further affiliate to Stand Up To Racism; and
- V. Support the work of Trade Unionists for Calais.

Stand Up to Racism (SUTR) CONSTITUTION AND AIMS AND OBJECTS

- a. *The name of this organisation be called Stand Up to Racism (“SUTR”)*
- b. *The overarching function of the organisation shall be to campaign against racism, Islamophobia, anti-Semitism and other forms of discrimination.*
- c. *To carry out all appropriate activities campaigning and educating to positively encourage antiracism, diversity and tolerance of minority communities.*
- d. *Meetings will be held when necessary in order to conduct its business and to agree any policy changes*
- e. *Voting in meetings will be by show of hands of the majority*
- f. *SUTR activities will be overseen by a committee elected by its members which will include a Chairman, Secretary, Treasurer and such other officers as the committee decides are necessary*
- g. *Membership application will be open to anyone who agrees with the policies of SUTR and if there is any dispute over membership the decision of the committee will be final.*
- h. *Affiliation will be encouraged from any organisation which agrees with the aims and objectives of SUTR, subject to the agreement of the committee to that affiliation.*
- i. *The committee may decide whether a membership or affiliation subscription is required and may set the subscription level at their discretion*
- j. *The committee shall decide how to conduct its affairs and will if minded to do so co-opt further members to the committee*
- k. *Funds shall be raised by seeking donations, affiliations, membership fees, and also through other fundraising activities in order to contribute to any expenses of SUTR.*
- l. *To make payments for the expenses of any activity which is in accord with the aims and objectives of SUTR.*
- m. *A bank account / bank accounts / will be opened, and one or more accounts will be opened in order to facilitate the receipt of donations by standing order, cheque or reimbursements and payment of expenses – the bank account to be named Stand Up to Racism (SUTR)*
- n. *The committee will decide at their discretion if the organisation is to be disbanded, and if at that time there are any funds left after payment of all outstanding expenses the committee shall be authorised to make a*

donation of those funds to any organisation that is in accord with, has related and similar aims to those of SUTR, or is a successor organisation to SUTR and if appropriate shall decide whether to close any bank account or funds receiving accounts.

Stand Up to Racism — Refugees Welcome Here: No To Racism, Islamophobia and anti-Semitism – Statement, aims and objectives:

There is a racist offensive being pushed against refugees, migrants and Muslims by some politicians and right-wing press. They are using these groups as scapegoats for the effects of the economic crisis and austerity.

Stand Up to Racism seeks to oppose all forms of racism and scapegoating, Islamophobia and anti-Semitism and campaign to welcome refugee.

We are deeply concerned by the rising level of Islamophobia fuelled by negative reporting of Muslims in sections of the media and scapegoating from some politicians. This has led to a huge spike in anti-Muslim hate crimes.

Stand Up to Racism has run a number of delegations to Calais in Northern France to offer solidarity to refugees living in appalling conditions in camps and to challenge the dehumanising language of some politicians and the media.

Stand Up to Racism will run a range of activities including antiracist workshops to campaign, educate and positively promote antiracism, diversity and tolerance of minority communities.

Stand Up To Racism believe in challenging racism by promoting antiracism and celebrating diversity. A crucial component of this is organising an annual national demonstration to mark UN Anti-Racism Day in the month of March.

We call on all those who reject racism, scapegoating, Islamophobia and anti-Semitism and want to welcome refugees to join Stand Up to Racism. Let's say no to racism and stand up for diversity.

Amendments:

44.1 (East London) to move
(Executive) to second

Add new numbers 6 and 7 under Conference notes: (and renumber accordingly)

(6) *The Runnymede Trust research, commissioned in 2016 by the Union about the experiences of Black teachers, found that while there is inclusive anti-racist practice in many schools, there is inherent racism in the education system which affects and disadvantages BME teachers and pupils.*

(7) *The real fears experienced by children following the US Presidential election about what might now happen in the world; the important role that schools and teachers play in bringing communities together.*

Add new (v) and (vi) in Conference further notes

(v) *The new requirement by the DfE for schools to record the nationality and country of birth of pupils;*

(vi) That the Union has been awarded EI funding to carry out a project to record the voices and views of children in refugee families about school and education.

Add new points (e) and (f) under Conference condemns:

(e) The fact that a Memorandum of Understanding exists under which individual pupil information from census returns is passed to the Home Office and to the police, with the stated intention of "creating a hostile environment" for those falling foul of migration regulations.

(f) The failure of the Government to adequately inform schools of the right of parents to refuse to disclose the nationality and country of birth of their children; that schools should avoid asking pupils for this data, as they will not understand the implications of what is being asked.

Add new points IV and V under Conference instructs the Executive to: (and renumber the following points)

IV. Continue to challenge the Government to remove the requirement on schools to collect nationality and country of birth data and permit the use of pupil data in policing immigration.

V. Provide advice and guidance to schools about the importance of informing parents/carers that they are not required to provide census information even though the school are required to ask for it.

(Supported by: Redbridge)

44.2 *(Bradford) to move
(Bradford) to second*

Add point 6 Under Conference notes:

The election of Donald Trump as President of the United States has led to huge anxiety among our students, particularly those from migrant communities and from Muslim backgrounds

Under Conference condemns, add:

(e) the scapegoating of Muslims, Mexicans and others from minority ethnic and migrant communities in the United States

44.3 *(Coventry) to move
(Coventry) to second*

Replace point 2 with:

That there has been growing racism, including against the Roma population, across Europe and growing support for openly racist political parties.

Add new point 4 and renumber accordingly

4. That the American presidential campaign and the early months of the Trump presidency have been characterised by racism and prejudice, from the 'Muslim travel bans', anti-migrant rhetoric and the temporary suspension of existing migration and asylum programmes.

After Conference further notes:

replace point iv with:

The reversal of the decision to support the 'Dubs' amendment. Sadly, only 350 unaccompanied children will have been given refuge in the U.K.; woefully short of the previously agreed 3,000.

Add new point v:

- v. That the election of Trump, the rising prominence of vocal racists in European politics, (from Marine Le Pen to Geert Wilders) the media prominence of groups like UKIP and the increasingly anti-migrant rhetoric of the UK Government and national press, have led to discriminatory and prejudiced ideas becoming more normalised than for a generation.*
- vi. That schools play a vital role in challenging all forms of racism and migration and in the current political climate, this is more important than ever.*

After Conference condemns:

Add new point e:

(e). Cuts to local centralised services that support EAL and newly arrived pupils.

After Conference instructs the Executive to:

Add new points III and IV, and renumber accordingly:

- III. Continue to pressure the Government, local authorities and academy chains to ensure genuine anti-racism work is a fundamental part of the curriculum in all schools.*
- IV. Produce anti-racism and anti-discrimination resources and activities to support the teaching and celebration of annual anti-discrimination events.*

Add new points VII to X:

- VII Continue to campaign against the divisive Prevent Agenda' and to replace the use of the concept of 'fundamental British values' with one based around internationalism and the principles of international human rights.*
- VIII. Support the call for a mass demonstration during the proposed State Visit of President Trump by publicising it widely and organising for mass attendance.*
- XI. Continue to support the fight against cuts to centralised services for EAL and newly arrived pupils.*
- X. Highlight the racism experienced by the Roma community in Europe and support their right to live and work in the UK.*

44.4 *(Birmingham) to move
(Birmingham) to second*

Add point 6 Under Conference notes:

The election of Donald Trump as President of the United States has led to huge anxiety among our students, particularly those from migrant communities and from Muslim backgrounds.

After Conference further notes add new point i) and renumber

- i) *In the last six years, in addition to those displaced by war, 140 million people have been forced from their homes by climate change related disasters and that this figure is projected to double in the coming decades.*

*After Conference condemns, add:
new points (e) and (f)*

- (e) *the scapegoating of Muslims, Mexicans and others from minority ethnic and migrant communities in the United States.*
(f) *the restrictions on freedom of movement that have led, among other things, to a teacher on a school trip being denied entry to the United States.*

Insert new paragraph before Conference instructs

Conference congratulates the General Secretary on his participation in the demonstrations that have taken place following the inauguration of Donald Trump and his articulation of the anxieties this has raised in schools.

After Conference instructs the Executive add new point II) and VI) and renumber

- II) *Support the call for a new protocol on migrant's rights to be written into the Paris agreement on climate change at the reconvened conference in Bonn this October.*
VI) *Express its support for calls to oppose the state visit of Donald Trump to this country and to encourage members to take part in protests on the occasion of that visit*

44.5 *(Lambeth) to move
(Lambeth) to second*

After Conference instructs the Executive to, add new point II. and re-number accordingly...

II. To campaign against any draconian and racist border controls for all people, be they from the EU or from elsewhere in the world.

44.6 *(Wakefield & District) to move
(Wakefield & District) to second*

After Conference further notes:

Add Conference believes:

- A. *The Calais camp, despite terrible conditions and constant violence from the CRS Police, did provide some security and stability especially for the women, families and children.*
B. *Since the destruction of the Calais refugee camp last October, the situation has got worse. Many children and older refugees who were taken to French reception centres' thinking they were going to get processed to enter the UK legally, have been left in limbo. Some of these children have returned to Calais and are now in hiding. In Calais, volunteers have been threatened with arrest for just feeding the refugees.*
C. *G4S is a multinational that dismissed a woman for wearing the hijab This behaviour has led to the shocking EJC ruling in March. G4S is also one of the three multinational firms that is contracted to house, transport and deport refugees.*

Add to new point (e) to Conference condemns.

- e. The closure of the Dubs scheme in January which allowed unaccompanied children to come to the UK.*

Conference instructs the Executive to.

Delete point IV and replace with

Continue to work with a wide range of after anti-racist organisations and refugee solidarity groups, and to further affiliate to Stand Up To Racism

SUPPORTING OUR TRANSGENDER MEMBERS AND STUDENTS (COMPOSITE)

MOTION 45 (Redbridge) to move
(Bristol) to second

Conference notes the current structures and resources that the Union has created or supported to increase organisation of under-represented groups: Equality seat holders, Advisory Committees (now National Organising Fora), equality bulletins, senior organisers, local networks, regional networks, national conferences, regional conferences, pride events and many more.

Conference believes that the Union is forward thinking, progressive and inclusive, and will act swiftly to ensure that our values of fairness, equality, justice and solidarity go beyond mere words.

Conference is dismayed with the rising tide of hate crimes against the LGBT+ community since the Brexit vote; and that Trans communities around the world and even here in the UK still face unimaginable levels of violence. Conference also notes the increasing levels of intolerance towards Trans women in gendered spaces such as bathrooms etc.

Conference notes the review of the Gender Recognition Act (GRA), that had input from the Trans community, and the very positive language used in the Government's response, however is dismayed that anything has yet to be actioned.

Conference believes that the spirit of the review should be supported by the Union. Conference believes that self-identification should be easier for transgender people, non-medicalised and their rights to use to use single sex provision be supported within the framework of the Gender Recognition Act.

Conference notes this happens in the Republic of Ireland already.

Conference notes that there are action points from the 2014 and 2015 Annual Conference that have yet to be acted upon that will go some way to solidifying the Union's stance on supporting our Transgender members and students.

Conference therefore instructs the Executive to:

1. Lobby Government for implementation of the actions recommended by the GRA review;
2. Be clear that it supports transgender members right to self-identify and ensure that the advice going out to our regional offices and local divisions is reflective of that right, and appropriate training and or information is provided;

3. Ensure that the policy decisions around trans issues agreed in 2014 and 2015 are enacted as soon as possible and for this to be reported back to the LGBT +Teachers conference by the relevant Executive Equality Seat Holder;
4. Go further than the GRA review and ensure that our Transgender members feel safe at our Union events and can use single sex provision if they identify as Transgender or non-Binary;
5. Make it clear that the Union supports the rights of our Transgender members to not be harassed by their own peers within the Union, and act on this harassment according to the rules of the Union; and
6. Work much more closely with Gendered Intelligence to ensure that our members, reps, division secretaries and equalities officers as well as staff have access to information from Gendered Intelligence that will help members in schools where there are students transitioning, to enable this to happen in a safe and supportive environment.

Amendments:

45.1 (Croydon) to move
(Portsmouth) to second

Insert new paragraph 3

Conference further notes that the Union's professional code of conduct clause g. specifically recognises that no member should discriminate against, or harass, or make any discriminatory offensive remarks against others including in particular colleagues and pupils.

Delete paragraphs 4 & 5 and replace with:

Conference notes the report by The Women & Equalities Select Committee Inquiry into Transgender Rights (WESCI), which has called for a review of the Gender Recognition Act (GRA) and the commitment by the Government to improve the process for those transitioning and to transgender rights in general.

Conference believes the Women & Equalities Select Committee Inquiry (WESCI) has raised important issues and notes the Government's response which commits itself to improving both practice and policy with regards to transgender people in balance with the rights of other protected groups.

Conference notes that under the current law, transgender people are entitled to access appropriate single-sex provisions and services except in "exceptional circumstances and where there is no less discriminatory way of providing this service".

After 'Conference therefore instructs the Executive to:'

Delete point 1 and replace with:

- 1) *convene, in summer 2017, a commission of inquiry which:*
 - a) *enables the Union to develop a well-informed, robust and progressive policy with practical advice and guidance for all our members*
 - b) *includes the widest range of practitioners and stakeholders possible;*
 - c) *results in its outcomes being presented to Conference 2018 and tabled at the Joint Executive Committee of the NEU - if new union is confirmed by ballot.*

Delete point 2 and replace with:

- 2) *ensure that regional offices, divisions and associations are provided, by the national union with clear advice and guidance on the rights and responsibilities relating to Transgender individuals to ensure proper support and representation for these members.*

Delete points 4,5 and 6.

(Supported by: East London, North Yorkshire, Southend)

45.2 *(Buckinghamshire) to move
(Kensington & Chelsea) to second*

Under: 'Conference therefore instructs the Executive to:'

Amend No.4 to insert 'or unisex' after 'single sex'

Add the word: 'respectively' at the end of No.4 after 'non-binary'.

To read.. use single sex, or unisex provision if they identify as Transgender or non-binary respectively;

Amend No. 6 to Insert 'and staff' after 'where there are students'

To read: .. where there are students and staff transitioning....

Add New point 7.

7. *Ensure that communications across the union are consistent in their use of language codes when referring to Trans and non-binary members and thorough equality training is provided to staff and officials to enable them to meet the needs of these members.*

Add new point 8.

8. *At the earliest opportunity consult with the LGBT + NOF, the newly formed Trans teachers network, Trans workers UK network and other organisations to collate a comprehensive online FAO or 'How to' guide to transitioning at work which goes beyond just 'discrimination' or 'harassment'. This should be made available on our website.*

45.3 *(Redbridge) to move
(Redbridge) to second*

Add after para 6 (which ends with ref to republic of Ireland)

Notes the extreme difficulty that Trans people have in accessing appropriate health care.

Conference believes that it is not the case that young people who experience gender dysphoria are being pushed into harmful and irreversible medical procedures and that it is the inability to access information and resources that causes harm to young Trans and non-binary people.

Conference believes that although Trans and non-trans women, including our members and the students we teach, experience oppression in different ways. Conference therefore believes it is in their common interest to fight for access to healthcare, control over their bodies and freedom from gender stereotypes and discrimination in education.

Add new point after Instructs the Executive:

7. *To ensure that different National Organising Fora work together in a fully inclusive manner based on the principle that an injury to one is an injury to all.*

PREVENT STRATEGY

MOTION 46 (Camden) to move
(Executive) to second

Conference reaffirms:

1. The policy agreed at Annual Conference 2015 in respect of the Prevent Strategy and its implementation and impact on schools and notes that this has enabled the Union to engage in discussion about this in various policy forums and research projects.

Conference notes:

- i. That there is a growing body of opinion that supports the Union's position that called on the Government "to withdraw the Prevent Strategy in regard to schools and colleges and to involve the profession in developing alternative strategies to safeguard children and identify risks posed to young people."
- ii. The comments of the UN Special Rapporteur, that the "lack of definitional clarity, combined with the encouragement of people to report suspicious activity, have created unease and uncertainty around what can legitimately be discussed in public." Further, that: "It appears that Prevent is having the opposite of its intended effect: by dividing, stigmatising and alienating segments of the population."
- iii. That is a matter of serious concern that the number of referrals to Prevent and Channel teams continues to rise. Whilst we recognise that there have been a number of successful interventions, we believe that these could have been made using alternative procedures and that there continues to be a large number of unnecessary referrals which arise from lack of clarity or fear amongst school leaders.

Conference instructs the Executive to:

- a. Continue to take part in the public debate about the Prevent Strategy in relation to schools;
- b. Continue to monitor the impact of Prevent in schools, particularly in relation to training which continues to be unregulated and unaccredited;
- c. Continue to press the Government to withdraw the strategy in relation to schools and engage in dialogue with schools, teachers and trade unions about the best approach to safeguarding;

- d. Seek the views and experiences of members in schools about how Prevent is affecting them in their work; and
- e. Support members in schools where they challenge assumptions being made in training or the way in which it is implemented.

ORGANISING AND MEMBERSHIP SECTION

Monday, 17 April

Sixth Session

(to be taken at 3.30 – 4.00 pm)

MOTION 47 ROGER KING (Executive) to move,
ANNETT PRYCE (Executive) to second:

That the Organising and Membership Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 52-62).

PROTECTING AND ADVANCING A LAY-LED UNION

MOTION 48 SALLY-ANN MCGILL (Rochdale) to move
STEPHEN PICKLES (Bradford) to second

Conference believes that it is vitally important for the democracy and for the effectiveness of the Union to maintain and support an effective lay structure at Association, Division and National level. Conference recognises that the current rapid growth of academisation and the threat to end de-delegation of facilities time funding from 2019 will drastically reduce the release of elected union representatives at all of these levels to represent and act on behalf of our members.

Conference welcomes the determination of the Union to recruit, train and support school representatives as the first line of support for members and the first level of organising. It also welcomes the work of the union's staff in support of members. It recognises and values the creation of and the work of our Organisers, our Advice Line and all of the rest of our front line staff. But it reminds the Executive that these cannot be a substitute for teachers representing teachers at a level beyond the individual school. They cannot be a substitute for Division and Association Officers and National Executive members with time freed to represent, organise and speak out on behalf of their colleagues.

Conference, therefore, reiterates its instruction to the Executive to look fundamentally at:

1. How our lay structure can remain the leading element in our Union,
2. How far this can be achieved by the defence of facilities time,
3. The extent to which extra resources may be needed to achieve this, and how they can be obtained and deployed.

Amendments:

48.1 *(North Yorkshire) to move*
 (South East Essex) to second

First paragraph

Delete all from "drastically reduce.....on behalf of our members" and replace with "mean that we have to campaign for release of elected union representatives at all of these levels, rather than take it for granted."

Add new second paragraph

Conference notes with grave concern that some local Associations and Divisions have already suffered reductions in facility time funding and are under immense workload pressures as a result. Conference also notes that Regional Offices are also working at full capacity and their ability to support local associations and divisions is therefore limited.

In new third paragraph, replace first sentence with:

“Conference notes:

- A. That the building of strong and effective school union groups, with elected and confident school representatives is key to the defence of our members, and to taking the union forward in the future.*
- B. Where a school is part of a MAT, reps and members should be encouraged to meet together where possible.*
- C. That the future of the union and its successor union depends on the growth of a new generation of representatives who can become elected Officers of Divisions and Associations in the future and support the building of union organisation in schools”*

In second sentence of new paragraph three replace “It” with “Conference”.

Add new paragraph at end:

“Conference further instructs the Executive to investigate how the Union’s training for School Reps can be delivered more locally and more flexibly to encourage more existing or potential Reps to attend.”

Add new points 4, 5, 6, 7 & 8 after “...the Executive to look fundamentally at...”

- 4. How the Union can work to maintain and strengthen locally accountable representative union structures within our schools, divisions and associations and seek to secure necessary employer agreed funding.*
- 5. How the Union can provide additional support for associations and divisions that have suffered from a reduction in facility time funding as a matter of urgency*
- 6. How the Union can provide additional support for Regional Offices who require such support as a matter of urgency*
- 7. How meaningful discussions with Division Secretaries can take place before the Union deploys its Organisers.*
- 8. How it can re-double its efforts to recruit and support school representatives, and to give them training and support in dealing with issues at school level*

(Supported by: Birmingham, Croydon, East London, Lambeth, Lincolnshire, Portsmouth, Wakefield and District, Oxfordshire)

48.2 (Brent) to move
(Brent) to second

Add after first sentence in second paragraph

'Conference welcomes the creation of NEU and believes that this will help with the aim of having a Rep in every school. Conference also believes that extending this process to complete unification within the education sector should be a top priority of this union and NEU to help build grass roots strength.'

Add new 4. Instruction

'Developing a strategy to help grow grass roots strength by building as rapidly as possible towards a single education union'.

48.3 (Buckinghamshire) to move
(Bradford) to second

Add at end

"Conference further instructs the Executive to

- a. Seek to make the paid release of lay officers at local and national level a priority of the NEU;*
- b. Ensure that the NEU has an equivalent of the NUT's Task Group On The Representation Of Members, so that its Executive has a mechanism to set the strategy for this and all other work necessary to maintain effective lay local structures*
- c. Ensure that the NEU has in place a plan that guarantees the long term release of lay local officers and National Executive members in the context of the government's proposal to end the de-delegation of funding for this in 2019."*

48.4 (Oldham) to move
(Oldham) to second

Add to the end of paragraph 2:

Conference recognises that retired members are often integral to the local structures of the union and that the rules of the NEU should reflect this. Conference instructs the Executive to negotiate with the ATL rules which ensure that retired members are permitted to play a full part in local structures of the union and to be full voting members of the NEU.

SALARIES, SUPERANNUATION & EDUCATION ECONOMICS SECTION

Monday, 17 April

Sixth Session

(to be taken at 4.00 – 5.00 pm)

FAIR PAY FOR TEACHERS

MOTION 49

JON REDDIFORD (North Somerset) to move
SIMON MURCH (Sheffield) to second

Conference believes that we have reached a point of crisis in teachers' pay, because the Government refuses to recognise the clear evidence that inadequate pay levels are driving good teachers out of the profession, depressing recruitment, and contributing to the wider undermining of teacher morale.

Conference notes that in its 2016 Report, the School Teachers Review Body recognised that "an uplift to the pay framework significantly higher than 1% will be required in the course of this Parliament to ensure an adequate supply of good teachers for schools in England and Wales."

Conference believes that it is no surprise that there is a recruitment and retention crisis when:

1. Teachers have suffered a real terms decline in the value of their take-home pay of approaching 20% since the beginning of the Coalition Government;
2. Some employers, faced with shrinking budgets, seek to ration progression up the Main Scale and on to the Upper Pay Spine by the punitive use of performance management; and
3. Housing costs accelerate at a rate whereby it is unaffordable for teachers to rent, let alone buy, a house in many parts of the country.

Conference congratulates those members who successfully resisted the refusal to pay cost of living rises and progression up the pay scales in individual schools, and those school representatives and local officers who prevented the imposition of unreasonable pay policies.

Conference welcomes the success of the Union in persuading the Review Body that schools should not be given the opportunity to bully teachers into giving up their position on the Upper Pay Spine.

Conference welcomes the commitment of the Leader of the Opposition to "recreate a system of national pay and conditions" for all teachers.

Conference instructs the Executive to seek from the Government:

- i. An end to the pay freeze and a commitment to restore the real value of all teachers' salaries to what it was in 2010 over the next 3 years;
- ii. The restoration of mandatory pay scales and responsibility payments for all teachers whose employment is publicly funded, including those in academies, free schools and sixth form colleges;
- iii. The restoration of national pay bargaining;
- iv. An end to the current system of so-called "performance related pay" that has been so arbitrary and so destructive of teacher morale; and

- v. A combination of a living wage and housing reform that will allow teachers to live in reasonable accommodation in London and those other areas that they are now priced out of, and be able early in their careers to buy their home.

Conference further instructs the Executive that, in addition to putting these proposals to the Government and the School Teachers Review Body, it should:

- a. Seek support for them from all other parties representing England and Wales in Parliament and report to our members on their responses;
- b. Campaign to convince the public that fair pay for teachers is essential to a good education system
- c. Campaign for and, when there is the necessary support, ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions and non-teaching unions as appropriate if no progress is made in talks with the Government on agreeing and implementing these proposals; and
- d. Target employers, whether they be local authorities, academy chains or individual schools, who produce unreasonable or unfair pay policies which withhold pay progression from teachers or use their policies in unreasonable and unfair ways, including naming and shaming them where necessary and give full backing, up to and including strike action, to members in schools that are withholding pay progression.
- e. To campaign for the continued existence of the STRB, should there be any attempt to dissolve it.

Amendments:

49.1 *(Executive) to move*
(Executive) to second

Add new para 4:

Conference notes that the 2016 NUT/ATL pay survey has provided further evidence of falling rates of pay progression, unfair and discriminatory pay policies and pay decisions, failure to take pay decisions on time and attempts to deny any cost of living increase separate from performance based progression.

Delete point i and replace with:

An end to public sector pay limits and a commitment to restore the real terms pay losses suffered by teachers since 2010 over as short a period as possible, to be followed by a further review conducted under national pay bargaining to establish fair and appropriate pay levels for the longer term.

Add new point vi.

vi. Annual publication of data by establishment on pay and pay progression, including on the equality characteristics of teachers denied pay progression and any cost of living increase.

Delete point e and replace with:

e. Oppose any attempt to abolish or reduce the role of the STRB in making recommendations on pay and conditions until and unless it is replaced by restored systems of national pay bargaining.

Add new point f.

- f. Develop strategies and tools to prevent and challenge unlawful discrimination in pay matters, in particular that experienced by Black teachers, by part-time teachers and by women teachers due to pregnancy or maternity leave.*

PAY

MOTION 50

(Executive) to move

(Executive) to second

Conference reaffirms the Union's commitment to the restoration of a national pay structure for all teachers, including restoration of fixed pay scales and removal of unfair pay progression requirements, as agreed at previous NUT Conferences. Conference welcomes the STRB's apparent recognition that a significant pay increase for teachers is required and instructs the Executive to continue to work to secure such an increase in accordance with Union policy.

Conference notes that while the Union has been successful in persuading the large majority of schools and academies not to change their pay structures, changes are beginning to appear in some school, local authority and academy trust policies. NUT member surveys undertaken in the past two years have shown that rates of pay progression are falling on the Main and Upper pay ranges, with some groups suffering obvious discrimination, and that the large majority of members believe that their school's pay policy is unfair and that decisions to deny individual teachers progression are unfair. The DfE is actively encouraging schools to adopt the position that the annual cost of living pay increase should not apply automatically to all teachers regardless of their progression on pay scales.

Conference instructs the Executive to:

1. Continue to issue advice on pay matters, jointly with other unions and employers wherever possible, and provide training and other support in order to help Union representatives at all levels to secure pay arrangements in line with Union policy;
2. Continue to encourage and support members in individual schools and groups of schools, up to and including through support for strike action, to take action against unfair pay policies and pay decisions and continue to emphasise to members that such support is and will be available;
3. Increase its efforts to encourage members to pursue individual pay appeals, recognising that the biggest obstacle to overcoming an unfair pay decision is usually the failure to make an appeal;
4. Seek to challenge unfair and potentially discriminatory pay decisions through legal means where possible;
5. Publicise successes secured by Union members in opposing unfair pay policies and pay decisions individually or collectively; and
6. Make teachers' pay and the restoration of a national pay structure for all teachers a central part of the Union's campaigns nationally.

RESOURCE MANAGEMENT SECTION

Monday, 17 April

Sixth Session

(to be taken at 5.00 – 5.30 pm)

MOTION 51 IAN GRAYSON (Executive) to move,
ANNE LEMON (Executive) to second:

That the Resource Management Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 81-84).

SUPPLY TEACHER REPRESENTATION (COMPOSITE)

MOTION 52 MARCIA DE CRUZ (West Sussex) to move
(Brighton and Hove) to second

Conference notes that the Union has taken steps to ensure that the voice of supply teachers is heard by having a Supply Teachers' Conference and campaigning against the exploitation of Supply Agencies. Supply teachers suffer exploitation in a way unknown by other teachers.

Conference supports the principle of a supply teacher's seat on the Executive.

Conference instructs the Executive to bring forward the necessary rule changes to allow a place reserved for a supply teacher on the National Executive Committee. This EC member will be elected by NUT members who have registered themselves as supply teachers on the Union's data base.

Amendments:

52.1 (Somerset) to move
(Executive) to second

Delete paragraphs two and three and replace with new paragraph two

Conference recognises the considerable work undertaken to establish a Supply Teacher Network together with the recent establishment of the Supply Teacher National Organising Forum. Conference agrees that it is the appropriate place to build the profile of supply teacher issues and involvement of supply teachers in the union. Conference further recognises the training offered to supply teacher officers as an important element of ensuring the ongoing support to teachers in this area. (Supported by: South East Essex, Southend, Portsmouth, Croydon, North Yorkshire)

52.2 (Sheffield) to move
(Sheffield) to second

Insert an additional 3rd paragraph to the motion to read;

“Conference also instructs the National Executive to seek agreement with ATL to create a Supply Teacher Seat on the new National Executive of the National Education Union.”

52.3 (Coventry) to move
(Coventry) to second

Reword paragraph 2 to say:

Conference recognises and applauds the excellent work done by supply teacher groups, both locally and nationally, to promote the rights of, and campaign on behalf of such exploited workers

Reword paragraph 3 to say:

Conference recognises that the best way to defend, and extend the rights of supply teachers is to organise activity at many levels. Conference therefore instructs the Executive to:

- 1. Promote the role of Supply Teacher Officer and encourage all Divisions and Associations to elect such an Officer.*
- 2. To promote and support local and national supply teacher groups, both those already set up, and encouraging more areas to organise supply teacher groups.*
- 3. To continue to support the lobbying of supply agencies, particularly those with the most exploitative practices.*
- 4. To seek to encourage the ATL, in the period leading to the proposed amalgamation date, to support such activity and lobbies, and to promote the continuation of such activity and policies within the NEU.*
- 5. To support members in schools, academies or chains to take action, up to and including strike action, where exploitative practices are used against any group of workers.*
- 6. To seek opportunities to campaign alongside other trade unions and other groups of workers employed in precarious conditions, for example, the use of temporary contracts in Higher Education and those employed in the gig economy.*

The Blair Peach Award will be presented during this session

SEVENTH SESSION

TUESDAY 18 APRIL

9.15AM – 1.00PM

EMPLOYMENT CONDITIONS AND RIGHTS SECTION (CONTINUED)

Tuesday, 18 April
Seventh Session
(to be taken 9.15 to 11.00 am)

See Pages 31 to 45

UNFINISHED BUSINESS

Tuesday, 18 April

Seventh Session

(to be taken at 11.00 am – 12.00 noon)

- **Adoption of Annual Report of Executive**

MOTION 53

(To be taken prior to the General Secretary's Address no later than 12.00 noon (See Standing Order 3(c)).

MS MARILYN BATER (for the Executive) to move,
MR IAN GRAYSON (for the Executive) to second:

That the Annual Report of the Executive (as amended) be adopted and printed for circulation.

General Secretary's Address

(To be taken at 12.15pm)

MR K COURTNEY will deliver his address to Conference.

- **Vote of Thanks**

The Chairperson to move:

MOTION 54

That the best thanks of Conference be, and are hereby given, to representatives of the town for the cordial reception given to Conference.

MOTION 55

That the best thanks of Conference be, and are hereby given, to all those associated with the running of Conference.

- **Thanks to the Chair**

MOTION 56 MS C GIBBON to move:

That the best thanks of Conference be given to the President, Ms Louise Regan, for her able conduct in the Chair.

GLOSSARY

AAA	Anti-Academies Alliance
ACAS	Advisory, Conciliation and Arbitration Service
ASOS	Action Short of Strike Action
ATL	Association of Teachers and Lecturers
BME	Black and Minority Ethnic
CAMHS	Child and Adolescent Mental Health Services
CCC	Campaign against Climate Change
CCG	Clinical Commissioning Group
CPD	Continuing Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EDL	English Defence League
EHCP	Education, Health and Care Plan
EI	Education International
EMA	Education Maintenance Allowance
EPPE	Effective Provision of Pre-School Education
ERW	Education Through Regional Working
Estyn	The Education and Training Inspectorate for Wales
ET	Employment Tribunal
FBU	Fire Brigades Union
GERM	Global Education Reform Movement
HSE	Health and Safety Executive
HSG	Health and Safety Guidance
INSET	In-Service Training
ITE	Initial Teacher Education
ITT	Initial Teacher Training
LA	Local Authority
LGBT+	Lesbian, Gay, Bisexual and Transgender
MPS	Main Pay Scale
NAHT	National Association of Head Teachers
NEU	National Education Union

NHS	National Health Service
NGO	Non-Governmental Organisation
NQT	Newly Qualified Teacher
NUS	National Union of Students
Ofsted	Office for Standards in Education
PCS	Public and Commercial Services Union
PISA	Programme for International Student Assessment
PPA	Planning, Preparation and Assessment Time
PRP	Performance Related Pay
PSHE	Personal, Social & Health Education
QTS	Qualified Teacher Status
RIDDOR	Reportable Injuries, Diseases and Dangerous Occurrences
RMT	National Union of Rail, Maritime and Transport Workers
SATS	Standard Assessment Tests
SEMH	Social, Emotional and Mental Health Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SRE	Sex and Relationship Education
STPCD	School Teachers' Pay and Conditions
STRB	School Teachers' Review Body
SUTR	Stand up to Racism
TA	Teaching Assistants
TLR	Teaching and Learning Responsibility
TPS	Teachers Pension Scheme
TSSA	Transport Salaried Staffs' Association
TUC	Trades Union Congress
TUPE	Transfer of Undertakings (Protection of Employment) Regulations
UCU	University and College Union
UK	United Kingdom of Great Britain and Northern Ireland
UNICEF	United Nations Children's Fund
UPS	Upper Pay Scale

