

Motions for prioritisation

Assessment,
curriculum and
accountability

Motion 001

Opposing the new Ofsted framework

Conference notes:

1. The overwhelming evidence from school leaders, teachers, governors and inspectors, documented through the Hampshire Branch/Huddersfield University project, that the current inspection regime is deeply flawed, harmful, and unfit for purpose
2. That the new Ofsted framework of November 2025:
 - i. Replaces single-word judgements with multi-domain report cards graded on a five-point scale
 - ii. Abolishes ungraded inspections, requiring all to be full graded inspections
 - iii. Expands the number of domains (inclusion, wellbeing, governance, achievement, personal development, behaviour, safeguarding) without increasing time in schools
 - iv. Introduces additional monitoring inspections for low-graded schools.

Conference believes:

- i. These changes will worsen existing problems of:
 - a. Context blindness: rigid rubrics force special and complex schools to be judged against mainstream descriptors
 - b. Inconsistency: more domains allow more discretion and variable outcomes
 - c. Lack of expertise: inspectors stretched thinly across new areas such as wellbeing and inclusion undermines credibility
 - d. Homogenised reporting: domain-level grading produces sanitised box-ticking documents
 - e. Overreach and marketisation: grading governance, wellbeing and inclusion intensifies inspector intrusion and parental “badge culture”
 - f. No benefit to pupils: there is no evidence inspection narrows attainment gaps.

Conference instructs the executive to:

- I. Reject the new Ofsted framework as a rebrand that multiplies existing harms, creating more stress, instability, and “ways to fail”**
- II. Campaign for the abolition of Ofsted in its current form and replace it with a system that:**
 - A. Embeds SEND and contextual expertise at its core**
 - B. Is collaborative, proportionate, and improvement-focused**
 - C. Provides transparent and fair complaints processes**
 - D. Prioritises staff wellbeing, pupil outcomes, and equity over market mechanisms**
- III. Work with sister unions, parents, governors and policymakers to co-create a credible, supportive, and trusted accountability framework**
- IV. Commission a fit-for-purpose alternative, considering approaches such as coaching models**
- V. Publicly challenge the damage caused by inspections and advocate restorative processes for affected schools and leaders**
- VI. Commission further research using the Hampshire/Huddersfield codification to evidence the current and projected harms of inspection and reinforce the case for alternatives.**

Districts: South East Hampshire, North Yorkshire, Warwickshire, Portsmouth, Brent, City of Derby, Camden, Lewes, Eastbourne and Wealden

Motion 002

Against the introduction of a statutory year 8 reading assessment

Conference notes:

1. The Secretary of State for Education's recent announcement of a new statutory year 8 assessment to measure reading fluency and comprehension.

Conference recognises:

- i. The importance of reading as a foundation for all learning and shares the ambition that every child should leave school as a confident, capable reader. However, Conference rejects the notion that further statutory testing is the means to achieve this goal

Conference believes:

- a. The introduction of another high-stakes national assessment will increase pressure on pupils, narrow the curriculum, and further erode teacher autonomy
- b. Secondary schools already carry out detailed baseline assessments and continuous monitoring of literacy skills. The proposed statutory test will duplicate existing work and divert valuable teaching time and resources
- c. The government's focus on testing ignores the deeper causes of literacy inequality—child poverty, underfunded early years provision, cuts to SEND support, and a lack of investment in school libraries and specialist literacy interventions
- d. The claim the assessment will be “non-onerous” and “supportive” echoes past government assurances about other tests, which have consistently resulted in data-driven accountability measures rather than genuine support
- e. The most effective way to improve reading outcomes is through:
 - I. Smaller class sizes, enabling personalised teaching
 - II. Sufficient funding for school libraries and access to diverse, high-quality texts
 - III. Specialist training and time for teachers to deliver targeted literacy interventions
 - IV. Addressing socio-economic barriers that impede learning.

Conference instructs the executive to:

- A. Publicly oppose the introduction of a statutory year 8 reading assessment**
- B. Campaign for government investment in early intervention, targeted literacy support, and resources for schools rather than new layers of testing**
- C. Work with parents, educational experts, and literacy organisations, and More Than a Score, to promote evidence-based approaches that foster a lifelong love of reading, not a culture of constant assessment**
- D. Communicate these concerns directly to the DfE and demand meaningful consultation with the teaching profession before any new assessment is implemented.**

Districts: Oxfordshire, Sheffield, Waltham Forest, Camden, Ealing, North Yorkshire, Redbridge, Staffordshire, Bedford, Greenwich

Motion 003 COMPOSITE

Prioritising the pedagogy of play

Conference notes:

1. From birth, babies and children grow, learn and thrive through play. Play provides opportunities to develop language, physical skills, knowledge about the world, social connections, early literacy and well-being
2. The right to play is recognised and enshrined in Article 31 of the UN Convention on the Rights of the Child, emphasising the critical role of play in children's lives alongside the responsibility to fulfil this right for all children.

Conference believes:

- i. Play that is physical, open-ended, child-led and age-appropriately risky, especially outdoors and in nature, can provide the vital antidote to the detrimental impact of poverty on children's lives, including excessive phone use and screen time
- ii. Time to play is being eroded in our current education system which focuses heavily on formal learning, phonics, commercial schemes and testing
- iii. The Reception Baseline Assessment (RBA) is a negative distraction from play, settling in and relationship building, which are all critical at the start of a child's time in school
- iv. Insufficient funding and academisation have reduced the number of specialist, skilled adults in EY and KS1 classrooms; limiting opportunities for high-quality interactions and scaffolding play. This is detrimental to the learning and development of all children, particularly the increasing number of children with complex needs
- v. Senior leaders and Ofsted inspectors often have less understanding of the uniqueness of early years and the importance of play as a vehicle for learning; this leads to pressure on reception and KS1 teachers to formalise learning too soon, and reduces time for uninterrupted quality play.

Conference instructs the executive to:

- a. Campaign to remove the RBA**
- b. Research the effects of and attitudes to RBA amongst the key stakeholders**
- c. Campaign to reduce time spent on phonics and formal learning in reception and KS1 to allow for play**
- d. Further inform senior leaders around the importance of play in both EY and KS1, providing training materials and a play expert guest speaker at the leaders' conference**
- e. Commit to an annual national early years conference which focuses on both organising and CPD around play and other relevant issues within the sector.**

Districts: Oxfordshire, Warwickshire, Luton, Birmingham, Brent, Cambridgeshire, Greenwich

Motion 004

Towards a liberatory curriculum and transformative pedagogy

Conference notes:

1. The continued pressure on educators to deliver a narrow, test-driven curriculum that prioritises performance metrics over deep, meaningful learning
2. The union's work and publications, including 'Thinking Beyond the Box', 'Are You on Slide 8 Yet?', and 'A Design for a Different Future', which collectively argue for a richer, more humanising education system rooted in equity, creativity, and critical thinking.

Conference believes:

- i. Curriculum and pedagogy should be co-created with students and communities, not imposed from above through prescriptive frameworks and high-stakes accountability
- ii. The current curriculum model disproportionately marginalises disadvantaged students and those from minoritised communities, reinforcing existing inequalities
- iii. Educators are professionals with the expertise and insight to design learning that meets the needs of their students, as championed in 'Are You on Slide 8 Yet?', which calls for trusting teachers' professional judgement
- iv. A system driven by curiosity, collaboration, and critical engagement—as outlined in 'Thinking Beyond the Box'—is both necessary and possible
- v. Education must be anti-racist and anti-sexist and promote equality and a sense of belonging for all LGBT+ students and disabled young people.

Conference further believes:

- a. 'A Design for a Different Future' provides a compelling vision of education grounded in justice, inclusion, and democratic values
- b. Pedagogy must centre the whole child and promote agency, joy, and belonging
- c. There is a need to actively resist curriculum models shaped by political agendas rather than pedagogical integrity.

Conference instructs the executive to:

- I. Develop and promote a national campaign for a new curriculum framework grounded in the principles from the union's publications cited above**
- II. Provide CPD and resources to empower educators to reclaim their professionalism and use their agency to implement liberatory pedagogies**
- III. Collaborate with educators, students, and families to develop models of assessment that align with inclusive, holistic education and campaign for flexible and vocational pathways**
- IV. Continue to foreground the union's vision for a different educational future in all national policy discussions.**

Districts: Executive, Lambeth, Bedford

Motion 005

Curriculum and assessment review

Conference welcomes the government's recognition that the curriculum is not fit for purpose, but is disappointed the review has missed the opportunity for the thorough overhaul that is needed.

Conference notes:

1. The review ruled out key reforms from the start: "the Review is not intended to remove well respected and valued qualifications like A levels, GCSEs and T Levels" and "we will maintain the important role of examinations".

Conference believes:

- i. The review group had no representation of teachers, subject associations, LAs or TUs, and was MAT-led with community schools unrepresented
- ii. It contained from the start staggering errors, claiming "the Progress 8 performance measure incentivises a diversity of subjects at key stage 4" and the UK is "a rare international exemplar of comprehensive provision for all to age 16"
- iii. Changing the KS2 grammar test to application is welcome, but it should be abolished altogether
- iv. An Oracy Framework may be positive, but speaking and listening should be an integral part of any English GCSE
- v. Reference to climate is positive, but a climate crisis curriculum framework would be better
- vi. Reference to digital literacy is welcome, but it should feature within the English curriculum focus on media literacy as well as computer science
- vii. More emphasis on science practical work is positive, but any science GCSE should include practicals
- viii. If the government can reject the review's recommendations to retain the EBacc element of P8 and to introduce a Y8 assessment of maths as well as reading, it can be pressured to go further on other recommendations too.

Conference instructs the executive to:

a. Demand:

- I. That teachers and other education workers be directly involved in creating the new curriculum, and funded and enabled to collaborate on implementation**
- II. Curriculum reform, including the points above as well as:**
 - A. Abolition of P8, threshold measures for primary, and SATs**
 - B. An end to selection**
 - C. An end to examination-only assessment and forced GCSE retakes post-16.**

Districts: Rochdale

Motion 006

Taking back the curriculum: educators designing a creative STEAM future

Conference notes:

1. The union's Arts and Minds campaign has highlighted the essential role of creativity and the arts in education
2. Internationally, governments are embedding the Science, Technology, Engineering, Arts and Mathematics (STEAM) approaches to prepare young people for a rapidly changing world:
 - i. Japan's 2020 "Society 5.0" curriculum promotes creativity and social innovation
 - ii. Jamaica's National STEAM Policy 2023–2028 commits five years of sustained investment
 - iii. Finland's National Core Curriculum integrates interdisciplinary creative learning
3. The World Economic Forum identifies creativity, analytical thinking and complex problem-solving as the top skills for the future workforce.

Conference believes:

- a. Curriculum reform must be educator-led, inclusive and evidence-based
- b. Curriculum reform has too often been imposed on educators rather than led by them
- c. A future English curriculum should integrate the arts with science and technology, valuing creativity, ethics, sustainability and cultural capital equally
- d. Every young person deserves a broad, creative and problem-solving education, free from the constraints of high-stakes testing
- e. Excellent UK STEAM charities already bring this approach to schools but rely on short-term, precarious funding. Access to rich, creative learning should not depend on a postcode lottery or charitable goodwill
- f. The union is uniquely placed to lead this national conversation.

Conference instructs the executive to:

- I. Establish a time-limited national STEAM working group of educators, academics and community partners to propose an evidence-based vision for the English curriculum**
- II. Publish a union-led report presenting this vision, drawing on international and UK case studies**
- III. Host a national conference or online forum to share good practice and invite contributions from international partners**
- IV. Lobby and campaign for sustained government investment in STEAM learning and secure funding for school-community partnerships**
- V. Reaffirm that curriculum and education lie at the heart of our union's purpose, empowering educators to shape the future of learning.**

Districts: Portsmouth

Motion 007

Curriculum and assessment review

Conference notes:

1. The government accepted the Curriculum and Assessment Review (CAR) recommendation that “the refreshed national curriculum should ensure the professional autonomy of teachers is maintained”
2. The government accepted the CAR recommendation that all programmes of study must “reflect our diverse society and the contributions of people of all backgrounds to our knowledge and culture”
3. Teaching of the new national curriculum will begin September 2028
4. The restrictions on curriculum time caused by statutory testing, as evidenced in a union survey of primary members
5. The government announced it would retain SATs months before the review was completed
6. The government’s intention to introduce an additional reading test in Year 8
7. The findings from the NEU-commissioned report “Are You on Slide 8 Yet?!” which showed that standardised curriculum packages (SCPs) do not reduce teacher workload but do reduce teacher agency
8. The government’s plan for implementation of new curricula leave avenues for bodies such as Oak National Academy to play an outsized role in the further development of resources.

Conference believes:

- i. Teaching staff need significant additional INSET time to prepare for the introduction of the revised national curriculum
- ii. New resources should primarily be developed with teachers contributing at every stage
- iii. Teachers should be provided with in-person CPD, coordinated by local authorities
- iv. Union participation plus professional input should be put into shaping and developing the programmes of study
- v. Private companies marketing commercial packages are not the answer.

Conference instructs the executive to:

- a. Continue to campaign against statutory testing and with More Than A Score**
- b. Support members to influence policies and practices regarding curriculum and assessment in their workplace**
- c. Advocate the principles that:**
 - I. Public funds used for creating new programmes of study should not go to for-profit organisations**
 - II. Creation of new curricula should involve direct input from practising classroom teachers**
 - III. One size does not fit all; professional autonomy must be maintained including sufficient flexibility to choose lesson content**
- d. Identify opportunities with other unions, where possible, to campaign for the promotion of teacher professionalism, curriculum breadth and flexibility.**

Districts: Executive

Motion 008

Trust teachers, end the culture of command and control

Conference notes:

1. National research shows teachers in England work some of the longest hours in Europe, with many exceeding 55 hours a week, leaving little time for professional reflection or collaboration
2. The Education Support “Teacher Wellbeing Index 2024” reported 78 per cent of teachers feel stressed and 41 per cent consider leaving the profession due to workload and lack of autonomy
3. A 2025 NEU report found that standardised curriculum packages and scripted lessons are increasingly used as a control mechanism over teachers’ work
4. Many schools now adopt centrally prescribed teaching approaches or ban certain methods, often led by poorly informed leadership fads or fear of inspection.

Conference believes:

- i. Teaching is an expert profession that depends on teacher judgement, creativity and trust
- ii. When leaders dictate how every lesson must look, teachers are reduced to delivery technicians, not reflective professionals
- iii. Evidence-informed practice thrives only when teachers have time, autonomy and respect to adapt ideas for their pupils
- iv. The union must defend professional freedom and challenge cultures of micromanagement that harm both staff and students.

Conference instructs the executive to:

- a. Launch a national campaign, ‘Trust Teachers to Teach’, opposing command-and-control leadership and promoting trust-based school cultures**
- b. Work with school leaders’ unions and the DfE to publish joint guidance on evidence-informed leadership, discouraging mandated pedagogies or scripted lessons**
- c. Commission or collaborate on national research to measure the scale and impact of prescriptive teaching and leadership practices, building on existing qualitative evidence**
- d. Develop a communications campaign aimed at senior leaders, governors and inspectors to showcase successful examples of trust-based practice and its benefits for staff wellbeing and pupil learning**
- e. Support branches to challenge excessive prescription locally and to negotiate workload and autonomy clauses into school policies.**

Districts: Southampton

Workforce,
bargaining
and negotiations

Motion 009 COMPOSITE

Academies: organise workers within them, fight for a return to democratic local control

Conference notes:

1. The efforts the union is making to organise across MATs.
2. The continued campaigning by our union and parents' groups to stop further academisations.

Conference believes:

- i. Organising workers in academies is best done by encouraging, supporting and training lay reps, ideally with facility time, in those academies
- ii. The union must help reps create union structures across MAT chains which are strong enough to run campaigns at trust level, effectively bargain with the employers, and which are able to support less well-organised sections
- iii. There is no evidence that joining a trust improves outcomes
- iv. MATs and the academy project have not worked to produce better education for children. However, academisation has produced financial scandals, reduced accountability, driven down pay and worsened conditions for staff in schools
- v. MAT CEOs' pay is rising rapidly
- vi. To combat the growing monopolisation of education, a viable route back from academisation must be created- including support for newly established LEA schools.

Conference instructs the executive to:

- a. Ensure the union gives maximum support to set up lay-led structures within MATs and academies**
- b. Ensure negotiations with trust employers on pay and conditions are in the hands of a committee of lay members, elected annually from meetings of reps within each trust**
- c. Ensure the content of communications with the membership that relate to negotiations within each trust are also set by this lay members' committee**
- d. Continue to prioritise the fight against further academisations, including by working to press the government to radically reorganise education by returning academies to well-funded, democratic LEA control**
- e. Campaign for academies and MATs to contribute financially to local facilities time arrangements to support members effectively in areas with high academisation rates.**

Districts: Hammersmith and Fulham, Kingston

Motion 010 COMPOSITE

Time off for religious observance

Conference notes:

1. There are a growing number of religious faiths practised across the UK
2. The school calendar is built around the major Christian festivals
3. According to the 2021 Census, 7.1m people identify with a non-Christian religion
4. Authorised absences are permitted for pupils so long as they fall on the days of the observance relevant to the religious body to which their parents belong
5. Some branches and individual schools have secured paid time off for religious observance, including where it forms part of a special paid leave policy
6. Despite this, time off for religious observance remains unpaid in many schools.

Conference believes:

- i. A reasonable amount of paid leave for religious observance should be mandatory for all employees working in education
- ii. We have a duty to represent the religious diversity of our workforce, especially in light of the rise of Islamophobia and the far right
- iii. Support staff who practise a non-Christian faith are disproportionately impacted by the requirement to take unpaid leave for religious observance
- iv. When schools advocate British values of tolerance, this must be reflected in policy relating to pay where members of different faiths may be disproportionately impacted
- v. The Equality Act 2010 specifies that “you must not be discriminated against because: you are (or are not) of a particular religion”, but this should not mean that the right to time off for religious observance means non-religious colleagues receive fewer rights to paid leave
- vi. Forcing staff to take unpaid leave for religious observance could be viewed as indirect discrimination.

Conference instructs the executive to:

- a. Encourage districts to share and discuss existing special leave model policies, which include a reasonable amount of time off for religious observance**
- b. Encourage branches to lobby local councils and employers where paid time off for religious observance is not permitted**
- c. Support a wider campaign on the issue with the objective of creating a model policy**
- d. Work with NJCs and other unions on the matter, including those who represent support staff**
- e. Back action up to and including strike action to win paid time off for religious observance.**

Districts: Harrow, Stoke on Trent, Cumbria, Greenwich, Luton

Motion 011 COMPOSITE

Asbestos – killing our members, killing our kids

Conference notes:

1. The union seeks to be “the campaigning voice of teachers, lecturers, support staff and leaders across the sector”
2. It is predicted that hundreds of thousands of pupils and tens of thousands of staff are likely to die of mesothelioma due to exposure in their schools
3. Three years ago the union engaged Leigh Day solicitors to prepare a legal challenge against the government for not identifying and removing all asbestos from educational buildings
4. The high-profile campaigns by the Sunday Times and the Daily Mail
5. Resolutions passed by this conference in 2023 and 2025 have not been implemented
6. The Control of Asbestos Regulations 2012 (the Regulations) set minimum standards for the protection of employees from risks related to exposure to asbestos
7. The Approved Codes of Practice (ACOP) describes preferred or recommended methods that can be used (or standards to be met) to comply with regulations and duties imposed by the Health and Safety at Work Act 1974
8. The Health and Safety Executive (HSE) launched a consultation on the control of asbestos regulations and guidance in November 2025 for the purpose of a review
9. Exposure to asbestos can cause mesothelioma, asbestos-related lung cancer, asbestosis, and diffuse pleural thickening
10. It can take 15-60 years for symptoms to develop after direct or indirect exposure to asbestos, so these diseases may not have an immediate effect
11. Reinforced autoclaved aerated concrete (RAAC) is to be removed from buildings, yet there is no move to eradicate the potentially more dangerous asbestos despite a call from the parliamentary work and pensions committee for the complete phased removal of asbestos over a period of 40 years, starting with the highest risk settings including schools.

Conference believes:

- i. Members cannot be expected to work in settings which could kill them
- ii. The health, safety and wellbeing of our members and young people should be our highest priority
- iii. Successive governments have done little to resolve this issue
- iv. The estimated death rate from asbestos related diseases has been significantly underestimated
- v. Asbestos affects all who work in our sector; it is an issue of professional unity.

Conference instructs the executive to:

- a. Send Environmental Information Regulations (EIRs) into all schools requesting full information concerning asbestos**
- b. Work closely with our sister education unions on this issue**
- c. Provide training for reps and H&S reps on ‘Organising Around Asbestos’ to enable them to confidently address this problem in their workplace**
- d. Support members who call for section 44 action where full disclosure is not made**
- e. Demand the government sets a timeline for the total removal of asbestos from all school and college buildings**
- f. Campaign for schools to be awarded additional funding to manage and remove all asbestos in school buildings**
- g. Demand all asbestos registers are kept for a minimum of 40 years including when ownership of a building has changed or a building has been demolished**
- h. Campaign for the government to set aside funding to compensate workers who have been exposed to asbestos in their workplace.**

The Officers of the Union have considered the terms of the motion in accordance with their remit to examine motions and amendments. They believe the terms of this motion are in order for debate only on the basis that implementation of the motion will be in accordance with the law.

Districts: Cheshire East, Leeds, Cheshire West and Chester, Portsmouth, Torfaen, Brent, Lewes, Eastbourne and Wealden, West Sussex, Enfield

Motion 012

Periods at work, time for real support

Conference notes:

1. The union has developed a menstruation model policy to support staff who are menstruating, providing a framework for schools to adopt
2. Lack of menstrual health support can negatively impact attendance, productivity, concentration and overall well-being, disproportionately affecting women and non-binary staff.

Conference believes:

- i. Periods are a workplace equality issue. Staff should not have to suffer stigma, reduced hours, or lost pay because of natural bodily processes
- ii. Many schools and trusts assume their menopause policies are sufficient. However, heavy periods, severe pain, and other menstrual health issues affect women and non-binary staff of all ages and at all career stages
- iii. Comprehensive menstrual health policies, alongside menopause policies, are essential to create inclusive, supportive workplaces
- iv. The union's menstruation model policy offers a practical framework for schools to implement consistent support
- v. Supporting staff who are experiencing menstrual health issues improves well-being, reduces absenteeism, and promotes equality at work.

Conference instructs the executive to:

- a. Launch a national campaign advocating for the adoption of the union's menstruation model policy to ensure menstrual health is recognised as a key aspect of staff well-being and workplace equality**
- b. Provide training and resources to reps to support policy implementation locally**
- c. Monitor and report on the impact of policies on staff attendance, health, job satisfaction, and equality.**

Districts: Cheshire East, Caerphilly

Motion 013

Protecting support staff from excessive workplace heat

Conference notes:

1. The growing risk of extreme heat in schools disproportionately affects support staff, who face unique challenges due to their roles, including:
 - i. Working around heat-generating equipment such as ovens, boilers, and serving areas in kitchens, ICT rooms, and maintenance zones, causing elevated temperatures
 - ii. Performing physically demanding tasks like cleaning, manual handling, and maintenance, often in enclosed or poorly ventilated spaces where heat accumulates quickly
 - iii. Spending long periods outdoors, for staff such as caretakers, lunchtime supervisors, and PE support staff, with limited shade or UV protection
 - iv. Working in classrooms as teaching assistants, where poor ventilation and high occupancy contribute to uncomfortable and unsafe heat levels
 - v. Having minimal control over their environment and limited ability to adjust workloads or relocate during hot conditions
2. Despite these risks, UK law lacks any statutory maximum working temperature. Existing regulations require indoor temperatures to be “reasonable,” a vague standard offering little meaningful protection.

Conference believes:

- a. The absence of statutory maximum temperature limits leaves support staff dangerously exposed to heat-related health risks such as heat exhaustion, dehydration, and serious heatstroke.
- b. These conditions impair wellbeing, reduce concentration, productivity, and overall safety, creating unsafe environments - especially for physically demanding or prolonged tasks.

Conference instructs the executive to:

- I. Lead a robust campaign to demand statutory maximum working temperatures across all education workplaces**
- II. Develop and deliver tailored guidance and training for support members on heat-related health and safety rights**
- III. Ensure all union materials on climate, temperature, and workplace conditions explicitly address support staff needs**
- IV. Advocate for schools to be legally required to implement protective measures when thresholds are reached, including task rotation, increased rest breaks, improved ventilation, CO₂ monitoring, access to cool areas and hydration, suitable lightweight uniforms or dress codes, provision of sunscreen in rest areas, and planting trees or natural shade for long-term outdoor protection.**

Districts: Cheshire East

Motion 014

End the misuse of support plans, defend women educators

Conference notes:

1. Reports from Schools Week, casework and evidence from the 'Silenced by Support' campaign expose the widespread, systemic misuse of teacher support plans across schools.

Conference believes:

- i. Women teachers, especially those in their 40s and 50s on the UPS/UPR, are being disproportionately placed on these plans for vague, subjective, or spurious reasons
- ii. The process, or even the threat of being placed on a support plan, causes significant trauma, anxiety, and long-term damage to members' mental health and well-being
- iii. Many teachers feel forced into settlements and non-disclosure agreements due to the trauma, stigma, and prolonged stress of the support plan process
- iv. These discriminatory practices undermine retention, disproportionately impact experienced women, and create a culture where accountability is evaded through fear and silence
- v. Support plans must be developmental, not used as disciplinary or punitive tools
- vi. Women on UPS/UPR are being unfairly targeted due to a combination of gender, age, and pay discrimination
- vii. The current use of NDAs and settlements reinforces a damaging culture of silence, fear, and institutional gaslighting
- viii. The misuse of support plans is a significant, often hidden, factor in the profession's retention and well-being crisis.

Conference instructs the executive to:

- a. Launch a campaign, 'Support, Don't Silence', to expose the discriminatory use of support plans and amplify member and whistleblower testimonies**
- b. Lobby the DfE and Ofsted to:**
 - I. Issue strict, evidence-based criteria for initiating support plans**
 - II. Require anonymised publication of support-plan data by age, gender, and pay scale**
 - III. End the use of NDAs in cases involving patterns of discriminatory targeting**
- c. Develop model policies that ensure support plans are used fairly, transparently, and with union oversight**
- d. Enhance legal and casework support for members facing punitive support procedures and pressured settlements.**

Districts: Cheshire East

Motion 015

Stop MATs exploiting loopholes, defend jobs, hours and education

Conference believes:

1. Some MATs make more than 20 redundancies a year across their schools
2. By dealing with redundancies at individual school level, MATs avoid triggering the statutory consultation threshold
3. Support staff are frequently pressured into reducing contracted hours or accepting downgraded roles - practices that constitute redundancy by stealth
4. These practices are often hidden unless members contact their union for support.

Conference further believes:

- i. MATs are exploiting loopholes in redundancy law to avoid accountability
- ii. Forced reductions in hours are disguised redundancies that cut pay and worsen conditions
- iii. These actions disproportionately affect the lowest-paid staff and undermine collective bargaining rights
- iv. Education provision suffers when jobs and hours are cut.

Conference instructs the executive to:

- a. Lead a robust campaign against the use of stealth redundancies and reductions in hours by MATs**
- b. Lobby government for legislative change so redundancy consultation thresholds apply across trusts, not just individual schools**
- c. Provide training and guidance for reps on identifying and resisting disguised redundancies**
- d. Support branches and districts in building cross-school organising within MATs**
- e. Collect and publish national data on redundancies and hours reductions across MATs.**

Districts: Cheshire East

Motion 016

Safeguarding practical education through adequate technical support

Conference notes:

1. Over the past decade, technical support in practical subjects including science, art, design and technology, has been drastically reduced. Technician hours, training opportunities, and working conditions have fallen below safe and educationally effective standards
2. Most schools rely on Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) for health and safety guidance, including risk assessments and technician service factors
3. CLEAPSS recommends a service factor of 0.85 technician hours per science teaching hour to ensure safe, effective delivery of practical science. Many schools operate below 0.6, compromising safety, learning outcomes, and technician wellbeing
4. Art and design and technology departments face similar challenges, with technicians often expected to support multiple disciplines without adequate time, resources, or recognition. These roles are essential to safe practice, creative exploration, and curriculum delivery.

Conference believes:

- i. Technicians across all practical subjects are vital to the safe, engaging, and inclusive delivery of hands-on education. Their expertise underpins risk management, curriculum innovation, and student achievement
- ii. CLEAPSS guidance is frequently ignored in staffing decisions and resource allocation
- iii. Disregarding professional guidance on technician staffing levels and service factors places undue pressure on teaching staff, increases health and safety risks, and undermines the quality of practical education
- iv. The current lack of statutory enforcement allows schools to sideline technician provision.

Conference instructs the executive to:

- a. Campaign for the DfE to formally adopt CLEAPSS guidance on technician service factors and staffing levels as statutory minimum standards across all practical subjects**
- b. Lobby the HSE to enforce these standards through inspection and accountability mechanisms**
- c. Advocate for a national framework for technician pay, job descriptions, and career progression, aligned with CLEAPSS and Association for Science Education recommendations**
- d. Support technicians' access to CPD, induction programmes, and professional accreditation, e.g. Registered Science Technician, recognising their role as skilled professionals within the education workforce**
- e. Raise awareness among school leaders, governors, and local authorities about the legal, pedagogical, and creative importance of adequate technical support in all practical subjects.**

Districts: Cheshire East

Motion 017
ECT/NQT support plans

Conference believes:

1. There has been a concerning rise in ECTs/NQTs contacting branches because they are placed on support plans in their final ECT/NQT year. In most cases the ECTs/NQTs believed they were on track, based on the feedback in their previous ECT/NQT reviews
2. We have a recruitment crisis. Whilst it is vital new teachers achieve the standards expected of them, being unexpectedly placed on a support plan can be demoralising and lead to some leaving the profession before they are fully qualified.

Conference further believes:

- i. ECTs/NQTs should be supported through their ECT/NQT programme, and any areas for development should be clearly outlined at each stage
- ii. It is the responsibility of headteachers and appropriate bodies to ensure ECTs/NQTs are clear about the areas they need to focus on.

Conference instructs the executive to:

- a. Investigate this issue urgently to establish how widespread it is across England, Wales and Northern Ireland**
- b. Provide feedback and guidance to appropriate bodies and schools on how to support ECTs/NQTs effectively.**

Districts: Somerset

Motion 018

Support the return from parental leave

Conference notes:

1. The Burgundy Book maternity scheme offers four weeks full pay, two weeks 90 per cent pay and 12 weeks 50 per cent pay plus SMP
2. The Burgundy Book states that employers can offer adoption pay in line with maternity scheme 'at their discretion'
3. The Green Book Maternity scheme offers six weeks 90 per cent pay, 12 weeks 50 per cent pay plus SMP
4. Neither the Burgundy or the Green Book offer paternity or shared parental schemes
5. Both the Burgundy and the Green Book schemes require users to return to work for three months to avoid repaying 12 weeks of 50 per cent pay
6. 17 per cent of returning teachers quit within a year of returning from maternity leave, 5 per cent higher than the leaving rate for all teachers
7. Only 27 per cent of teacher-mothers report feeling they received adequate support when returning to work.

Conference believes:

- i. The retention and recruitment crisis is detrimental to children, young people and educators
- ii. To aid recruitment and retention the education sector must offer better pay for adoption, maternity, paternity and shared parental leave
- iii. To improve retention the education sector must offer better return to work support.

Conference instructs the executive to:

- a. **Campaign and lobby for changes to the Burgundy and Green Books:**
 - I. **20 weeks full pay for adoption, paternity, maternity and shared parental leave as a day one right**
 - II. **Remove 13 week clawback period for those who take occupational pay**
 - III. **Entitlement to at least five 'in touch' (KIT/SPLIT) days where requested to support the return to work period**
- b. **Create a 'Supporting the Return from Parental Leave' model policy**
- c. **Support regions and districts to promote this new model policy to reps**
- d. **Offer training to reps to support them in bargaining for the model policy to be adopted in their workplace.**

Districts: Sutton, Devon

Motion 019

Union strength and recruitment in ITT and ECT/NQT

Conference notes:

1. The 2025 NFER Report recognises that teacher recruitment and retention remain in crisis with recruitment persistently below target levels and leaving rates high
2. The leaving rate for ECTs/NQTs is higher than the average leaving rate at 21 per cent within two years of entry
3. The government recently introduced and targeted retention incentives which expand on the early career payments and levelling up premium
4. Bursary increases are associated with a sustained increase in long-term teacher supply
5. For primary and “non-priority” subjects bursaries are low or non-existent
6. Some trainees take on more debt or second jobs to cover tuition and living expenses.

Conference believes:

- i. Teacher shortages result in poor outcomes for pupils including higher class sizes and reliance on unqualified or non-specialist teachers
- ii. Teaching is a skilled profession and ECTs/NQTs require training and support to succeed
- iii. Union visibility in all ITT routes is limited. Increased membership and activity will empower members to demand change
- iv. ECTs/NQTs are often not informed about their rights, which causes worry for members and casework for the union
- v. The unaffordability of teacher training is a class issue as it leads to disproportionate representation in the profession
- vi. Financial security in training and early career stages are key to combating the recruitment and retention crises.

Conference instructs the executive to:

- a. Campaign to ensure union membership and workplace rights are a part of ITT**
- b. Use the “Better Deal for New Educators” campaign to push for awareness and improvement of trainee rights**
- c. Survey trainees on workload and satisfaction**
- d. Direct districts and branches to meet with ECTs/NQTs termly to deliver training and briefings to build their political education and defend their rights**
- e. Create training around developing new educators**
- f. Include rights around union access to all new staff in future recognition agreements**
- g. Campaign with sister unions for financial incentives such as the reintroduction of maintenance grants and universal retention bonuses in the 1st, 2nd, 5th and 10th years for all educators to help resolve the recruitment and retention crises.**

Districts: Harrow, Haringey, Luton, Liverpool, Havering, Cumbria, Greenwich

Motion 020

Workload in England

Conference notes:

1. Maintained and academy mainstream schools in England are required to have a teacher designated responsible for coordinating SEND provision (a SENDCo). While much of the role of the SENDCo is administrative, it requires the skills and aptitudes of a teacher to undertake the work, liaising with children and young people, their families and carers, and teams of other professionals
2. Schools Week research showed that the number of teaching vacancies mentioning 'SENDCo' or related terms more than doubled between 2018-19 and 2023-24, with the proportion of SENDCo vacancies rising from 4 per cent to 6 per cent in the same period.
3. The union's SENDCo workload report in 2018 showed that more than half of SENDCos had teaching responsibilities on top of their role.

Conference believes:

- i. SENDCos play a vital role in maintaining relationships between children and young people, families, and other professionals
- ii. SENDCos need significant time away from their teaching responsibilities in order to discharge their duties
- iii. SENDCos are stressed, overworked and, in many cases, underpaid for the work they do
- iv. The Secretary of State's announcement, in October 2025, that schools should hold more responsibility for the production of Education, Health and Care Plans, will place an unacceptable level of stress and burden onto an already overstretched workforce
- v. While the media maintains the public panic that the SEND system is in crisis, SENDCos are on the frontline, managing increasing caseloads, a scarcity of specialist education places, and a curriculum which is not fit for purpose, at the same time as battling school cuts, the crumbling NHS, and families in crisis.

Conference instructs the executive to:

- a. Campaign for protected, non-contact SENDCo time to be enshrined in the STPCD**
- b. Campaign for compulsory teaching and learning responsibility payments to be awarded to main pay range/upper pay range teachers who are undertaking the role of SENDCo**
- c. Commission further research into the working conditions of SENDCos, to inform future campaigns.**

Districts: Reading

Motions 021 COMPOSITE

Stop school closures

Conference notes:

1. The DfE notes a total projected fall of 436,000 pupils by 2028/29, with an additional 382,000 by 2032/33
2. The National Funding Formula (NFF) means that falling pupil numbers directly reduce school budgets
3. Core funding per pupil has fallen by £127 in real terms since 2010; 74 per cent of schools have seen funding reductions; and 15.3 per cent of schools are in deficit
4. School funding is currently 3.9 per cent of GDP compared to 5.5 per cent in 2009-10
5. Schools are increasingly proposing restructures, redundancies and even closure
6. Outsourcing of LA central services means millions are spent on private contractors, money that could be reinvested in schools
7. Some school groups have already taken industrial action to defend their schools
8. UK class sizes are among the largest in OECD countries, and pupil-teacher ratio one of the highest
9. Evidence suggests smaller class sizes benefit children's learning, especially in the early stages of primary school.

Conference believes:

- i. Falling rolls should be treated as an opportunity to improve education through smaller class sizes
- ii. Cuts, closures and restructures are political choices, not inevitable consequences of demographic change
- iii. Education funding is inadequate, and the current funding formula is rigid and inappropriate
- iv. Housing is a key issue for families, including our own members, and affects recruitment and retention of staff
- v. The union must develop a strategic, national approach to falling rolls to defend jobs, schools and communities.

Conference instructs the executive to:

- a. Campaign nationally for a moratorium on closures, amalgamations and restructures**
- b. Promote the principle that smaller class sizes can improve educational quality and reduce workload**
- c. Support districts and branches in opposing school closures and unnecessary mergers**
- d. Seek to bring districts and branches together, and to work with parents and the public to campaign against closures and to persuade school groups to take industrial action as part of the campaign**
- e. Campaign nationally, with housing groups and others, for the building of more social housing, for the reintroduction of key worker schemes and for fair, controlled rents**
- f. Call upon the government to increase school funding to at least 5 per cent of GDP**
- g. Demand from the government:**
 - I. Reform of the NFF to protect schools experiencing demographic decline**
 - II. Adequate funding for all pay awards**
 - III. Increased core funding and protection of SEND and pupil premium budgets**
 - IV. Return of school funding powers to LAs**
- h. Launch a national organising strategy on falling rolls, including**
 - A. Mapping demographic changes**

- B. Identifying at-risk schools and supporting reps and members**
- C. Building campaigning alliances with parents, communities, and local housing groups**
 - i. Establish a default, union-wide response to school closures that always includes balloting members for industrial action, directed by local lay officials and reps**
 - j. Include, as part of this default response, exploring balloting neighbouring schools at the same time, over potential increases in workload and increases in class sizes resulting from local closures**
 - k. Advocate that school leaders and governors share the full financial picture with staff when closure is a possibility, to ensure transparency for stakeholders.**

Districts: Southwark, Isle of Wight, Barnet, Hackney, Newham, Haringey, Halton, Lambeth, Islington, Lewisham

Motions 022 COMPOSITE

Fair pay, progression and recognition for all support staff

Conference notes:

1. Support staff are essential to pupil success, inclusion and wellbeing across all settings
2. Many support staff regularly undertake duties above their contractual grade without fair pay, recognition or opportunities for progression
3. There is no consistent national framework to ensure experience, responsibility and professional development are recognised or rewarded
4. Access to qualifications and CPD often depends on inconsistent internal budgets, disadvantaging many staff including our members
5. The lack of structured appraisal systems and clear pathways for pay progression contributes to ongoing recruitment and retention challenges.

Conference believes:

- i. Support staff are vital to the success, inclusion and wellbeing of pupils across all settings
- ii. Fair pay, recognition of experience, and accessible funded qualifications are essential to valuing all support staff and strengthening the education workforce
- iii. All support staff, regardless of role, deserve fair pay, national consistency and transparent routes for career progression
- iv. Many support staff regularly perform duties above their contractual grade without fair pay, formal recognition, or access to progression routes. Experience and proven competence must be recognised alongside formal qualifications when determining pay and advancement
- v. The lack of structured appraisal systems and pay progression opportunities contributes to the ongoing recruitment and retention crisis in education
- vi. Externally funded qualification and CPD routes are essential to ensure equity and protect staff from bias in school-level funding decisions, yet access to qualifications and CPD often depends on internal budgets, which can be inconsistently applied and may disadvantage certain groups, including our members
- vii. A guaranteed, transparent annual appraisal process is crucial to support fair pay decisions and recognise both experience and professional growth
- viii. Term-time only pro-rata pay significantly disadvantages support staff and contributes to low pay across the sector
- ix. Affordable access to union membership is essential, and discounted membership for new support staff is necessary to ensure representation and support.

Conference instructs the executive to:

- a. Campaign nationally for a support staff pay and progression framework recognising both qualifications and experience, applicable to all support staff roles**
- b. Lobby the DfE to establish externally funded qualification and CPD pathways accessible to all support staff**
- c. Encourage branches to work with local authorities, academy trusts and other unions to embed annual appraisal systems that link experience and responsibilities to pay progression**
- d. Publish guidance promoting fair, transparent appraisal and pay practices that prevent the misuse of support staff in higher-level roles without appropriate pay**
- e. Campaign for the abolition of term-time only pro-rata pay and promote a fair, nationally negotiated pay structure reflecting the full-year value of support staff roles**
- f. Introduce discounted first and second year membership rates for support staff, aligned with new teacher pricing, to support recruitment and retention.**

Districts: Peterborough, Nottingham

Motion 023

Fighting on workload and PPA

Conference notes:

1. The failure of government led initiatives to bring down teacher workload
2. Department for Education research in 2024 found “full-time teachers typically work 51.2 hours per week”
3. TUC research found that teaching is the profession most likely to complete unpaid overtime, with 38 per cent of respondents stating they do so
4. The STPCD states “All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time” and that this “must amount to not less than 10 per cent of the teacher’s timetabled teaching time”
5. Teachers are now able to take PPA time away from school
6. The union’s bargaining strategy is the best way to make workload gains in and across workplaces.

Conference believes:

- i. Excessive workload is a major concern and has an immeasurable impact on teachers’ wellbeing
- ii. The rise of anti trade union politics from Reform UK will lead to further attacks on our profession. Improved workload must be an urgent priority
- iii. That 10 per cent PPA is not enough time for teachers to cope adequately with their workload. An increase is vital
- iv. PPA should be protected, but funding cuts mean many teachers lose part of their PPA time to cover staff or support behaviour
- v. Co-ordinated workplace action can build union strength and can influence government policy.

Conference instructs the executive to:

- a. Campaign for 20 per cent minimum PPA time to be adopted by the DfE**
- b. Encourage districts to use the School Cuts website to address funding-related workload concerns locally**
- c. Support branches and MAT lead reps to survey reps and workplaces to highlight both good examples of PPA and workload, as well as target where collective action can be taken, and to use survey results to foster and co-ordinate disputes and ballots across multiple workplaces and employers**
- d. Develop tools and mechanisms to join reps and secretaries who are running disputes on similar issues**
- e. Send regularly to all reps the notices of all workplace strike action with solidarity requests.**

Districts: North Yorkshire, Coventry, Staffordshire, County Durham, North Somerset, City of Derby, Bedford, Lewes, Eastbourne and Wealden

Motion 024

Reducing educator workload: protecting PPA and ending trapped time

Conference notes:

1. Teacher workload continues to be one of the primary causes of stress, burnout and attrition within the education sector
2. The 2023 DfE Workload Survey reported full-time teachers work an average of over 50 hours per week with little reduction in the past decade
3. Planning, preparation and assessment (PPA) time is intended to reduce excessive workload, yet in practice, many educators receive the bare minimum allocation and face increasing expectations to complete significant additional work outside directed time.

Conference believes:

- i. The lack of a clear, enforceable definition of “trapped time” within the STPCD allows schools to schedule non-teaching duties within directed hours that erode genuine PPA and recovery time
- ii. Effective teaching and learning depends on educators having sufficient time to plan, prepare and assess to a high standard within their contracted hours
- iii. The erosion of PPA and the misuse of directed time are key drivers of workload escalation and poor retention
- iv. A legally binding definition of “trapped time” is essential to protect staff from unreasonable expectations during the school day
- v. A significant increase in PPA time will improve educational quality, reduce burnout, and support recruitment and retention.

Conference instructs the executive to:

- a. Campaign for a minimum 20 per cent of timetabled teaching time to be allocated as guaranteed PPA, separate from any other duties**
- b. Lobby the DfE to include a full, clear, and undisputable definition of “trapped time” in the STPCD, ensuring it cannot be used to mask workload increases**
- c. Work with other unions and stakeholders to monitor and challenge breaches of PPA and directed time provisions**
- d. Produce and circulate clear national guidance and workload audits for school representatives to use in holding employers to account**
- e. Encourage employers to carry out a detailed, precise, workload assessment of every new initiative before its introduction.**

Districts: Devon

Motion 025
Work-related stress

Conference notes:

1. Increasing numbers of members are absent from the workplace because of work-related stress
2. According to the HSE publication 'Education Statistics in Great Britain, 2024', workers suffering from work-related stress, depression or anxiety contributes to 53 per cent of all ill health in this sector
3. Workplace stressors include workload, working patterns, demands, lack of control, poor communications, lack of transparency, employer and employee relations, bullying, isolation, and the working environment.

Conference believes:

- i. Workplace stress has a profound impact on the long-term mental and physical health of all educational professionals
- ii. Work-related stress has a detrimental effect on recruitment and retention of educators in our schools and colleges
- iii. All ill health but specifically anxiety and depression caused by work-related stress impacts negatively on all teaching and learning in our workplaces
- iv. All work-related stress should be reportable to the HSE in the same way as work related injuries.

Conference instructs the executive to:

- a. Launch a campaign to raise awareness of the legal duty of employers to prevent stress and include the management of stress as part of H&S risk assessments**
- b. Raise the profile of the six management standards and challenge employers that do not have measures in place to address demands, control, support, roles, change and relationships**
- c. Produce a model policy to manage stress in the workplace**
- d. Implement a new workload survey including questions on the impact of workload, working patterns, working environment and subsequent work-related stress**
- e. Promote the union's stress survey**
- f. Approach the TUC and other unions to request they join us in negotiating with the HSE to make changes to the RIDDOR guidance to recommend all work-related stress is reported and investigated with measures recommended as good practice.**

Districts: Staffordshire

Motion 026

Contracts and capability

Conference notes:

1. Teachers who lose their job through capability procedures have this recorded on their permanent employment record
2. This creates pressure on the union to advise members to seek settlement rather than fighting against bullying and oppressive management culture
3. Data protection laws have a very limited range of information that can be kept on record beyond strict time timeframes.

Conference believes:

- i. Being forced from a job at short notice creates stress and uncertainty
- ii. Capability procedures vary widely from school to school
- iii. Capability is a subjective judgment and staff who are judged to be failing in one setting often thrive in others
- iv. Allowing schools to create permanent records based on subjective judgements about quality of teaching leaves teachers open to bullying and harassment from school management.

Conference instructs the executive to:

- a. Investigate data protection laws to ascertain whether it is appropriate to keep quality of teaching judgements on a permanent record**
- b. Create a strategy and campaign for the removal of capability from permanent records.**

Districts: Newham

Motion 027

Winning a national contract for education

Conference notes:

1. The union's rule 7.1.1 states: "Conference is the supreme authority of the union"
2. Conference 2024 instructed the executive to "Prepare a timetable for action, aimed at winning a new National Contract for Education by September 2025."

Conference believes:

- i. We are a member-led union where conference is the supreme authority, and our leadership and executive cannot override that authority
- ii. The high level of workload facing education staff contributes hugely to the recruitment and retention crisis
- iii. High workload and high turnover damages the health, safety, and wellbeing of staff and children's education
- iv. The union should have an industrial action strategy to win our policy for the "Government to negotiate a new 'National Contract for Education', binding on all employers", including removing the STPCD clause: "a teacher must work such reasonable additional hours as may be necessary to enable effective discharge of a teacher's professional duties" replacing it with an upper time limit that management can expect teachers to work
- v. This fight for a new national contract could include all education staff
- vi. UPS/UPR teachers should not be expected to undertake extra responsibilities
- vii. Winning a national fight on workload, requires winning increased overall funding and pay restoration.

Conference instructs the executive to:

- a. Launch an immediate campaign to highlight the intolerable conditions school staff face, the damage to children's education, and the consequent need for a new national contract, binding on all employers**
- b. Write to government and employers seeking negotiations, demanding improved funding, pay and working conditions in our evidence to the STRB**
- c. Draw up and enact a plan to build for national industrial action ballots to win a new National Contract, drawing on the lessons from the 2022/23 pay campaign**
- d. Approach NASUWT, NAHT, ASCL, UNISON, Unite and GMB to seek their support for the campaign**
- e. Prepare a timetable for action to win a new national contract for education by September 2027**
- f. Demand the increased overall school funding levels this action would necessitate.**

Districts: Coventry, East Riding, Worcestershire

Motion 028

Recognition and collective bargaining in independent schools and non-recognised academies

Conference notes:

1. Our union is the largest in the independent sector, with 35,000 members in 1,700 schools, and 200 recognition agreements. It continues to grow year on year
2. The Employment Rights Bill proposes material changes to union rights. These include the repeal of the Minimum Service Levels Act 2023, scaling back the Trade Union Act 2016, a 12-month mandate and ten-day notice period for action, strengthened union access including digital access, wider use of electronic balloting, and lower thresholds for statutory recognition and industrial action ballots. Government and advisory sources expect Royal Assent in Autumn 2025, with staged implementation into 2026.

Conference believes:

- i. Linking and building on the union's strategy in the independent sector of workplace bargaining, all school memberships should be encouraged to submit an annual pay claim
- ii. The Bill's reforms will make organising and recognition drives more achievable, including in independent schools and non-recognised academies. Examples include electronic balloting, simpler statutory recognition, and removal of the 40 per cent workforce support threshold in ballots where relevant.

Conference instructs the executive to:

- a. Run a national recognition drive in every region. Provide materials and legal guidance focused on independent schools and academies currently without recognition**
- b. Issue a step-by-step protocol for achieving recognition. This should cover voluntary routes and the statutory route, aligned to the Bill's changes on thresholds and procedures, with template letters, sample bargaining unit definitions, and timelines**
- c. Prepare for e-balloting and digital access. Ensure suitable rep training, map bargaining units, audit member contacts, and establish compliant balloting processes once regulations commence**
- d. Launch a targeted programme in schools with majority membership but no recognition. Prioritise sites where the simplified recognition tests and ballot rules apply once in force. Track progress quarterly**
- e. Report to Conference 2027 on the number of new recognition agreements, bargaining wins, and lessons learned.**

Districts: Hertfordshire General

Motions 029 COMPOSITE

Stop the agency rip-off

Conference notes:

1. The supply industry is privatised; agencies extract huge profits
2. In Scotland and Northern Ireland, supply provision is centralised, transparent and more fairly paid; in Wales there are recommended pay levels, although not enforced and there is a mix of provision; none of the systems are perfect
3. Agency markups often exceed 90 per cent, with supply staff receiving as little as £110 per day, despite schools paying an average of over £200 daily for supply
4. A small number of large agencies dominate the market, reporting dramatic gross profit increases and accounting for as much as 50 per cent of all supply agency spending in England
5. Supply staff have limited rights such as Agency Workers Regulations (AWR) which are not universally enforced
6. Unless directly employed by a school, MAT or LA, they are unable to pay into the TPS or the LGPS
7. The DfE Research Report 2024 stated, 'The high cost of supply to schools is not reflected in the rate of pay for supply teachers, as a substantial proportion, almost double in some cases, is retained by providers in fees'
8. Pay rates for supply teachers have stagnated and fallen in real terms in the last 15 years
9. The financial crisis means many schools are seeking alternatives to supply by collapsing classes or covering internally
10. Many secondary teachers are being expected to cover classes in their gained time during the summer term
11. Agencies continue to take unacceptably large commissions, depriving supply teachers of income.

Conference believes:

- i. Supply staff are and will continue to be a critical part of school-level education in the UK
- ii. Supply is the best option for coping with short and long-term absence in a school
- iii. Supply staff bring significant teaching as well as leadership and management experience to their role
- iv. Supply staff pay and rights should reflect this
- v. Having a central supply register that is run not for profit would be advantageous to both supply teachers and schools.

Conference instructs the executive to:

- a. Survey pay and conditions for supply members in the union**
- b. Lobby the government:**
 - I. To establish in every LA, supply staff pools with access to the TPS and LGPS,**
 - II. For all supply staff to be covered by the relevant national pay and conditions (STPCD and Burgundy, Green or Red Books)**
- c. Provide training, guidance and materials to district and branch secretaries and lead reps to:**
 - A. Promote the Stop the Agency Rip Off campaign with local supply staff members**
 - B. Lobby their LA, MAT or stand-alone academy to establish supply pools**
 - C. Raise awareness of the plight of supply staff with all heads, with recommendations for improvements**
- d. Run training for branch and district officers and MAT lead reps on supply issues including campaigning for in-house supply and direct employment, and on delivering successful AWR claims**

- e. Produce materials for reps in schools on cover and supply issues, with clear guidance on Rarely Cover, collapsed classes and use of gained time.**

Districts: Worcestershire, Devon

Motions 030 COMPOSITE

National body for supply teachers

Conference notes:

1. There are over 400 teaching agencies in the United Kingdom engaging around 90,000, most of supply teachers in the UK
2. That most supply teachers are not paid to scale and are not employed on STPCD
3. Supply teachers do not automatically receive an increase in pay following a pay award to teachers and do not automatically receive sick pay
4. Supply agencies are charging schools high fees, but this is not passed on to supply teachers.
5. One of the largest teaching agencies is TeacherActive which made a gross profit of £20.5m in the year ending 31 December 2024
6. There is no regulatory body for these agencies that are growing in number around the UK.

Conference believes:

- i. Teachers are being underpaid, undervalued and exploited by these unregulated companies who are making vast profits in the education sector
- ii. Supply teachers are paid below the national pay scale and are denied access to the TPS
- iii. Supply agencies should be regulated so that schools, teachers and the agencies all get a fair deal and ideally that supply teachers are employed directly by a school or through the local authority
- iv. Supply teachers should be entitled to the same terms and conditions as teachers employed directly by a school.

Conference instructs the executive to:

- a. Campaign for all supply teachers to be employed according to the STPCD, and are paid to scale**
- b. Lobby the Secretary of State for Education to create a regulatory system that ensures that schools and supply teachers are not exploited by agencies**
- c. Call on the DfE to ensure agency workers' rights are properly applied to all supply teachers**
- d. Campaign for the right for supply teachers to be able to pay into the TPS**
- e. Lobby the DfE to set up a system where supply teachers are employed through a local authority-controlled supply pool.**

Districts: Hertfordshire General, Telford and Wreakin

Motion 031

Automatic progression and a nine point teacher pay scale

Conference notes:

1. The national pay structure and entitlements for school teachers in England are set out in the STPCD, and in Wales through the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D)
2. In both England and Wales, classroom teachers are paid on the main pay range/main pay scale (MPR/MPS) and the upper pay range/upper pay scale (UPR/UPS). There is a similar system in place in Northern Ireland. Most English schools adopt a six-point main pay range and three-point upper pay range, and though advisory points are recommended, schools can set their own ranges
3. In September 2025, the Welsh government ended performance related pay and re-established mandatory pay scales. Additionally, they also removed the application process for progression from the MPS to the UPS, with automatic biennial progression
4. In England, there remains a formal application process for progression to the Upper Pay Range (UPR), though nine MATs have eliminated the 'threshold application'. Furthermore. 33 MATs and 49 LAs do provide annual pay progression on UPR, whereas the majority do not.

Conference believes:

- i. The application process for teachers in England to progress to the UPR is onerous and often dependent on teachers undertaking additional responsibilities
- ii. As a result, many teachers – especially female teachers – are discouraged from applying to move to the UPR. The union's annual pay progression survey has consistently shown low rates of threshold progression amongst women.

Conference instructs the executive to:

- a. Campaign for the removal of the current pay range system, and the adoption of a nine point pay range, with automatic annual progression**
- b. Campaign against the requirement for teachers at the upper end of the pay range to undertake any extra responsibilities**
- c. Call upon districts and branches to organise locally to achieve these aims.**

Districts: Redbridge, Haringey, Nottingham, County Durham, Birmingham, Waltham Forest, Devon, City of Derby

Motion 032

Creating a stronger challenge for flexible working

Conference notes:

1. Through interactions with members during casework, it is apparent that refusal to grant flexible working requests is unfair and widespread
2. There are many reasons for a request for flexible working, including childcare issues, other caring responsibilities, health and wellbeing, and members moving towards a phased retirement
3. While flexible working in education is growing, access remains uneven across schools and trusts, with certain arrangements still rare
4. Major barriers persist, including practical challenges around timetabling and staffing, cultural barriers such as inconsistent leadership support, and structural concerns about how flexibility may affect career progression
5. Staff currently have limited means to effectively challenge employers when flexible working requests are refused, leaving many without viable recourse
6. Although there is clear policy momentum from government and sector bodies to embed flexible working more widely, progress remains gradual and constrained by operational realities of school life.

Conference believes:

- i. Flexible working is highly valued by many staff and is increasingly a significant factor in retention and recruitment
- ii. Many women members are disproportionately affected by a culture of paying lip-service to flexible working requests
- iii. There is no effective and fair mechanism to challenge such refusals, as the appeal process is tokenistic
- iv. Approval of flexible working requests will have a positive impact on recruitment, retention and wellbeing as well as the quality of learning for our students
- v. Making meaningful flexibility a norm across the education sector requires renewed commitment and action.

Conference instructs the executive to:

- a. Undertake analysis of a member survey for us to clearly determine the impact of these refusals**
- b. Call upon districts and branches to engage with schools and colleges, local authorities and MATs to promote the benefits of flexible working and to provide relevant data**
- c. Develop guidelines for flexible working employment practices, including for part time staff**
- d. Lobby for stronger national frameworks and accountability measures to ensure equitable access to flexible working across all schools and trusts.**

Districts: East Kent

Motion 033

Safe schools now, ending the health and safety crisis in education

Conference notes:

1. 170,000 educators suffered work-related ill health and 55,000 sustained non-fatal injuries over 2021-24 (HSE)
2. In 2024, 34 per cent of support staff reported daily verbal abuse and violence; 53 per cent of teaching assistants experienced physical violence (UNISON)
3. 67 per cent of teachers faced verbal abuse, 59 per cent dealt with physical aggression, and 87 per cent report increased pupil-on-staff abuse (Scottish Government; NASUWT)
4. More than 80 per cent of state schools contain asbestos; more than 300 adults die annually from school-exposure mesothelioma (AWH Solicitors; Professor Julian Peto)
5. 62 per cent of teachers report stress from their job negatively affects their mental health
6. Education Support has stated that workload and insufficient support can drive stress, burnout, and a recruitment crisis.

Conference believes:

- i. The workplace H&S crisis in schools constitutes a breach of employers' duty of care, threatening educators' wellbeing and driving workforce attrition
- ii. Violence is unacceptable and must be addressed through robust risk assessments, incident reporting, adequate staffing, and proper training
- iii. Crumbling infrastructure, including asbestos and RAAC, poses lethal risks; removal programmes are inadequate and underfunded
- iv. Excessive workload, administrative burden, and insufficient mental health support create unsustainable working conditions incompatible with wellbeing
- v. Every educator has the legal right to work in a safe environment; employers must fulfil statutory obligations under the Health and Safety at Work Act 1974 and associated regulations
- vi. Mental health and wellbeing must be integral to workplace H&S, not separated
- vii. Support staff, who face disproportionate violence risk, must not be marginalised in safety protocols.

Conference instructs the executive to:

- a. Campaign for statutory enforcement of comprehensive violence risk assessments, mandatory incident reporting to HSE, and adequate sanctions for assaults on education staff**
- b. Demand urgent government funding for accelerated asbestos removal and RAAC remediation, with interim measures ensuring staff and pupil safety**
- c. Publish guidance on workload reduction, mental health support, and work-life balance, promoting the education staff wellbeing charter and flexible working provisions**
- d. Support members in refusing to work in unsafe conditions where employers fail risk assessments or ignore reported hazards, providing full industrial action backing**
- e. Work with other unions, the HSE, and campaigners to demand employer accountability for workplace safety failures that cause physical or psychological harm.**

<p>The Officers of the Union have considered the terms of the motion in accordance with their remit to examine motions and amendments. They believe the terms of this motion are in order for debate only on the basis that implementation of the motion will be in accordance with the law.</p>

Districts: Warwickshire

Motion 034

Member protection during grievance, tribunal and whistleblowing

Conference notes:

1. Grievance and whistleblowing procedures for our members are in-house affairs
2. Our website returns 46 outcomes from the search “grievance” and advises grievance as a legitimate escalation against:
 - i. Support staff job evaluation
 - ii. Tackling discrimination
 - iii. Appraisal outcomes
 - iv. Capability
 - v. Disability equality and reasonable adjustment
 - vi. Harassment and bullying.

Conference believes:

- i. Grievances are heard by governors and trustees who are often lay people with a vested interest in protecting the organisation, and who are generally on friendly terms with headteachers, whilst employees are relative strangers to them
- ii. They are overseen by HR departments with similar vested interests and relationships
- iii. Grievances are difficult for members to raise
- iv. Grievances often result in negative outcomes for the member

Conference further believes:

- a. Our members often find themselves managed in unhealthy, even toxic ways
- b. They can find themselves on the receiving end of management which is more reminiscent of staff to pupil discipline than respectful adult discourse
- c. Schools, even large secondaries, are relatively small employers
- d. The likelihood of impartiality within the current system is remote
- e. Collaboration across LA borders and MATS already takes place in many areas
- f. The right to raise grievance, the right to whistle blow and the right to invoke tribunal are fundamental human rights and one of the core principles of a functioning democratic society, but conference must accept that the pervading attitude amongst our members towards such actions is that they are far too risky and to be avoided
- g. The lack of an effective redress when subject to the poor behaviour of other adults in the workplace, is a driver of the exodus of staff from specific workplaces and indeed their exodus from the profession altogether.

Conference instructs the executive to:

- I. Review grievance procedures as they currently exist to determine efficacy**
- II. Collect data from branches to determine rates of success for our members**
- III. Seek negotiations with employers with the aim of improving the grievance system for our members, with grievances heard by individuals who are truly impartial.**

Districts: Rochdale

Motion 035

Four-day week

Conference notes:

1. The education sector is in crisis, with excessive workload, poorly managed behaviour (as shown in the 2023 National Behaviour Survey)
2. Data from casework shows rising bullying, unreasonable demands, and staff illness and burnout
3. The TUC passed a motion in 2021 to campaign for a four-day working week, giving this union a mandate
4. The 2025 Teacher Wellbeing Index found 77 per cent of school staff struggle with mental health and stress and 62 per cent report they don't have a good work/life balance
5. Trials of a four-day week, by South Cambridgeshire Council and others, as well as large-scale Icelandic pilots, have shown improved wellbeing, job satisfaction and productivity, alongside financial savings.

Conference believes:

- i. Education staff have worked more for less pay since 2010. Working hours must be reduced and directed time adjusted to reflect a four-day week
- ii. Reduced hours support family-friendly working
- iii. Increased leisure time can stimulate the wider economy
- iv. A four-day week would improve wellbeing, work-life balance and retention in education
- v. Research from the 4 Day Week Campaign shows reduced hours can improve productivity, engagement, and the quality of education
- vi. A shorter working week would relieve pressure, giving staff time for rest and personal growth, improving outcomes for both staff and students
- vii. Happier staff create healthier workplaces and better learning environments.

Conference instructs the executive to:

- a. Endorse a four-day week as a key measure to improve wellbeing and call for government-funded research and pilots in schools**
- b. Lobby government, employers and education bodies to implement pilot schemes in consultation with staff and unions, ensuring educational standards are maintained or improved**
- c. Support members who are campaigning for reduced working hours, providing guidance and resources**
- d. Build a coalition with unions, professional bodies and policymakers advocating for a four-day week in education and beyond**
- e. Monitor and report the outcomes of trials, including wellbeing, job satisfaction, student results and productivity, ensuring the union's approach remains evidence-based.**

Districts: Luton, West Suffolk

Motion 036

Mandatory online training, protect directed time

Conference notes:

1. The proliferation of online training platforms for school staff training
2. That many schools use these platforms to perform mandatory training
3. That some schools are allocating mandatory online training but not allocating directed time for it.

Conference believes:

- i. All statutory and mandatory training should be allocated directed time
- ii. Should this practice of allocating training outside of directed time not be challenged, then it will escalate, and other school leaderships will be inclined to follow suit.

Conference instructs the executive to:

- a. Issue material that clearly makes the argument that all mandatory training should be in directed time**
- b. Add online training to the directed time calculator**
- c. Include online training in all our information about directed time**
- d. Support branches, school groups and reps to challenge and, where necessary, take industrial action against school leaderships which do not include all online training in the directed time calendar.**

Districts: City of Leicester, Isle of Wight

Motion 037

Pay restoration and collective bargaining

Conference notes:

1. The government has requested the STRB to set a three-year pay award
2. The deal will almost certainly fail to address the substantial erosion of teachers' pay since 2010
3. NFER has shown teacher pay growth has fallen significantly behind earnings growth in the wider labour market
4. Education spending in 2010 was 5.6 per cent of GDP. It is currently 4.1 per cent (IFS)
5. Recruitment and retention crises continue to deepen, with increasing workloads, declining morale, and real-terms pay loss driving educators from the profession
6. The deal's attempt to "lock in" what may well be below-inflation pay increases for three years is an unacceptable restriction on future negotiations.

Conference believes:

- i. Pay restoration to 2010 real-terms levels is essential to rebuild the profession and ensure high-quality education for our students
- ii. The continued use of the STRB undermines genuine collective bargaining by acting as an advisory mechanism controlled by government remit
- iii. The STRB process is not fit for purpose and should be replaced with direct, independent collective bargaining between unions and government
- iv. A fully funded, above inflation, pay rise for educators is necessary as a step towards pay restoration.

Conference instructs the executive to:

- a. Campaign for full pay restoration and fully funded inflation-proof annual increases negotiated through independent collective bargaining, not via the STRB**
- b. Reject the current three-year award and prepare members for consultation and potential industrial action should the government attempt to impose it**
- c. Build a united front with other education unions, where possible, to demand a replacement of the STRB with a genuine national negotiating body representing teachers' voices**
- d. Launch a national campaign—linking pay, workload, and funding—to restore dignity, fairness, and professional value to education workers**
- e. Encourage districts and branches to campaign locally over school funding**
- f. Encourage districts and branches to ensure members fully understand the STRB process.**

Districts: Halton, City of Derby, Islington

Motion 038

Child bereavement

Conference notes:

1. According to the birth characteristics in the England and Wales 2021 census, the average age for a first-time parent is 30.9 for a mother and 33.7 for a father
2. The death registration summary statistics for England and Wales 2022 state there were 577,160 registered deaths in England and Wales in 2022. Of those deaths 13,988 were of people under the age of 40, approximately 2 per cent
3. Current ACAS guidance states that employees have the right to two weeks leave from work if their child dies under the age of 18 or is stillborn after 24 weeks of pregnancy; mothers can also access their maternity leave. ACAS notes that the death of a child over 18 can be devastating and employers should be compassionate and supportive to their employees. Entitlements however, to paid or unpaid time off is limited to dependent leave, holidays or sick pay.

Conference believes:

- i. No parent should ever have to bury a child, but tragedies do happen every year and the impact is devastating. Current bereavement leave is not sufficient for grieving parents. Those who have lost children can still be dealing with the coroner and funeral homes when their leave is over
- ii. Grieving for a child of any age is not a holiday and grieving parents are not sick.

Conference instructs the executive to:

- a. Work with other unions and employers to ensure bereavement policies reflect the impact that losing a child can have on parents**
- b. Create a model policy that employers can use to ensure members are supported and do not face financial difficulties whilst grieving for their child. Model policies should reflect the profoundly life changing event that losing a child is, and consider how long-term support and understanding may be needed when parents return to work**
- c. Create a working group of parent members who have lost a child to help create a toolkit to assist members with long term support after the loss of their child.**

Districts: County Durham

Motion 039

Behaviour, workload and the right support for all learners

Conference notes:

1. Poor pupil behaviour is one of the most frequently cited causes of stress, burnout, and excessive workload among education staff
2. Many pupils displaying persistent disruptive behaviour have unmet additional learning needs, trauma histories, or undiagnosed conditions, yet are often placed in mainstream settings without adequate support
3. Staff are expected to manage increasingly complex behavioural needs without training, time, or access to specialist services
4. This situation is exacerbated by chronic underfunding, long waiting lists for assessment, and the erosion of specialist provision.

Conference believes:

- i. All children deserve an education that meets their needs, and all staff deserve safe, supported working conditions
- ii. Poor behaviour is not a moral failing but often a sign of unmet need, and must be addressed through care, not punishment
- iii. The current system places impossible demands on staff, undermines inclusion, and fails both learners and educators
- iv. This is a matter of workload justice, safeguarding, and educational equity.

Conference instructs the executive to:

- a. Launch a national campaign on behaviour and workload, highlighting the impact on staff wellbeing and retention**
- b. Lobby the Welsh and UK governments to increase funding for ALN/SEND support, specialist settings, and early intervention services**
- c. Call for clear national guidance on thresholds for specialist provision, and for timely, trauma-informed assessment pathways**
- d. Provide training and resources for members on de-escalation, trauma-informed practice, and workload protection**
- e. Support members to challenge unsafe or unsustainable expectations around behaviour management.**

Districts: Torfaen

Motion 040

Safeguarding staff health and safety in relation to nappy changing responsibilities

Conference notes:

1. The increasing number of children entering early years and primary settings who are not toilet trained and require nappy changing, despite having no identified additional learning needs
2. An increasing number of parents do not consider toilet training their responsibility.

Conference believes:

- i. The routine changing of nappies for children without additional learning needs falls outside the scope of reasonable expectations for teaching and support staff
- ii. The lack of appropriate facilities, staffing ratios, and training for intimate care tasks poses significant health and safety risks, including exposure to bodily fluids, musculoskeletal strain, and emotional distress
- iii. The current situation reflects wider systemic issues, including underfunded early intervention services, inconsistent parental engagement, and unclear guidance from local authorities.

Conference instructs the executive to:

- a. Conduct a national survey to assess the scale and impact of nappy changing responsibilities on staff wellbeing, workload, and safety**
- b. Lobby the government and local authorities to issue clear guidance on expectations around intimate care, including thresholds for additional support and funding**
- c. Campaign for the provision of appropriate facilities and staffing levels in all settings where intimate care is required**
- d. Support members to challenge unreasonable expectations and advocate for safe, dignified working conditions.**

Districts: Torfaen

Motion 041

Women's health: invisible conditions, visible discrimination

Conference notes:

1. Millions of women in education live with chronic health conditions such as endometriosis, adenomyosis, and the effects of menopause, many of which are underdiagnosed, misunderstood, and routinely dismissed
2. These conditions can cause debilitating pain, fatigue, brain fog, and emotional distress, yet are rarely recognised as disabilities under the Equality Act 2010
3. Members report being penalised for absence, denied reasonable adjustments, and subjected to discriminatory attitudes from management and colleagues
4. The silence around these issues perpetuates stigma, isolation, and harm, especially for women of colour, disabled women, and those in precarious roles.

Conference believes:

- i. Our members should not have to choose between their health and their job
- ii. Women's health conditions must be recognised as legitimate workplace issues, with clear routes to support, adjustments, and protection from discrimination
- iii. Disability rights apply to invisible conditions, and failure to accommodate them is unlawful
- iv. This is a matter of gender justice, disability justice, and professional dignity.

Conference instructs the executive to:

- a. Launch a national campaign to raise awareness of endometriosis, menopause, and other chronic women's health conditions as workplace and disability rights issues**
- b. Develop training for school and HandS reps on supporting members with invisible conditions, including how to challenge discriminatory practices**
- c. Lobby the Welsh and UK governments to improve guidance on reasonable adjustments and disability recognition for chronic health conditions**
- d. Support members to pursue legal action under the Equality Act where discrimination has occurred.**

Districts: Torfaen

Motion 042

Full paternity pay and teacher retention

Conference notes:

1. Schools and colleges in the UK continue to experience a crisis in the recruitment and retention of teachers
2. Post-graduate recruitment of teachers was 31 per cent below target in 2024-25 and 38 per cent below target in 2023-24
3. The average median salary of a secondary teacher in 2024-25 is £52,475 (after regional differences). This translates to a gross monthly salary of £ 4,372.92 before deductions including and not limited to PAYE, pension and student loan
4. UK Statutory Paternity Pay (SPP) as of 2025 is £187.18 a week, paid to eligible employees for up to two weeks
5. There is currently no requirement in the Burgundy or Green Books for schools to pay educators full pay during their paternity leave and this means the average UK secondary teacher taking paternity pay will be £1,643.91 worse off during their leave period (before deductions)
6. In 2023, 21 per cent of new fathers in the UK did not take any paternity leave due to the prospective loss of income.

Conference believes:

- i. The current statutory provisions are inadequate to meet the needs of staff, and the union should lead the charge in lobbying for improved paternity rights for all education professionals
- ii. Encouraging, supporting and enabling fathers to be equal parents from the very beginning is fundamental to them becoming equal parents and equal parenting is essential to challenging gender stereotypes and addressing the gender pay gap
- iii. Recruitment and retention remain a significant challenge. Supporting educators with better paternity pay will improve staff retention, reduce stress, and promote a healthier work-life balance, making the profession more attractive to new graduates
- iv. Some schools and MATs do offer full pay during paternity leave, but many do not, and this contributes to wider discrepancies across teacher working conditions in the UK.

Conference instructs the executive to:

- a. Call upon the government to introduce statutory paternity pay of two weeks full pay for all educators**
- b. Actively publicise schools and MATS that do offer full paternity pay to pressure those that currently do not into adopting a full paternity pay policy**
- c. Call for education sector employers to undertake regular reviews of paternity and maternity policies to ensure they remain relevant, supportive, and competitive within the broader UK employment market.**

Districts: Lincolnshire

Motion 043

Parity on paternity

Conference notes:

1. Fathers are entitled to a maximum of two weeks of paternity leave, compared to 39 weeks for mothers
2. Paternity pay is set at the lower of either statutory paternity pay or 90 per cent of average weekly earnings, whereas mothers receive 90 per cent of weekly earnings for the first six weeks, then the statutory rate for the remaining 33 weeks
3. Fathers receive only two unpaid days off to attend antenatal appointments, whilst expectant mothers receive unlimited paid time off
4. The UK lags significantly behind European nations in paternity provision.

Conference believes:

- i. Whilst physical demands on expectant mothers are unique, fathers play an equally vital role in early child development and supporting their partner's wellbeing
- ii. Shared Parental Leave remains underutilised due to financial constraints, lack of awareness, and workplace stigma
- iii. Norman, Davies and Smith (2022) found that children whose fathers spent inadequate time with them were 18 per cent less likely to reach a good level of overall achievement in the early years foundation stage profile
- iv. Extended paternity leave supports maternal mental health, reduces the motherhood penalty in employment, and promotes workplace gender equality
- v. Equal parenting rights are fundamental to achieving gender equality
- vi. All children deserve the opportunity to bond with both parents during their earliest months
- vii. Current provisions undermine our union's commitment to equality and fail to reflect modern family structures.

Conference instructs the executive to:

- a. Campaign with other unions for full parity of paternity leave with maternity leave, with comparable pay provisions**
- b. Lobby government for improved statutory paternity pay and leave entitlements**
- c. Help representatives to raise awareness about shared parental leave, including eligibility, financial implications, and workplace rights**
- d. Produce guidance materials to support members in negotiating enhanced paternity provisions with employers**
- e. Develop, through the equalities committee, a comprehensive campaign strategy, including model motions for districts and branches.**

Districts: York

Motion 044

Remember the dead, fight for the living: International Workers' Memorial Day

Conference notes:

1. Every year more people are killed at work than in wars
2. Educators' life expectancies are cut short by hazards at work including workload induced stress, asbestos, Covid-19, and Ofsted
3. The excellent work of the union's health and safety representatives in safeguarding educators, particularly in the face of resistance to introducing PPE facemasks from the then Secretary of State of Education during the Coronavirus pandemic.

Conference believes:

- i. Every worker deserves the right to be safe at work and for any educator's life to be cut short by their job is unacceptable
- ii. A crucial part of remembering is taking action to fight for the living by removing dangers such as asbestos from public buildings and campaigning strongly to improve and strengthen safety at work.

Conference instructs the executive to:

- a. Raise the profile of International Workers Memorial Day (28 April) in the union**
- b. Establish a working group to identify risk factors which reduce educators' life expectancies, and publish annual data on the estimated impact of these factors in terms of years of reduced life expectancies**
- c. Strongly press for the start of court proceedings for the union's legal action on governments' failure to remove all asbestos from schools**
- d. Campaign to have 28 April recognised as a national day of remembrance in the UK, with the same degree of regard as Remembrance Sunday, for workers killed, disabled, injured, or made unwell by their work.**

Districts: Brent

Motions 045 COMPOSITE

Capability and support plans

Conference notes:

1. Some officers and caseworkers have recognised increasing numbers of our members are facing capability procedures and experiencing support plans that are 'aggressive' and trigger anxiety and depression
2. Misuse of 'support plans' and capability is more common with more experienced teachers, especially women and those on the UPS/UPR. Experienced (often expensive) teachers, those teachers on UPS, and older women teachers (including a disproportionate number who are pre-menopausal or perimenopausal) are subjected to unreasonable support plans and too often traumatised, with some opting to leave the profession
3. Under The School Staffing (England) Regulations 2009, all maintained schools are required to have a capability policy
4. The DfE publication, Teacher Capability – Guidance for schools says 'A robust and fair teacher capability process combines support, evidence, and careful management to foster improvement and maintain a high-quality education system'.
5. There is no clear data to show the number of teachers who are being forced out of teaching due to the misuse of support plans and capability processes. This is likely due to the widespread use of non-disclosure agreements (NDAs) and that teachers often resign or reach a settlement, rather than going to a tribunal. There has been an increase in the number of experienced teachers leaving their jobs with a settlement agreement, often with a non-disclosure clause
6. Current capabilities processes are not independent of schools and are open to misuse with schools acting as accuser, investigator and judge.

Conference believes:

- i. The widespread and increasing use of capability and support plans have a detrimental impact on the health and safety and wellbeing of teachers and support staff
- ii. There is a failure to recognise that stressors may exist, for example workload, that can undermine a teacher's confidence and performance
- iii. The employer is often judge and jury, is motivated by budgetary concerns and is rarely empathic.
- iv. Misuse of support plans and capability is having a major impact on the mental health of teachers and is causing teachers to leave the profession. Too many experienced teachers are being forced out of education by the misuse of 'support plans' and capability which will have a negative impact on the education of children.
- v. The misuse of capability and 'support plans' must stop immediately
- vi. The definition of 'gross misconduct' is open to interpretation by individual organisations and is often manipulated in order to get rid of teachers
- vii. There should be an independent body to investigate all allegations against school staff.

Conference instructs the executive to:

- a. Conduct a survey into the use of support plans and capability procedures to inform future campaigns and address issues of recruitment and retention**
- b. Train all reps and officers to implement stress surveys**
- c. Campaign and work with the TUC to have stress management risk assessments that all employees (or reps) have been consulted on in place in all workplaces.**
- d. Call on the DfE to conduct a full investigation into the misuse of support plans and capability procedures and publicise the results of the investigation**

- e. Campaign for a fully independent panel to investigate all allegations against school staff**
- f. Work with the DfE to produce a support/capability process to be followed by all schools**
- g. Co-operate and campaign with groups such as Silenced By Support to ensure there is a radical change to the way that support and capability procedures are used.**

Districts: West Sussex, Telford and Wreakin

Motion 046
The Houghton Report

Conference notes:

1. The Houghton report was published in December 1974
2. Lord Houghton was tasked to: "examine the pay of non-university teachers in Great Britain, and to make recommendations"
3. The Houghton report recommended pay increases averaging 27 per cent, which were accepted by the Wilson Government
4. There is currently a problem of recruiting teachers, and retaining them
5. The Houghton report recommendation in paragraph 274 states: "We recommend that there should be periodic reviews on the lines of this inquiry perhaps every seven years." This has never happened.

Conference believes:

- i. The time is right for an in-depth examination of teacher's pay.

Conference instructs the executive to:

- a. **Campaign for a Houghton style in-depth examination of teacher's pay as recommended in the Houghton report.**

Districts: Hillingdon

Motion 047
Flexible family leave

Conference notes:

1. Neither the Burgundy nor Green Books offer enhanced paternity leave (PL) or shared parental leave (SPL) schemes
2. Statutory PL is a maximum of 2 weeks taken as one or two full weeks
3. The Burgundy and Green Books both state that Adoption Leave (AL) is at the discretion of the employer
4. Most civil service employees are entitled to full pay while on PL
5. Most civil service employees are entitled to 26 weeks at full pay on Maternity Leave (ML) or SPL
6. The current national SPL scheme which provides greater flexibility for leave is not available for single parent families
7. Some schools allow for individual flexibilities with ML and PL, but these are not routinely part of the policy.

Conference believes:

- i. Flexibility regarding leave not being fully outlined in school policies leads to unfairness in enactment
- ii. The current scheme is causing financial concerns to parents as statutory maternity/paternity pay is below minimum wage
- iii. Many parents return to work before they are ready to do so.
- iv. Flexibility in leave can be hugely beneficial to employers and employees by encouraging a better working relationship and reducing the necessity for short blocks of cover for PL.
- v. The current scheme as outlined in both the Burgundy and Green Books is contributing to the recruitment and retention crisis.

Conference instructs the executive to:

- a. Campaign for changes to Burgundy and Green Books:**
 - I. 26 weeks full pay for PL, ML and SPL, and AL line with the civil service**
 - II. Allow the same SPL flexibility to ML, PL and AL**
- b. Create a model policy on parental leave**
- c. Issue guidance on SPL including clarification on the “return to work” during school holidays clause.**
- d. Lobby the government to improve all parental leave by swiftly enacting changes suggested by the ongoing review.**

Districts: North West Essex

Motion 048

Systematic exit interviews, capturing staff feedback for positive change

Conference notes:

1. High staff turnover continues to impact schools across the country. It remains a significant concern, affecting stability and pupil outcomes
2. There is currently no consistent, systematic process for collecting data on why staff leave their roles
3. Headteachers and governing bodies often lack accurate information about the true reasons for staff departures, limiting their ability to respond effectively.

Conference believes:

- i. Without reliable data, schools and stakeholders cannot fully understand the causes of staff attrition
- ii. A national, standardised approach to exit interviews would provide important information for governors, headteachers, and parents, influencing how schools are perceived
- iii. Comprehensive exit interview data can support teacher retention and recruitment, while making the profession more attractive to potential entrants and teacher training candidates

Conference instructs the executive to:

- a. Develop and promote a model exit interview framework for all schools and colleges**
- b. Ensure the framework includes a structured questionnaire with the option for a follow-up interview, offering flexibility for staff**
- c. Incorporate questions to capture meaningful feedback, with the option for anonymity to encourage openness and honesty**
- d. Analyse data both locally and nationally to identify trends and inform policy decisions**
- e. Make findings publicly accessible and share them with key stakeholders, including headteachers, governors, policymakers, and parents to inform and drive improvements in retention and recruitment strategies.**

Districts: Caerphilly

Motion 049

Pensions

Conference notes:

1. Members across all sectors — including those in the Teachers' Pension Scheme (TPS), Local Government Pension Scheme (LGPS) and independent pension providers — continue to face threats to their pension rights
2. Members in the independent sector and academy trusts (such as United Learning) have actively campaigned to defend their pensions
3. Current arrangements do not require all teachers or supply teachers to be members of the TPS
4. There remain significant inequalities for groups affected by government decisions on pensions, including women affected by changes to the state pension age ("WASPI" women)
5. The government continues to discuss measures which may raise the retirement age further.

Conference believes:

- i. Defending pensions is central to protecting the long-term security and working conditions of all educators
- ii. It is essential the union continues to give full backing to campaigns defending pension rights, particularly in the independent sector and in academy chains
- iii. All teachers, including supply teachers, should have access to the TPS as the default option unless they voluntarily opt out
- iv. The state pension and retirement age should be fair, sustainable and equitable, with 65 as the appropriate retirement age for all educators and for receipt of the state pension
- v. Pensioners must be protected from hardship through policies such as the triple lock, fair uprating, and action on rising utility costs
- vi. Members who are retired are entitled to full participation in the union, including representation through a dedicated retired officer for members who are retired in every district, and through properly supported regional coordination.

Conference instructs the executive to:

- a. Continue to campaign vigorously in defence of pensions for all educators in every sector**
- b. Lobby government to:**
 - I. Make TPS membership the statutory default for all teachers, including supply teachers**
 - II. Require local authorities and academy trusts to create supply teacher pools allowing TPS access**
 - III. Compensate the WASPI women in full**
 - IV. Maintain the triple lock**
 - V. Freeze gas, water and electricity bills**
 - VI. Uprate all state pensions equally**
- c. Encourage districts to nominate a dedicated officer for members who are retired and support organising structures for retired members, including regional coordination and expenses**
- d. Submit evidence to the government's pensions review addressing these issues and highlighting inequalities affecting retired staff.**

Districts: Leeds, Hackney, Kirklees, Cheshire West, Rochdale, Hammersmith and Fulham, Wandsworth, West Sussex, Nottinghamshire, Cambridgeshire, Islington

Motion 050

Address staff wellbeing as a matter of workforce investment

Conference notes:

1. In a recent study over 80 per cent of the teachers involved in the research were on anti-depressants, anti-anxiety medication and/or undergoing cognitive behavioural therapy (CBT)
2. 'Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment'. (Anna Freud: 'Mentally Healthy School')
3. The union's wellbeing advice was written in 2017 and hasn't been updated since 2021. Much has changed since this time.

Conference believes:

- i. Currently staff wellbeing is not addressed well
- ii. Strategies such as mandatory wellbeing sessions are more damaging than they are helpful
- iii. Wellbeing strategies should focus on work-based issues such as workload and emotional labour
- iv. Most teachers have not heard of emotional labour and so do not know how to manage it
- v. Teachers are children's first meaningful experience of industrial relations in a workplace and so schools should take how they address staff wellbeing as a serious matter for the future workforce, nationally.

Conference instructs the executive to:

- a. Lobby government to instruct Ofsted to make the staff wellbeing aspect of the inspection criteria a higher priority**
- b. Address the issues of negative public perception of teachers in the media**
- c. Highlight teachers' understanding of emotional labour with teacher training organisations**
- d. Produce a model policy to manage worker wellbeing, including emotional labour, as a work-based issue.**

Districts: Lincolnshire

Motion 051

Enhanced parental leave support

Conference notes:

1. Women aged 30–39 are one of the largest groups leaving the education workforce in England each year
2. The ‘motherhood penalty’ causes reduced pay progression, stalled promotion and increased exit from employment after childbirth¹
3. Proposals to address the motherhood penalty have been widely highlighted as necessary to improve teacher retention²
4. The NEU is the largest education union in the UK.

Conference believes:

- i. Inadequate support before, during and after parental leave contributes to the loss of experienced staff
- ii. Consistent and accessible information improves retention and reduces disadvantage for parents
- iii. A structured return-to-work process is essential for equality and stability in the profession.

Conference instructs the executive to:

- a. Campaign for all schools in England to implement a policy detailing support for staff before, during and after parental leave**
- b. Campaign for this policy to include, as a minimum:**
 - I. A document outlining how to access pregnancy and parental leave rights within the school when a pregnancy is disclosed**
 - II. A formalised process for providing key information to returning staff, including dependent care allowances, dependent leave rights, internal and external support, the procedure for flexible-working requests, and key organisational changes during leave**
 - III. The assurance that every member of staff returning from parental leave is offered a meeting to identify individual support needs.**

Districts: Lewes, Eastbourne and Wealden

Motion 052

Defending pay – reject multi-year deals and review STRB participation

Conference notes:

1. The government has proposed a three-year pay award for teachers
2. The long-term erosion of educators' pay in real terms; over 20 per cent since 2010
3. The School Teachers' Review Body (STRB) process has consistently failed to secure inflation-proof, fully funded pay awards
4. Multi-year pay deals have historically locked workers into below-inflation settlements, removing the ability to respond to economic change and weakening collective bargaining power.

Conference believes:

- i. A three-year pay deal poses a significant risk to members' living standards, especially in an unstable economic climate with unpredictable inflation and cost-of-living pressures
- ii. Such a deal would effectively silence our ability to campaign annually for fair pay and funding, undermining industrial leverage and momentum
- iii. The STRB process is structurally flawed; it lacks independence, transparency, and binding authority. Its recommendations are routinely constrained by government pay policy, not by evidence of need
- iv. Real collective bargaining, through direct negotiation between unions and employers, is essential to reverse pay decline and restoring professional respect.

Conference instructs the executive to:

- a. Campaign vigorously against a multi-year pay deal and communicate clearly to members the dangers of accepting such arrangements**
- b. Reaffirm the union's position that annual, fully funded, inflation-proof pay increases are necessary to retain and recruit staff across all sectors**
- c. Initiate a member-led review of the union's participation in the STRB process, including consultation and a report to annual conference with options for withdrawal or reform**
- d. Build alliances with other education unions to strengthen the case for direct national collective bargaining as the democratic and effective alternative to the STRB**
- e. Prepare for industrial action if the government imposes a multi-year or sub-inflation pay settlement.**

Districts: Oxfordshire

Motion 053

Ending outdated and unequal dress standards for male educators

Conference notes:

1. Many schools continue to enforce gendered dress expectations requiring male staff to wear ties, jackets or other formal attire not required of female colleagues
2. ACAS guidance states that dress codes must apply equally to all genders and avoid placing disproportionate requirements on one group
3. Several tribunal cases have confirmed that dress codes can amount to unlawful sex discrimination when expectations differ between men and women.

Conference believes:

- i. Gender-specific dress standards - such as obligatory ties or prescribed "professional" male attire - are outdated, unnecessary and harmful to equality
- ii. Professional competence is not determined by conformity to traditional or gendered dress norms
- iii. Male educators, including trans and non-binary staff who may be read as male, can experience the burden of restrictive dress policies that reinforce narrow ideas of masculinity
- iv. Clear, inclusive, gender-neutral dress guidance would support comfort, wellbeing, professionalism and equality for all staff
- v. The union has a responsibility to challenge discriminatory practices that disproportionately affect genders and uphold the principles of equality legislation.

Conference instructs the executive to:

- a. Conduct a national survey of members to gather evidence on gendered dress expectations and their impact on staff wellbeing and equality**
- b. Produce updated guidance for schools on inclusive, gender-neutral dress codes aligned with equality law and modern professional standards**
- c. Campaign to end compulsory male-specific requirements such as ties or formal jackets unless the equivalent level of formality is applied consistently across all genders**
- d. Provide resources for reps to challenge discriminatory dress expectations at school, MAT and LA level**
- e. Promote positive examples of schools that have adopted equality-based dress codes that respect staff autonomy, identity and professionalism.**

Districts: Southern Derbyshire

Education,
policy and
funding

Motions 054 COMPOSITE

Tackling the violence and behaviour crisis in schools, a union-led campaign

Conference notes:

1. The escalating behaviour crisis in schools across England and Wales
2. The NASUWT's 2025 report 'Behaviour in Schools: Key Messages' reveals 85 per cent of teachers have experienced verbal abuse and 40 per cent have faced physical abuse in the last 12 months
3. The NEU commissioned 'Place and Belonging in School: why it matters today' highlights the importance of trauma-informed approaches and fostering a sense of belonging to reduce behavioural incidents
4. Incidents of violence in UK schools, both student-on-student and student-on-staff, have risen significantly in recent years
5. Educators report increasing concerns about their safety and the emotional toll of managing violent behaviour
6. Schools serving disadvantaged communities are disproportionately affected by violence, and often lack adequate support and intervention resources
7. There is no consistent national strategy to address violence in schools, leaving educators and students vulnerable.

Conference believes:

- i. The union's current behaviour policy guidance is outdated, focusing on post-pandemic reintegration and lacking robust protections for staff
- ii. Behaviour must be understood within the wider context of trauma, unmet needs, and exclusion
- iii. Zero tolerance policies adopted by some academy chains are punitive, ineffective, and often exacerbate exclusion
- iv. Behaviour policies must balance compassion for pupil need with robust protection for staff safety and wellbeing
- v. Schools have a duty of care to protect staff from harm, and no educator should be expected to tolerate violence or abuse
- vi. Every student and educator has the right to feel safe and supported in their learning and working environment
- vii. Violence in schools undermines educational outcomes, staff retention, and student well-being
- viii. A proactive, union-led campaign is essential to raise awareness, demand policy change, and support members affected by violence
- ix. Collaboration with government, local authorities, and community organisations is vital to develop effective prevention and intervention strategies.

Conference instructs the executive to:

- a. Conduct a comprehensive survey of members to gather evidence on the scale and nature of behavioural issues, mirroring the NASUWT's methodology**
- b. Develop updated behaviour policy guidance that:**
 - I. Prioritises staff safety and wellbeing**
 - II. Sets clear expectations for pupil conduct**
 - III. Includes robust procedures for managing aggressive and disruptive behaviour**
- c. Promote trauma-informed and inclusive practices that support pupil wellbeing while maintaining high standards of behaviour**
- d. Launch a national campaign to reduce violence in schools, highlighting the impact on educators and students**
- e. Lobby for a statutory national framework for school safety, including mandatory reporting, intervention protocols, and staff protection measures**

- f. Advocate for increased funding for pastoral care, mental health support, and behaviour intervention teams in schools**
- g. Provide training and resources for members on de-escalation, trauma-informed practice, and legal rights regarding workplace safety**
- h. Establish a violence in schools taskforce to monitor trends, support affected members and develop policy recommendations**
- i. Facilitate regional forums and consultations to gather member experiences and share best practices for violence prevention.**

Districts: South East Hampshire, Portsmouth, Wirral

Motion 055

Building union strength and defending inclusive education

Conference notes:

1. With concern, the increasing prevalence in schools of:
 - i. Student “attendance awards” and punitive incentives that shame pupils with legitimate absences
 - ii. Intensified surveillance of staff through data dashboards, lesson drop-ins and sickness monitoring
 - iii. Rigid zero-tolerance behaviour systems that erode professional discretion and harm the most vulnerable.

Conference believes:

- a. Strong workplace organisation is vital to protect staff, uphold professional autonomy and defend an inclusive education system
- b. Student attendance award schemes frequently overlook barriers faced by pupils with SEND, chronic illness, disability, poverty or caring responsibilities, and can create anxiety or unsafe attendance when unwell
- c. Excessive monitoring of staff damages morale, workload balance and retention, whilst narrowing creative and responsive teaching, especially for learners with SEND who require flexible approaches
- d. Behaviour policies must advance equity and positive relationships; “one-size-fits-all” zero-tolerance practices often escalate exclusions and disproportionately affect pupils with SEND, Black students and those experiencing trauma.

Conference instructs the executive to:

- a. Support branches to strengthen workplace organisation, with elected reps in every setting and regular member meetings on workload, pay, inclusion and wellbeing**
- b. Campaign nationally against student attendance award schemes that stigmatise or penalise pupils, and promote inclusive strategies that address structural barriers, especially for learners with SEND**
- c. Negotiate transparent protocols on monitoring and data collection, safeguarding staff privacy and professional judgement**
- d. Provide guidance for reps on how to resist intrusive surveillance and defend flexible, creative pedagogy essential for SEND provision**
- e. Work with SEND specialists, behaviour experts and equality advocates to champion restorative, evidence-based alternatives to blanket zero-tolerance behaviour regimes**
- f. Press employers and the government to consult unions before introducing attendance or behaviour initiatives, ensuring compliance with SEND legislation, safeguarding and equality laws**
- g. Report back to annual conference 2027 with progress, examples of good practice and further organising strategies**
- h. Encourage all members to organise collectively to secure workplaces and classrooms that respect staff, support SEND inclusion and enable every learner to thrive.**

Districts: Oxfordshire

Motion 056

Against zero-tolerance behaviour policies

Conference notes:

1. The concerning increase in prevalence in schools and colleges of:
 - i. Rigid zero-tolerance behaviour systems that erode professional discretion and can harm students, particularly those with SEND
 - ii. The imposition of prescriptive, top-down pedagogies
 - iii. Sanctions such as frequent detentions for minor issues, and punitive 'incentives' such as student "attendance awards" that shame pupils with legitimate absences.

Conference believes:

- a. Students benefit from clear boundaries that prioritise mutual respect and tolerance
- b. Behaviour policies must advance equity and positive relationships: "one-size-fits-all" zero-tolerance practices often escalate exclusions and disproportionately affect pupils with SEND, Black students and those experiencing trauma
- c. Frequent, repetitive sanctions can leave students feeling alienated from learning
- d. Students, especially those learners with SEND who require flexible approaches, benefit from creative and responsive teaching that take their needs into account
- e. Student attendance award schemes frequently overlook barriers faced by pupils with SEND, chronic illness, disability, poverty or caring responsibilities, and can create anxiety or unsafe attendance when unwell.

Conference instructs the executive to:

- I. Campaign nationally against schemes that stigmatise or penalise pupils and promote inclusive strategies that address structural barriers—especially for learners with SEND**
- II. Work with SEND specialists, behaviour experts and equality advocates to champion restorative, evidence-based alternatives to blanket zero-tolerance behaviour regimes**
- III. Produce a toolkit that can be used by districts and branches to campaign for inclusive behaviour policies that take account of student needs**
- IV. Press employers and government to consult unions before introducing attendance or behaviour initiatives, ensuring compliance with SEND legislation, safeguarding and equality law**
- V. Report back to conference 2027 with progress, examples of good practice and further organising strategies.**

Districts: Hackney, Coventry, Birmingham, Lambeth, Bedford, Tower Hamlets and the City

Motion 057

Invest in education – build a mass campaign

Conference notes:

1. According to the School Cuts campaign, of which the union is a constituent part, there is a real terms £630m school funding shortfall for the current school year
2. It also calculates this is the 6th successive year of real terms funding cost for schools
3. This has left 75 per cent of primary schools and 92 per cent of secondaries facing real-terms funding cuts this school year
4. The union has pointed out that spending on public education in Britain is around 4 per cent of GDP spending, around 1 per cent lower than the OECD industrialised countries' average, and much lower than the near 6 per cent of GDP in Denmark and the 7.6 per cent of GDP in Sweden
5. The Institute for Fiscal Studies says the government's current spending plans for education for the years up to 2028 may be a cash term increase but, once rising costs and inflation are taken account of, this amounts to "a real-terms freeze in budgets"
6. The union has calculated that we need a £6bn increase in real terms funding on top of current plans to begin to deal with the crisis in education.

Conference believes:

- i. This funding crisis has left us with underpaid educators, crumbling school buildings, the largest primary class sizes in Europe, and the largest secondary class sizes since records began in 1977.

Conference instructs the executive to:

- a. Make the continued fight to win more funding for education a central priority**
- b. Continue to work at local and national level to organise campaigning activities, public meetings and protest to highlight the crisis in school funding**
- c. Formulate simple and clear demands on funding, and ensure material is produced to popularise these demands**
- d. Work with heads, other unions, parents and governors to call for a national demonstration in London on school funding before the end of this school year**
- e. Ensure demands on school funding are included in any national campaign and potential ballots on pay.**

Districts: Denbighshire, North Yorkshire, Haringey, North Somerset, Bedford

Motion 058

Protecting union recognition in all state schools

Conference notes:

1. There are many different state school employers following the fragmentation of the sector
2. Some employers do not have a trade union recognition agreement, joint consultation and negotiation committees or contribute to the trade union facilities time fund.

Conference believes:

- i. All employers, employees and students would benefit from:
 - a. Trade union recognition agreements, joint consultation and negotiation committees, and contributing to a trade union facilities time fund
 - b. Collectively agreed policies in place in all state schools, whenever possible
- ii. All employees of any state school employer should have the same terms and conditions of employment.

Conference instructs the executive to:

- a. Encourage and support all branches, districts and regions to devise coordinated strategies to engage with local MPs, councillors and employers to realise our main objectives**
- b. Encourage maintained schools not to convert to academy nor seek foundation trust status. Where any school considers this, insist that recognised unions be informed and given time to meet all stakeholders and present arguments against doing so**
- c. Engage with all foundation trusts, academies and multi academy trusts to achieve the following aims:**
 - I. Foundation trusts, academies and multi academy trusts not already holding trade union recognition agreements (TURAs) to engage with education trade unions to agree a TURA and establish joint consultation and negotiating committees**
 - II. Foundation trusts, academies and multi academy trusts not already paying in to the local authority trade union facilities fund to do so without delay**
- d. Explore and promote all routes to allow for any academy to secede from its MAT and revert to local authority maintained status**
- e. Engage with local MPs and liaise with Labour and other progressive party MPs to collectively lobby the Secretary of State for Education to support the above aims. Where necessary, actions should be pursued to modify relevant Acts of Parliament and associated regulations where legal constraints or obstructions prevent realisation of the above goals.**

Districts: Leeds

Motion 059

Protect and resource SEND provision

Conference notes:

1. Demand for SEND support has risen sharply, with Education, Health and Care Plans (EHCPs) increasing by over 80 per cent in recent years
2. Local authority high-needs budgets face a projected £5bn deficit, threatening statutory provision
3. Many children wait well beyond legal time limits for assessments, EHCPs, and specialist input
4. Mainstream schools face large class sizes, a recruitment and retention crisis, and limited SEND-specific training both during initial teacher education and for existing staff
5. Support services — educational psychologists, speech & language therapists, CAMHS and learning support assistants — are overstretched, underfunded or not available.

Conference believes:

- i. Removing, downgrading or weakening EHCPs would be disastrous for children, families and staff
- ii. Inclusion in mainstream settings needs significant investment, manageable class sizes, well-trained staff and secure specialist services
- iii. All teachers need high-quality SEND training throughout their careers, and SENDCOs must have protected time and status
- iv. Financial pressures must not justify eroding children's legal rights
- v. Government and local authorities should be called upon to:
 - a. Guarantee the retention of EHCPs as a statutory entitlement, rejecting any plans to restrict eligibility or weaken duties
 - b. Provide sustainable, ring-fenced funding to meet rising need, clear assessment backlogs and write off SEND deficits
 - c. Address recruitment and retention by improving pay, workload and conditions, alongside funded SEND training in ITT and CPD
 - d. Reduce class sizes and increase support staff so mainstream schools can meet diverse needs safely and effectively
 - e. Expand early-intervention services and specialist support, and ensure all reforms are co-produced with parents, carers, pupils and professionals.

Conference instructs the executive to:

- a. Campaign vigorously against any removal or dilution of EHCPs**
- b. Press for a-fully funded national inclusion strategy covering workforce, training, and class size**
- c. Work with parents, carers, unions and charities to secure high-quality, legally protected SEND provision for every child**
- d. Call upon districts and branches to campaign locally to protect SEND and expand SEND provision.**

Districts: Ealing, North Yorkshire, Hackney, Croydon, Redbridge, Staffordshire, Warwickshire, Sheffield, Lambeth, North Somerset, Cambridgeshire, Bedford, Lewes, Eastbourne and Wealden, Tower Hamlets and the City

Motion 060

Addressing challenges in SEND provision for educators

Conference notes:

1. The number of students with Special Educational Needs and Disabilities (SEND) in England and Wales has increased significantly in recent years¹
2. Funding for SEND provision has not kept pace with growing demand, creating resource shortages²
3. Many educators report insufficient training and support for meeting SEND requirements.³

Conference believes:

- i. Adequate funding and resources are essential to provide high-quality education for SEND students
- ii. Mandatory and comprehensive SEND training should be available for all educators
- iii. Workload pressures and lack of support contribute to stress and burnout among staff
- iv. Collaboration between unions, employers, and government is vital to improve SEND provision and educator wellbeing
- v. Links between SEND providers and mainstream settings need to be strengthened.

Conference instructs the executive to:

- a. Lobby government for increased SEND funding and fair allocation of resources**
- b. Campaign for mandatory SEND training and ongoing professional development for educators**
- c. Advocate for realistic workload expectations and mental health support for staff working with SEND students**
- d. Establish a SEND Taskforce to develop a comprehensive strategy and consult members regularly**
- e. Campaign for stronger links and more outreach opportunities between SEND provision and mainstream schools.**

Districts: Wirral

Motion 061

End academisation, bring back local control

Conference notes:

1. The excellent campaign in the University of Brighton academy trust where strike action won workload charters, halted redundancies, and saved essential services. However, the financial mismanagement of this trust is now leading to sizable spending cuts in order to broker these 14 schools into other multi academy trusts
2. The instructions given to the executive in resolution 20 at conference 2025:
 - i. Immediately undertake a publicity campaign to educate the public about the privatisation of education and highlight the need for all schools and central education services, to be run under the remit of the local authority
 - ii. While supporting local campaigns to oppose further academisation and privatisation in education, up to and including support for industrial action develop a national industrial strategy to aim to reverse privatisation in education, enabling a return to national pay and conditions for all education workers
 - iii. Campaign for there to be a legal route for academised schools/colleges to return to LA control, with adequate funding provided to allow authorities to manage the transition.

Conference believes:

- a. All privatisation in education should be reversed
- b. All schools, colleges and education services should be re-nationalised and returned to LA control
- c. LAs should be funded to provide central services, and funding for schools should be based on need not on pupil numbers, with spending on education raised to at least 5 per cent of GDP
- d. Education should be locally run and democratically accountable to local communities, to parents and to staff.

Conference instructs the executive to:

- I. Comply with the three demands from resolution 20 from conference 2025**
- II. In any negotiations with government, in addition to demanding pay increases are fully funded, demand that:**
 - A. Funding allocation should be based on need not mainly on pupil numbers**
 - B. Funding for central services should be reallocated to a local democratically accountable body, not go directly to schools**
- III. In the 2026 council elections, call on all candidates to publicly oppose any academisation in their local authority area and support a clear route for academies to return to LA control.**

Districts: Newham, Lewisham, Worcestershire, Hastings, York, Greenwich

Motion 062

National reporting and recording process and practice for workplace incidents in schools

Conference believes:

1. Since academisation, acquiring a clear view of levels of workplace incidents around violence to staff and abusive incidents, including racist, homophobic, or gendered discrimination, is increasingly hard due to an issue with how these incidents are recorded and reported
2. MATs are no longer required to share violence to staff statistics with local authorities and we are finding more and more that incidents originally recorded as 'racial abuse' or 'homophobic abuse' have been changed to simply 'verbal abuse', often without the knowledge of the victim.

Conference further believes:

- i. We need a better recording system that disallows managers and others from downgrading and changing records after the event, often against the wishes of those who have suffered the abuse, to hide the extent of these issues from external agencies
- ii. We also need to establish a national practice for reporting on such incidents to better inform dialogue and discussion in order to challenge the abuse our members experience in the workplace
- iii. It seems self-evident that if we hide the incidents, we cannot effectively tackle the cause, and this needs to change now.

Conference instructs the executive to:

- a. Raise the issue of recording and reporting on abuse of education staff with the government, working towards requiring all education establishments, regardless of whether they are maintained or otherwise, to report violence of all types against staff to the LA for recording and oversight**
- b. Push for a national training programme for staff in schools on how to log reports, to tackle unconscious bias downplaying all forms of abuse**
- c. Develop a national protocol for recording incidents of abuse, including follow-up support for the victim as well as a mechanism for helping to tackle and re-educate the perpetrator of abuse**
- d. Campaign for a requirement that data records are used to inform dialogue within local areas where rises in reports of misogyny, homophobia, racism and other forms of verbal and physical abuse can be challenged, and processes can be implemented**
- e. Campaign for data gathered on abuse of staff to be shared to help build a national picture that can publicise issues staff face nationally to the wider public.**

Districts: East Riding

Motion 063

Nationalising independent schools: an education system based on need not class

Conference notes:

1. The growing disparity in educational resources and opportunities between independent schools and state-funded schools, which disproportionately affects working-class families
2. The detrimental impact of privatisation on the educational landscape, creating a two-tier system, perpetuating inequality and social division
3. The overwhelming evidence that independent schools contribute to the stratification of society and the erosion of community cohesion, reinforcing a cycle of privilege.

Conference believes:

- i. Education should serve the needs of society as a whole, not the interests of the wealthy
- ii. Education is a fundamental human right, and access to quality education should not be determined by wealth or privilege
- iii. The current system allows independent schools to operate as profit-driven entities, which is good for neither the pupils or the staff
- iv. Nationalising independent schools will ensure equitable access to high-quality education for all students, fostering a more inclusive society and dismantling barriers that maintain privilege
- v. The resources within independent schools can be redirected to benefit the entire education system, improving standards across the board.

Conference instructs the executive to:

- a. Support the nationalisation of independent schools, integrating them into the state education system to create a unified, publicly funded educational framework**
- b. Campaign for the development of policies that prioritise equity in education, challenging the culture of elitism and privilege perpetuated by independent schools**
- c. Work alongside parents, educators, and community members in promoting the vision of a publicly-funded education system that meets the needs of all children**
- d. Begin engaging with policymakers to advocate for legislative change that will facilitate the nationalisation process and protect the rights of all students, workers and communities.**

Districts: East Riding

Motion 064

Mandate school librarians not more tests

Conference notes:

1. The government has announced a new statutory reading test for year 8s in England from 2026, in the UK's "National Year of Reading"
2. Children in England are already amongst the most tested in the world
3. Only 1 in 3 children aged 8 to 18 say that they enjoy reading in their free time
4. Research shows students' reading for pleasure, information literacy, access to knowledge, achievement, self-esteem, and wellbeing are positively impacted by access to school libraries and trained librarians
5. Despite this, the union's librarian members are reporting and facing serious issues of cuts, redundancy, job creep, low pay, and internal and external censorship of library materials
6. It is now a legal requirement for students in all schools in Sweden to have access to staffed school libraries. Their government is allocating £34m annually from 2026 onwards to support this
7. The UK government have said they will commit just £10 million in funding to "guarantee" a library, but not a librarian, in every primary school by 2029.

Conference believes:

- i. Increased funding for schools and colleges, and investment in trained librarians and well-resourced libraries, not further statutory tests, will improve young people's literacy and engagement in reading.

Conference instructs the executive to:

- a. **Campaign for there to be libraries and librarians in every school and college, and for ongoing funding to be allocated and ringfenced by the government to ensure this**
- b. **Work with the union's Librarian Members' Network to produce guidance and run training for district and branch officers and reps to support librarian members with issues including censorship, library closures, restructures and job creep**
- c. **Organise and host a screening of the 2025 documentary "The Librarians" at Hamilton House in 2026 with a panel discussion of issues around censorship in schools and libraries.**

Districts: Oldham, Lewisham, Isle of Wight

Motion 065

Libraries for liberation, the right to read

Conference notes:

1. The Chancellor has pledged £10m of funding to create libraries in all primaries that don't have them
2. But the findings of the Great School Libraries (GSA) report:
 - i. 1 in 7 primary schools do not currently have a library, and there is a particular lack of libraries in deprived areas, where they are most needed
 - ii. 65 per cent of primary libraries are open for no more than 6 hours a week
 - iii. 62 per cent of primary schools do not have a designated library budget
 - iv. Since 2019, the number of secondary schools with libraries has reduced from 96 per cent to 86 per cent, and the number of staffed hours in secondary libraries has reduced, with 55 per cent of schools reporting the librarian staffs the library between 6 to 8 hours a week, compared to 61 per cent in 2019
 - v. The GSA report notes that budgets have fallen or disappeared, and that library stocks have reduced since 2019
3. Councils are closing public libraries and reducing opening hours
4. In some cases schools and libraries have come under pressure, from parents or others, to limit the range of reading material which students have available to them
5. Libraries play a vital role in building empathy and promoting diversity.

Conference believes:

- a. All students benefit from well-stocked libraries staffed by qualified librarians, and that they provide students with supported access to a wide range of texts and other resources
- b. All students should have the right to access and enjoy a wide range of age-appropriate reading material, including texts that may be challenging.

Conference instructs the executive to:

- a. Campaign for 'Libraries for Liberation', calling for well-resourced libraries in schools**
- b. Publish a toolkit on winning libraries for all, and call upon districts and branches to campaign locally for better library provision**
- c. Call upon the government to properly fund school libraries in primary and secondary schools**

Districts: Halton

Motion 066

The Teachers' Pension Scheme

Conference notes:

1. The Teachers Pension Scheme (TPS) fails to provide an adequate level of service: callers are left waiting too long to be assisted, issues are left unresolved for months
2. A freedom of information request revealed the average call waiting time during the week beginning 17 February 2025 was 49 minutes
3. Teachers getting divorces are being left in limbo due to delays in TPS providing a Cash Equivalent Transfer Value (CETV).
4. Teachers are receiving their pension late leading to financial hardship on retirement
5. The contract for the administration of the TPS is passing from Capita to Tata Consulting Services.

Conference believes:

- i. The TPS is failing teachers who are looking to retire and/or get divorced.

Conference instructs the executive to:

- a. Contact all the MPs on the education select committee with a view to pressuring the DfE to ensure an efficient and reliable service for retired teachers is in place**
- b. Convene an emergency meeting of all teacher unions with union representatives on the TPS advisory board and unions represented at TPS**
- c. Email members to inform them of the problems with TPS and to ask them to respond on a dedicated email to report problems**
- d. Call on the TPS advisory board to hold the organisation accountable and to check and monitor issues like call waiting times**
- e. Demand the TPS institute a call back service so teachers are not left waiting for a reply. Additionally the email service should be reinstated**
- f. Meet with the TPS to ensure that they are aware of the issues**
- g. Establish a retired members' committee to assist in monitoring the TPS.**

Districts: Liverpool

Motion 067

Say goodbye to the tie: making school uniforms relevant for the 21st century

Conference notes:

1. Traditional, branded uniforms which include blazers, ties and dress trousers/skirts can cause significant financial hardship for struggling families
2. Research published by the University of Cambridge in 2024 found that traditional uniform policies can act as a barrier to physical activity, particularly for primary school-aged girls
3. There is no conclusive evidence to show that having a strict uniform policy improves attainment or behaviour in schools, nor does it reduce the chances of bullying or violent behaviour
4. It has been reported that only 1 in 10 people currently wear a suit to their workplace. This implies that traditional uniform policies (i.e. the tie and blazer) have become obsolete in the 21st century and no longer reflect modern practices when it comes to professional attire.

Conference believes:

- i. That, while having a uniform policy can play a part in promoting a more positive and inclusive school setting, current practices do more harm than good
- ii. Teachers and school leaders spend too much time policing draconian uniform policies, to the detriment of the pupils, who may be removed from lessons for minor infractions which does nothing to further their learning
- iii. Allowing students to wear more comfortable clothing that allows for physical activity will encourage them to be more active, which will be of particular benefit to primary pupils and girls
- iv. Seeking feedback from students as well as educators and parents would create more buy-in from all stakeholders and better ensure that policies benefit all.

Conference instructs the executive to:

- a. **Form a working group of diverse educational professionals who can:**
 - I. **Conduct research on the effects of traditional uniforms on pupils and best practices for updating uniform policies in schools**
 - II. **Draw up a list of recommendations for how schools can update their uniform policies.**
 - III. **Create a campaign to be rolled out to all schools encouraging headteachers to adopt more modern and inclusive policies regarding uniform**
 - IV. **Encourage schools to seek feedback from students regarding uniform policies in their own schools.**

Districts: East Northants

Motion 068

Improving SEND transition between primary and secondary schools

Conference notes:

1. There is no consistent system across schools for sharing SEND information during transition
2. Secondary teachers often receive incomplete or late SEND information, delaying support for pupils
3. This causes increased workload for staff and poorer outcomes for pupils with SEND.

Conference believes:

- i. SEND pupils are disadvantaged when key information is not shared early
- ii. A clear, compulsory system for transition would reduce workload and ensure needs are met from day one
- iii. All schools should follow the same minimum expectations for SEND transition.

Conference instructs the executive to:

- a. Lobby the DfE for a mandatory national framework for SEND information-sharing at transition**
- b. Press for consistent timescales, requiring primary schools to share SEND profiles, strategies and assessments well before entry to Year 7**
- c. Work with local authorities and academy trusts to create a standardised SEND transition template for all schools**
- d. Campaign for funded SENDCO release time to enable proper transition meetings.**

Districts: Telford and Wreakin

Motion 069

Cap MAT CEO salaries to promote fairness in public sector pay

Conference notes:

1. The pay gap between MAT CEOs and school staff continues to widen despite sustained funding pressures
2. Corporate-style leadership structures divert money from classrooms and damage staff morale
3. Many MAT CEOs earn more than leaders in comparable public sectors, despite similar public accountability
4. Top-slicing is increasing, with some trusts deducting 10 per cent or more from school budgets for central services
5. MATs can pool the General Annual Grant (GAG), creating inconsistent funding between schools in the same trust
6. Research in Calderdale shows CEO salaries commonly exceed three times UPR/UPS maximum, highlighting the need for regulation.

Conference believes:

- i. Excessive CEO pay is incompatible with the profession's values of equity and social justice
- ii. Executive salaries must remain proportionate to teacher pay, with no publicly funded school leader earning above three times UPS/UPR maximum
- iii. A CEO pay cap would increase transparency, protect public funds, and limit private-sector style executive expansion.

Conference instructs the executive to:

- a. Campaign for legislation capping MAT CEO salaries at no more than three times UPR/UPS maximum, adjusted for regional weighting**
- b. Campaign to prohibit MATs from pooling the GAG to restore transparency over top-slice deductions**
- c. Campaign for a 5.5 per cent cap on top-slicing for central services**
- d. Lobby for stronger transparency and accountability requirements for MAT executive pay.**

Districts: Calderdale

Motion 070

Limiting homework at KS1-3

Conference notes:

1. Excessive or routine homework at KS1-3 often lacks clear academic benefit and places unnecessary pressure on both pupils and teachers (OCED)
2. Pupils in the UK spend a significant number of hours in school each week. Home time should be protected for rest, family, play, and broader development (NFER -School Starting Age: European Policy and Recent Research by Caroline Sharp)
3. Many members are expected to assign and mark homework that adds to workload without evidence of improving educational outcomes
4. Countries with high-performing education systems, such as Sweden, limit or eliminate homework in the early years
5. Children are increasingly expected to access homework through online platforms. The UK has the largest ED Tech sector in Europe. Many organisations, including Smartphone Free Childhood and Phone Free Education have expressed concern about the amount of screen time their children are expected to consume to meet their homework demands.

Conference believes:

- i. Homework at KS1-3 should be limited in frequency and duration to prevent it from becoming a burden on pupils, families and staff
- ii. Children's time outside school should be protected and preserved for physical activity, creativity, and family life
- iii. Homework assigned should reflect pupils' developing skills and independence, be purposeful and not duplicate classroom learning
- iv. Introducing clear limits on homework, at each key stage, would help address workload and reduce pupil anxiety
- v. Rather than level the playing field, homework can reinforce and even widen existing inequalities.

Conference instructs the executive to:

- a. Campaign for the introduction of national guidance to support the appropriate amount of homework set at KS1-3**
- b. Propose a model policy that recommends:**
 - I. No formal homework in KS1 beyond optional reading and simple enrichment tasks.**
 - II. A maximum of 60 minutes a week in KS2, and 90 minutes a week in KS3**
 - III. Guidance on limiting screen-based homework**
 - IV. Support for members in negotiating fair and reasonable homework policies in their schools e.g. the union's model policy**
- c. Encourage schools to consult with pupils, parents, and staff when developing homework policies, ensuring all voices are heard**
- d. Call on the DfE to update homework policy guidance to reflect international best practice and protect pupil health and wellbeing.**

Districts: Northern Ireland

Motion 071

Exam board profits: it's time for a change

Conference notes:

1. Exam boards' fee increases, carried down to schools, have surpassed inflation by as much as 3.55 percentage points at GCSE and 2.99 percentage points at A level
2. The NAHT is publicly condemning the profits and price rises of examination boards as 'really hard to stomach' for schools facing financial pressure
3. Pearson Education (Edexcel) made profits of £573m in 2023
4. Whilst operating as a charity, AQA has built up a cash surplus of £95.6m from over-charging schools for examination costs, alongside another £115m in assets
5. The fees charged to schools did not match the pay increases to examiners
6. AQA's increased charge of £43.50 per component/paper when students request a remark
7. The EPI noting that 30 per cent of local authority schools are now unable to cover costs, up from 8 per cent four years ago.

Conference believes:

- i. In a time of financial hardship for our schools, we should campaign against companies that are making mass profits from our schools
- ii. The private nature of Pearson/Edexcel means they do not place doing the best for children at the centre of their aims
- iii. Teachers' time and expertise is not sufficiently valued in the wages paid to them to mark the examinations.

Conference instructs the executive to:

- a. Create materials that highlight the impact of examination costs on our schools**
- b. Create a campaign that aims to:**
 - I. Tackle the rising costs of examinations, and the impact these have on school budgets**
 - II. Remove for-profit examination boards, such as Pearson/Edexcel, that make millions from school budgets**
 - III. Ensure 'not-for-profit' boards such as AQA are not building up extreme reserves while our schools remain financially insecure**
 - IV. Increase the rates paid to qualified teachers to mark for examination boards.**

Districts: Southampton

Equalities and social justice

Motions 072 COMPOSITE

Combatting the rise of the far right

Conference notes:

1. Far right and fascist organisation is growing in the UK
2. The rise in mainstream global support for the far right
3. The far right's themes: hostility to migrants, Muslims and unions, cutting overseas aid, attacking civil liberties, demonising trans people, ending reproductive health facilities, supporting Putin's Ukraine invasion and Netanyahu's war on Palestinians, climate change denial, conspiracy theories and anti-scientific pathologising of autistic and other disabled people
4. Tommy Robinson, a person with racist and fascist views, was able to mobilise over 100,000 people on the "Unite the Kingdom" demonstration in September 2025
5. The "Unite the Kingdom" demonstration was addressed by fascists who talked openly about fascist themes such as the "great replacement" of white people in the UK
6. Reform UK is polling highly and could form the next government.
7. That Reform UK voted against the Employment Rights Bill at every stage
8. Reform-run councils (which employ some of our members) are cutting services and threatening workers' jobs and conditions.

Conference believes:

- i. There are deep pools of bitterness in the UK as people see their living standards decline after years of austerity
- ii. The far right and the fascists are tapping in to that bitterness and spreading a false narrative that immigrants and refugees are to blame for the problems in many people's lives
- iii. Attacks on migrant hostels have nothing to do with 'protecting women and children', and many of those organising them have convictions for domestic violence and abuse
- iv. Education should equip pupils to challenge racism and understand how scapegoating works
- v. Trade unions must act collectively to oppose far-right politics and defend safe workplaces and public spaces
- vi. The trade union movement must throw its full weight behind stopping a Reform UK government.
- vii. The government's benefit cuts and underfunding of public services feeds discontent and support for Reform
- viii. The government's tightening of visa restrictions and accelerating deportations is strengthening anti-migrant narratives and far right support
- ix. Tackling the far right is work for the whole trade union movement, not just a single campaign.

Conference instructs the executive to:

- a. **Reaffirm the union's opposition to all forms of racism, fascism, and far-right extremism, including the divisive politics promoted by Reform UK**
- b. **Collate and disseminate anti-racist teaching materials**
- c. **Call on districts to affiliate to Stand Up To Racism (SUTR) both nationally and locally**
- d. **Run anti-racist and anti-fascist training for reps in every region**
- e. **Produce materials to support school groups and districts running their own anti-racist and anti-fascist training**
- f. **Produce materials for reps to use in school union groups that explains why refugees are not to blame and exposes the far right**
- g. **Support school groups facing intimidation from far-right activity**
- h. **Support school groups, districts and regions to mobilise for anti-fascist demonstrations.**
- i. **Produce literature making the case against the far right:**
 - I. **Tackling myths about immigration, advocating migrants' rights**

- II. Opposing the “anti-woke” agenda**
- III. Advocating working-class solidarity**
- IV. Promoting union policies to tax the rich to fund public services**
- V. Promoting solidarity between workers of different backgrounds**
- VI. Encourage school and community based anti-deportation campaigns**
- j. Encourage districts to contact other unions, local TUCs, relevant campaign and community groups to set up local committees against the far right**
- k. Organise transport to anti-right-wing counter-demonstrations; provide legal observers, bust cards, stewarding; provide banners, placards etc with positive messages of working-class unity, equality and justice**
- l. Publicise Reform’s policies and voting record on workers’ and trade union rights**
- m. Organise migrant workers, including outsourced school support staff**
- n. Organise a national demonstration with others in solidarity with migrants and demand the government tax the rich, scrap anti-union laws, end poverty and create good jobs, homes, services and social security for all**
- o. Include a feature in Educate about Reform, in particular highlighting its opposition to workers’ rights.**

Districts: Oxfordshire, Denbighshire, Ealing, Newham, Coventry, Warwickshire, Nottingham, Birmingham, Sheffield, Waltham Forest, Lambeth, Devon, West Berkshire, Tower Hamlets and the City, Tameside, City of Leicester, Hammersmith and Fulham, Isle of Wight, Nottinghamshire

Motion 073

Refugee solidarity

Conference notes:

1. The increased climate of hostility towards refugees and the spread of misinformation
2. The right to seek asylum is enshrined in the Universal Declaration of Human Rights
3. Children account for 29 per cent of the world's population, yet 40 per cent of all forcibly displaced people are under 18
4. 2.3 million children were born as, or began life as, refugees in the last six years
5. Britain is home to less than 1 per cent of refugees globally
6. There is no legal way to claim asylum in the UK
7. Union activists are already doing huge amounts to support refugees both in the UK and abroad, however there is no clear place to coordinate this work within the union.

Conference believes:

- i. Refugee and migrant rights need to be fought for in all areas of public life
- ii. Attempts to demonise refugees and migrants are racist and must be opposed
- iii. The racist and far right myth that refugees are to blame for the economic crisis in British society must be systematically exposed
- iv. Refugees need our support and solidarity in an increasingly hostile environment
- v. Delegations to support refugees in Northern France working with Care4Calais and Roots provide an opportunity for members to learn reasons for migration and dispel the far right myths against refugees.

Conference instructs the executive to:

- a. Support and encourage branches and districts to:**
 - I. Hold meetings and training around refugee solidarity**
 - II. Support members to link with refugee organisations such as Care4Calais and Roots and contribute to members' costs of attending refugee delegations**
 - III. Arrange local collections of material aid for refugees**
 - IV. Encourage schools to sign up to Schools of Sanctuary**
- b. Support the development of regional and national refugee solidarity networks to bring together activists from across the union**
- c. Regularly review progress on the above points to ensure UK-wide coverage**
- d. Work with other unions and organisations to campaign for safe, legal routes for migrants and develop an alternative economic strategy that puts the interests of working people first to win a better economic future for all our communities, including those who come here seeking refuge.**

Districts: Southwark, Redbridge, Medway, Cheshire West and Chester, Nottingham, Oldham, Lewisham, Stoke on Trent, Waltham Forest, Kingston, Brent. West Berkshire, South Kent, Camden, Wandsworth, Havering, Cumbria, Tower Hamlets and the City, Hillingdon

Motion 074

The weaponisation of violence against women and girls

Conference notes:

1. Over 100 women's rights groups signed a statement condemning the "weaponisation" of Violence Against Women and Girls (VAWG) to fuel anti-migrant sentiment
2. They challenged the "dangerous myth" that the greatest risk to women and girls comes from strangers when in fact most violence occurs in the home by known perpetrators
3. Gender-based violence is committed in every economic, ethnic, age and social group and is overwhelmingly committed by known men
4. 41 per cent of those arrested in the 2024 race riots had previously been arrested for domestic violence
5. The launch of Women Against the Far Right.

Conference further notes that the facts about VAWG in the UK are stark:

- i. One in three women experience domestic abuse
- ii. Sexual offences are at the highest ever recorded level
- iii. One woman every four days is murdered by a partner or ex-partner
- iv. More than 90 per cent of perpetrators of rape or sexual assault are known to their victims.

Conference believes:

- a. Unfounded claims that migrants are primarily responsible for sexual violence undermine genuine concerns about women's safety and reinforces the myth that gender-based violence is committed by strangers
- b. Misinformation is diverting attention from the actual perpetrators of VAWG
- c. The escalation of demonstrations outside hotels housing refugees is having a devastating effect on families, women and children living in temporary asylum.

Conference instructs the executive to:

- I. Actively campaign to counter the false rhetoric that migrants are to blame for all VAWG and insist that those who spread misinformation be held to account**
- II. Encourage regions and districts to work with other trade unions to build Stand Up to Racism and Women Against the Far Right**
- III. Call on the government to show leadership in responding to the weaponisation of VAWG, by changing its own framing of migration**
- IV. Demand sustainable investment into local sexual and domestic violence centres ensuring that they are funded at parity with statutory services, and call upon districts and branches to support this demand locally**

Districts: Denbighshire, Hackney, Croydon, Haringey, Nottingham, County Durham, Worcestershire, Birmingham, Vale of Glamorgan, Liverpool, Plymouth, North Somerset, Camden, Lewes, Eastbourne and Wealden

Motion 075

Campaigning in a hot climate

Conference notes:

1. The failure of governments globally to meet targets in the Paris Agreement 2015 which would have given a chance of staying below 1.5 degrees warming
2. The increased urgency of climate action in the next decade to avoid dangerous increased global temperatures and climate tipping points
3. The rise in far-right political ideas, politicians, governments and policies which deny climate science or diminish the conclusions of this science by advocating for continued and increased fossil fuel extraction and use.

Conference believes:

- i. This far-right climate misinformation needs to be challenged to ensure the future for young people is not dangerously destabilised by the impact of extreme weather events and disastrous changes to our climate and nature
- ii. Far-right climate misinformation feeds further division, racism and xenophobia in which problems caused by climate breakdown are reframed as security concerns and opposition to migration
- iii. There is no national security without international security
- iv. The attempt to roll back a response to the climate emergency and action led by Reform UK councils, which is now being followed by Conservative councils, leaves our communities and students at risk
- v. Our schools and colleges should be places where climate education and action is prioritised and aligns with the scientific understanding of the causes, consequences and need for a global response to the climate, nature and ecological crisis.

Conference instructs the executive to:

- a. Campaign against climate misinformation in schools, including against fossil fuel sponsored schemes of work, resources and activities in schools**
- b. Campaign alongside groups that are challenging far-right misinformation on climate and nature and making the connection with increased racism**
- c. Campaign to ensure school sustainability leads, required by government, are in place with adequate and mandatory TLRs in order to play a recognised and impactful role**
- d. Campaign to ensure the "Greening Education Partnership" guidance, produced by education unions and the UN, is adopted by the UK government**
- e. Hold a biennial climate and nature conference to focus this work.**

Districts: Ealing, Halton, Waltham Forest, Brent, West Sussex, Lancaster and Morecambe, Islington, Barnet

Motion 076

Defend the right to protest

Conference notes:

1. Four leaders of the Palestine coalition, Ben Jamal, Chris Nineham, Sophie Bolt and Alex Kenny, face trial in 2026 following a peaceful protest on January 18th
2. The government use of anti-terrorism laws to proscribe Palestine Action, a non-violent direct action group that targets arms manufacturers
3. Over one thousand people have been arrested for taking part in peaceful protests in opposition to the proscription of Palestine Action
4. With alarm that the UK government intends to introduce greater restrictions on the right to protest in the wake of the dreadful antisemitic attack at the Manchester synagogue on October 2nd
5. The Home Secretary has talked of “repeated protests” on Palestine being a drain on police resources, suggesting there should be limits placed on how often people can protest on an issue
6. The public statement, initiated by our general secretary, and signed by trade union leaders, defending the right to protest and calling for the charges against Ben, Chris, Sophie and Alex to be dropped.

Conference believes:

- i. Freedom of assembly and the right to protest are fundamental to a democratic society and must be defended
- ii. Trade unions stand in the proud tradition of protest and dissent in this country
- iii. The Palestine Coalition has already faced more severe restrictions on the right to assemble and protest than any other protest group
- iv. We should oppose any attempts by the government to intensify this.

Conference instructs the executive to:

- a. Work with other unions and campaigning groups to defend the right to protest and oppose further restrictions on these rights**
- b. Support calls for an end to the proscription of Palestine Action**
- c. Support calls for those arrested for taking part in protests organised by Defend Our Juries to have the charges dropped**
- d. Encourage districts and branches to work with campaigning groups and trades councils in defending the right to protest.**

Districts: Croydon, Staffordshire, Warwickshire, Nottingham, Halton, Birmingham, Vale of Glamorgan, Liverpool, Wandsworth, West Sussex, Cambridgeshire, Camden, Islington

Motion 077

Domestic abuse: you are not alone

Conference notes:

1. Domestic abuse affects 1 in 3 women and 1 in 7 men in the UK
2. 1 in 10 LGBT+ people have experienced abuse
3. 5.4 per cent of those aged between 25 and 34 have experienced abuse
4. 1 in 7 disabled people have experienced abuse
5. Except in the case of physical abuse, refuge might be deemed inappropriate for those working full time due to the cost if not in receipt of the housing component of universal credit.

Conference believes:

- i. One person experiencing domestic abuse is too many
- ii. Domestic abuse is a plague on society and has no place in the UK
- iii. Private renting options are reduced for those leaving abuse with financial component.

Conference instructs the executive to:

- a. Launch a campaign, in collaboration with our sister teaching unions, raising awareness for support available for all individuals experiencing domestic abuse**
- b. Survey members on their experiences of domestic abuse, including what support they accessed and its impact on work**
- c. Campaign for the model domestic violence policy to be adopted by MATs, maintained schools and LAs which have not yet done so. It should include staff being able to request an advance in wages/loan to leave their partner without the need for refuge**
- d. Develop a training course and a tackling domestic abuse toolkit to help reps support members experiencing domestic abuse.**

Districts: Kingston, City of Derby

Motion 078

Protect trans and non-binary (TNB) students and educators

Conference notes:

1. The failure of successive governments to introduce an inclusive ban on conversion practice.
2. The government's veto of the Gender Recognition Reform (Scotland) Bill
3. The ban on puberty blockers for TNB children
4. The new RSHE guidance, which states that schools "should not teach as fact that all people have a gender identity"
5. The changes to "Keeping Children Safe in Education", which removed the statement that being TNB is not inherently a safeguarding issue, and now states that schools should inform parents
6. The EHRC's guidance, which states that trans people must be excluded from spaces which match their gender
7. 43 per cent of TNB people have experienced abuse from family
8. The DfE's claim it has no evidence that informing parents of their child's TNB status would only put a child at risk in "exceptionally rare" circumstances and its refusal to clarify whether schools should act in the best interests of the child when working with TNB children
9. The Lemkin Institute's warning the UK's actions constitute an attempted genocide.

Conference believes:

- i. The Cass Review contradicted international best practice
- ii. Trans women are women, trans men are men, and non-binary identities are valid
- iii. That an attack on any of us is an attack on all of us
- iv. The government's refusal to acknowledge the existence of TNB children, its weaponisation of schools to restrict access to knowledge and to put TNB children at risk of abuse, is an attempt to erase and eradicate TNB children
- v. That the actions of the government constitute an attempted genocide.

Conference instructs the executive to:

- a. Call for a reversal of government attempts to erase and eradicate TNB people and to urgently engage with, and rebuild the rights of, the trans community**
- b. Write to all schools to express support for TNB rights, and to encourage them to treat TNB people with dignity and respect**
- c. Fully support the union's TNB network.**

Districts: Kingston

Motion 079

Tackling the far right and empowering Black educators through representation, transparency and equity

Conference notes:

1. The increasing visibility of far-right narratives and divisive ideologies within society and their worrying impact on schools and communities
2. The ongoing underrepresentation and marginalisation of Black and global majority teachers and leaders in education
3. Many Black educators are leading the fight against inequality in schools without adequate recognition, time, or support.

Conference believes:

- i. Schools are on the frontline in countering extremism, racism and hate
- ii. Diversity, Equity and Inclusion (DEI) are not optional extras but essential to raising standards, improving outcomes, and building cohesive communities
- iii. Empowering educators strengthens the profession and ensures that Britain leads through justice, not division.

Conference instructs the executive to:

- a. Campaign for every school to have a funded diversity and inclusion specialist trained to tackle discrimination, promote inclusion, and lead anti-far-right education**
- b. Consider establishing a stipend or grant fund for Black teachers to promote, educate and support their communities within schools**
- c. Publicly celebrate schools that model inclusive, anti-racist practice and transparent reporting as national examples of excellence**
- d. Reaffirm that fighting inequality is central to professional integrity, staff wellbeing, and the raising of educational standards.**

Districts: Hillingdon

Motion 080

Age is an asset: retaining and respecting our older staff

Conference notes:

1. As of 2024/25, there are about 565,523 full-time equivalent (FTE) teachers in schools across the UK. In England, there are roughly 468,693 FTE teachers. According to data for England (2023/24), about 17.6 per cent of teachers were in the 50–59 age band, and 2.8 per cent were 60+
2. A published school-workforce census (as of 2024) of school leaders and teachers (in England and Wales) found that 19 per cent of teachers identified as “having a disability or a long-term health condition.” Many teachers' disability status is unreported: in England, data on disability was not obtained for 59 per cent of teachers
3. In a 2010-survey, among respondents over 50: 10 per cent said SLT had told them their age would be a barrier to progression; 21 per cent said they had experienced marginalisation of their abilities because of their age; 29 per cent said they had been subjected to negative comments about their competence
4. The union upholds, "A person (A) discriminates against another (B) if, because of B's age, A treats B less favourably than A would treat a person of a different age in the same or similar circumstances." as it relates to age-based discrimination in the Equality Act (2010).

Conference believes:

- i. Older staff must be seen as the core part of the workforce rather than nearly at the end of their usefulness
- ii. The strength of older educators provides excellent guidance for ECTs/NQTs
- iii. All staff of all ages and points in career deserve respect, equal treatment and transparency
- iv. The experience of older staff is priceless.

Conference instructs the executive to:

- a. Directly confront MATs and LA schools who are contributing to age-based discrimination; including legal action**
- b. Outline the pattern of ageism quantitatively across education**
- c. Form a working party to oversee this.**

Districts: Barnsley

Motion 081

Tackling toxic masculinity to advance gender equity and mental health

Conference notes:

1. Men and boys experience disproportionately high rates of suicide and mental ill-health, with many reporting pressure to suppress emotion
2. Phrases such as “man up” and “grow some balls” are widely recognised as reinforcing restrictive gender norms
3. Peer-led men’s support groups have been shown to reduce isolation and support healthier emotional expression.

Conference believes:

- i. Dismantling toxic masculinity is essential to achieving gender equity, and complements, rather than conflicts with, the struggle for women’s rights
- ii. Addressing gendered expectations must be rooted in inclusive feminism and intersectional approaches challenging sexism, transphobia and homophobia
- iii. Male educators are uniquely placed to model emotionally intelligent, anti-sexist behaviours and shape positive attitudes among boys and young men
- iv. The union has a responsibility to promote environments in which all genders can challenge harmful norms and support one another.

Conference instructs the executive to:

- a. Continue to campaign unapologetically for women’s rights and gender equity across all protected characteristics and identities**
- b. Develop a union-wide strategy to address toxic masculinity, including:**
 - I. A public-facing campaign highlighting the harms of restrictive gender norms and language**
 - II. Union-facilitated, peer-led spaces for men to reflect on masculinity, mental health and gender equity**
 - III. CPD for male educators on modelling healthy masculinity and acting as gender-justice allies**
- c. Ensure all work in this area is explicitly inclusive of LGBT+ identities and guided by the principles of equity, solidarity and collective liberation.**

Districts: Southern Derbyshire

Motion 082

Neurodiversity in education

Conference notes:

1. The human species, including the education workforce and the union's membership, is neurologically diverse, containing individuals with different brain structures
2. Revelations of abuse of autistic and learning-disabled children in privately-run, state-funded special schools.

Conference believes:

- i. Neurodivergent educators face significant discrimination
- ii. Neurodivergent people are disabled by societal barriers
- iii. The most effective way for neurodivergent workers to fight for liberation is as part of the disabled workers' movement
- iv. Many of the union's current demands, such as those for better funding, smaller class sizes and reduced workload will particularly benefit neurodivergent workers
- v. The education system is failing neurodivergent children and adults through under-funding, sensory distress, and a rigid curriculum, teaching methods and assessment
- vi. Neurodivergent education workers can be positive role models for neurodivergent students, especially in accessible and inclusive workplaces.

Conference instructs the executive to:

- a. Campaign for:**
 - I. Smaller class sizes**
 - II. Designated quiet spaces for staff and students**
 - III. Dyslexia-friendly print layout**
 - IV. Varied teaching methods**
 - V. Alternatives to exams**
 - VI. Behaviour interventions that do not punish neurodivergent traits or try to force students or staff to behave more 'normally'**
 - VII. Reasonable adjustments for those who need them**
- b. Call on the government to:**
 - A. Allow and fund education settings to implement these measures**
 - B. Include education about neurodiversity in the curriculum**
 - C. Provide better pay and conditions for education workers, including the support staff whose role is crucial in the education of neurodivergent students**
- c. Contribute to government consultations on relevant policy, including the forthcoming autism strategy, in line with this policy and in consultation with neurodivergent members**
- d. Issue advice to districts on how to make meetings and other activities more neuro-inclusive, written in conjunction with neurodivergent members**
- e. Offer speakers to districts about neurodiversity, drawn from the union's neurodivergent members**
- f. Include information about neurodiversity in the union's Disability Equality Toolkit, including a poster for display in workplaces**
- g. Make union events neuro-inclusive, including providing quiet spaces, producing printed materials in dyslexia-friendly layout, and using venues with a benign sensory environment.**

Districts: Rochdale, City of Leicester, Kingston, Nottinghamshire

International

Motion 083

Beyond genocide, justice for Palestine

Conference notes:

1. Israel has killed more than 65,000 Palestinians in Gaza since October 2023, including more than 20,000 children; destroyed health and education infrastructure; caused famine by blocking food and aid; and overseen unprecedented accelerated widespread ethnic cleansing in the West Bank
2. On 16 September 2025, the United Nations Independent Commission of Inquiry on the Occupied Palestinian Territory concluded that Israeli authorities and Israeli security forces have committed the crime of genocide against Palestinians in Gaza
3. The Commission called on all member states, including the UK, to “employ all means reasonably available to them to prevent the commission of genocide in the Gaza Strip”
4. Alongside the ongoing genocide case against Israel at the International Court of Justice, the report adds to a growing international consensus finding that Israel is committing genocide in Gaza, which also includes the International Association of Genocide Scholars and Amnesty International
5. UN reports confirm mass displacement on a scale not seen since 1967, with more than 40,000 Palestinians uprooted and neighbourhoods destroyed. Hospitals and aid convoys have been obstructed, deepening a growing humanitarian emergency.

Conference believes:

- i. The path to safety and justice for the Palestinian people must include their views and not be imposed by the US or other western powers
- ii. The UK government must take action to address the escalating displacement of Palestinian communities, destruction of their homes and property, settler and military attacks and the expansion of illegal settlements and outposts, all of which are contributing to the continued annexation of the occupied West Bank.

Conference instructs the executive to:

- a. Continue to raise the issue of justice for the Palestinian people at all opportunities with the government and through the wider trade union movement**
- b. Encourage districts to mobilise for national and local demonstrations for Palestine, strengthening links with Palestine Solidarity Campaign branches**
- c. Look at ways to support the rebuilding of education access in Gaza**
- d. Produce materials to support members in teaching about Palestine.**

Districts: Oxfordshire, Denbighshire, Coventry, Vale of Glamorgan, Sheffield

Motion 084

Welfare and wages, not weapons and warfare

Conference notes:

1. Britain's public services, public goods, and core infrastructure – including education, healthcare, local government, mail, and transport – continue to suffer from chronic neglect and underinvestment
2. Figures from the School Cuts website show that most schools have lower real-terms funding than in 2010
3. Such under-investment harms working people, holds back unions and compounds the erosion of public services and the standard of living
4. Political pressure on European governments from Donald Trump to ratchet up expected levels of spending on defence, potentially climbing to 5 per cent of gross domestic product
5. In the current political context, ever-higher expenditure on arms will inevitably mean less money for our education, health, councils, and the green transition.

Conference believes:

- i. The union should continue to stand, in our best traditions, for peace and against militarisation
- ii. A move towards ever-higher spending on arms increases the risk of a wider drive to war, in the dangerous context of renewed great-power rivalry
- iii. British participation in the F-35 programme implicates it in Israel's grave violations of international law in Gaza.

Conference instructs the executive to:

- a. Support TUC policy to prioritise campaigning for public investment in Britain's public infrastructure, which has been decimated by austerity**
- b. Renew the union's pledge to campaign for a safe, liveable planet**
- c. Reaffirm that the union's priority is welfare and wages, not weapons and war**
- d. Continue to work with organisations campaigning on the issues outlined in this motion, and to call upon districts and branches to continue to challenge funding levels in schools and colleges.**

Districts: Ealing, Croydon, Halton, Vale of Glamorgan, Liverpool, Sheffield, Wandsworth, Lambeth, West Sussex, Camden

Motion 085
Support for Rohingya people

Conference notes:

1. With concern, the ethnic cleansing and genocide of the Rohingya people carried out by the government of Myanmar/Burma and recognises their right to return to their homeland as full citizens.

Conference believes:

- i. In, and supports the self-organisation and self-determination of the Rohingya people in Burma, in the refugee camps, in the diaspora, and in particular in Britain, to seek international support for their return and to campaign for dignified living conditions in the camps in Bangladesh.

Conference instructs the executive to:

- a. Continue to work with the Rohingya Centre UK, and other appropriate organisations**
- b. Lobby our government, MPs and international organisations to work for the rights of all Rohingya people to return to their country as citizens free from persecution and with full civil rights**
- c. Organise practical support for those Rohingyas trapped in the refugee camps, including aid**
- d. Continue to provide support for a programme that ensures children in the camps have access to good quality education**
- e. Advocate a boycott of goods sold in Britain that are produced in inhumane conditions in Burma**
- f. Continue to organise meetings and activities at which the voice of our Rohingya community can be heard**
- g. Provide financial support for such activities.**

Districts: Kirklees, Rochdale, Hammersmith and Fulham

Motion 086
International solidarity

Conference notes:

1. Trade unionism is under attack across the globe, with serious violations occurring in numerous countries. These include:
 - i. House arrest or imprisonment of trade unionists in countries such as Myanmar, Hong Kong, Cambodia, Russian-occupied Ukraine, Belarus, Georgia, and Turkey. According to the ITUC, such incidents have occurred in 71 countries
 - ii. State or employer harassment and violence against trade unionists in nations including Iran, Cameroon, Colombia, Guatemala, Peru, South Africa, Haiti, and Russia. The ITUC reports violence in over a quarter of countries
 - iii. Restrictive legislation of unions in nearly three-quarters of countries
 - iv. Outlawing of trade unions, as seen in Iran
 - v. Threats to legal rights, including proposed reductions in union rights in countries such as the USA
 - vi. State-controlled unions, with legal rights granted only to government-sanctioned unions in countries including Cuba and China, where the right to strike is denied
 - vii. Seizure of union assets, including in Ukraine
 - viii. Organised union-busting campaigns by multinational corporations, notably Amazon
2. The ITUC's 2025 findings:
 - a. No or reduced access to justice in 72 per cent of countries
 - b. Attacks on the rights to free speech and assembly in 45 per cent of countries.
 - c. Violations of the right to strike in 87 per cent of countries
 - d. Restrictions on collective bargaining in 80 per cent of countries.

Conference believes:

- I. Defending free trade union rights globally is central to international solidarity, in support of trades unionists facing repression or taking action, and that solidarity can make a difference.

Conference instructs the executive to:

- A. Ensure all international solidarity delegations meet with representatives of free trade unions where they exist, and raise cases of any imprisoned or victimised trade unionists in the country**
- B. Strengthen engagement with Education International, ETUC, and ITUC in promoting global trade union rights**
- C. Alert members to campaigns against victimisation or arrests for trades unionism, such as those initiated by LabourStart, particularly those of education trades unionists.**

Districts: City of Leicester, Nottinghamshire

General
purposes

Motion 087

Elevating women: formal recognition as an equality strand

Conference notes:

1. Black, LGBT+, and Disabled members are recognised as being part of distinct equality strands, ensuring prioritised annual conference motions and representation
2. The union's membership is at least 76 per cent women.

Conference believes:

- i. Achieving true equality for women in the union requires systemic rule changes
- ii. Recognising women as a distinct equality strand is essential to address the unique challenges women face and to reduce gender-based marginalisation
- iii. The women's national conference should send a prioritised motion to this conference, as other equality strands do
- iv. Full inclusion as an equality strand is crucial to ensure equitable representation throughout union structures and policy and to strengthen the union's commitment to equality.

Conference instructs the executive to:

- a. **Change the title of rule 12 in the union's rules to 'Equalities Sections (Black, Women, LGBT+ and Disabled)'**

Districts: Torbay, Devon

Motion 088

Improve democracy and representation at annual conference

Conference notes:

1. Annual conference is the supreme instrument of democratic decision making for our union
2. Some of our members with different abilities face barriers to engagement
3. Not all members with hearing impairment are conversant in BSL
4. The majority of motions and all procedural votes are currently decided by a visual show of hands
5. Since not every delegate represents an equal number of members, votes may appear to be close when they are not. Votes may pass or be struck down against the wishes of members
6. As a trade union we represent workers, fighting for dignity, pay and conditions.

Conference believes:

- i. All members, regardless of ability, have a right to attend, engage and contribute to conference
- ii. Speech to text apps operated by delegates perform erratically in environments such as conference venues
- iii. Those of us who are not disabled cannot, no matter how good our intentions, know what barriers our comrades face
- iv. Delegates attend to represent the views of members
- v. Imprecise language in motions can cause genuine distress to members and to delegates
- vi. It is possible for clever practice amongst delegates to frustrate the democratic will of our membership
- vii. We vote for the words on the page
- viii. Members should not expect venue to staff to clean up after them.

Conference instructs the executive to:

- a. Provide captions/subtitles to all speeches, captured and processed centrally from the podium**
- b. Adopt digital voting for all motions, including procedural motions**
- c. Update guidance on writing motions for districts to make clear that when a state oppresses a group that should be stated in a motion rather than the people or nation. For example 'Britain' did not evict the inhabitants of the Chagos archipelago; the 'British State' did.**
- d. Instruct all delegates to pick up their own rubbish**

Districts: South East Hampshire

Motion 089

Using large language models in trade union activities

Conference notes:

1. Much public debate about artificial intelligence (AI) in education has focused on schools, while less attention has been given to how AI tools; more accurately described as large language models (LLMs), are already being used within the union
2. Some districts, branches and members use LLMs to draft correspondence, summarise policy documents, produce training materials, and support campaign work
3. Entering confidential information into any (paid or unpaid) LLMs risks data breaches, as such systems may reuse user inputs.

Conference believes:

- i. Used responsibly, AI tools can reduce workload, improve communication, and help manage casework where facilities time is under pressure
- ii. However, without guidance, there are risks. LLMs can generate text that appears authoritative but is inaccurate or misleading, or produce overlong correspondence that complicates casework
- iii. AI's strength lies in processing and reframing information; it should not be relied on for factual advice or independent analysis
- iv. AI should be understood as a supportive tool which, when used carefully, can save time and enhance union work, but cannot replace the judgement, experience, or democratic voice of members
- v. Guidance is essential so lay officers do not bear the risks when experimenting with these tools
- vi. Members and activists need training to understand both the possibilities and limitations of AI.

Conference instructs the executive to:

- a. Issue clear guidance on appropriate union uses of AI, e.g. summarising or drafting non-confidential documents, but not inputting sensitive casework**
- b. Develop a toolkit outlining safe, effective and ethical AI use, and areas to avoid**
- c. Provide training for reps and officers on using AI to reduce workload and support communication, while maintaining confidentiality and accuracy**
- d. Produce advice for handling AI-generated correspondence, ensuring clarity and appropriateness**
- e. Establish a working group, including lay activists and experts, to review developments and advise on best practice**
- f. Report back to annual conference 2027 with recommendations for the union's long-term approach to AI.**

Districts: Harrow, Haringey

Motions 090 COMPOSITE

Inclusion of a supply members' section within rule 11

Conference notes:

1. Rule 11 of the union's rules is titled "Independent Schools, Post 16 Establishments, Support Staff and New Professionals and Young Workers Sections."
2. This rule establishes sectoral sections with annual conferences empowered to submit motions directly to annual conference
3. Supply members, approximately 20,000 nationally, are not currently included in Rule 11 and therefore cannot submit motions collectively via a supply members' conference.

Conference believes:

- i. The omission of supply members from Rule 11 disadvantages a large and often marginalised group of members
- ii. Supply members should have the same opportunity as other sections to meet collectively, debate issues affecting them, and submit motions directly to annual conference
- iii. Establishing a supply members' section within rule 11 is the most democratic and representative way to ensure supply members' voices help shape union policy.

Conference instructs the executive to:

- a. **Amend the title of Rule 11 to include supply members, so that it reads:
"Independent Schools, Post 16 Establishments, Support Staff, Supply Members and New Professionals and Young Workers Sections."**
- b. **Amend Rule 11.1 so that it reads:
11.1 In addition to being members of Local Districts, members employed in the Independent schools and Post 16 establishments, members who are in the first 3 years of their career and/or 35 years of age and under (New Professionals and Young Workers), those employed as support staff, and members undertaking supply or casual teaching work, will be organised in sector specific sections.**

Districts: Stoke on Trent, Kirklees, Norfolk, Oldham, Hammersmith and Fulham, Wandsworth, Caerphilly, Islington, Barnet

Motion 091

Rule change: candidates for general secretary and assistant general secretary

Conference instructs the executive to:

- 1. In Rule 15.7, replace "either: (a) Members of a TUC affiliate union" with "members of the Union for not less than five continuous years immediately preceding the start of the election process or be in office as General Secretary or Deputy General Secretary of the Union" and delete clause (b)**

Current rule:

15.7 Candidates for the posts of General Secretary and the elected Deputy General Secretary shall be either:

- (a) Members of a TUC affiliate union for not less than five continuous years immediately preceding the start of the election process (the effective date for the start of the election process will be 21 January in the year of the Executive elections; 1 September in the year preceding Officers' elections and the date of the publication/circulation of timetable for by-elections/elections as agreed by the Executive); or**
- (b) Officials of a TUC affiliate union.**

Proposed rule:

15.7 Candidates for the posts of General Secretary and the elected Deputy General Secretary shall be members of the Union for not less than five continuous years immediately preceding the start of the election process or be in office as General Secretary or Deputy General Secretary of the Union (the effective date for the start of the election process will be 21 January in the year of the Executive elections; 1 September in the year preceding Officers' elections and the date of the publication/circulation of timetable for by-elections/elections as agreed by the Executive).

Districts: Leeds, City of Leicester

Motion 092

Increase Black member representation on the executive committee

Conference notes:

1. The union has over 40,000 Black members
2. Currently, there is one dedicated executive seat for Black members covering England, Wales, and Northern Ireland
3. Some electoral districts with fewer than 30,000 members have three executive seats. These seats cover far smaller geographic areas.

Conference believes:

- i. A single representative cannot effectively represent over 40,000 members across a large region
- ii. Proportionate representation based on membership size is the most equitable principle
- iii. Adding three dedicated seats (to give a total of four) would provide a stronger voice for Black members, better address their unique concerns, and demonstrate the union's commitment to equality.

Conference instructs the executive to:

- a. **Create three new executive seats for Black members**
- b. **Amend the final sentence of Rule 13.1 to:**
"In that year this shall include one member for each of the Independent, Post-16 and Support Staff sections and one member for every 10,000 members for each of the Black, LGBT+ and Disabled members' sections."
- c. **Establish election procedures for the new seats, including:**
 - I. **Permitting regional virtual hustings to improve candidate access**
 - II. **Regionally circulating initial campaign materials to relevant members, before the final central distribution with the ballot paper**
 - III. **Allowing organising forums to help run regional hustings to select candidates**
- d. **Implement a review process to ensure fair representation, manageable workloads, and reduced travel for representatives**
- e. **Enact all changes in time for the 2027-2029 election cycle.**

Districts: Buckinghamshire

Motion 093

Affiliation to the General Federation of Trade Unions

Conference notes:

1. The General Federation of Trade Unions (GFTU) is a longstanding federation supporting specialist unions across the UK
2. The GFTU provides educational programmes, research, and campaigning support to affiliated unions
3. The NEU is currently not affiliated to the GFTU.

Conference believes:

- i. As the largest education union in Europe, the NEU has a responsibility to explore all avenues for strengthening solidarity across the trade union movement
- ii. Affiliation to the GFTU could offer opportunities for collaboration, mutual support, and access to additional resources, particularly in areas such as union education and campaigning
- iii. Any decision to affiliate should be based on a thorough understanding of the benefits, costs, and strategic implications for the union and its members.

Conference instructs the executive to:

- a. Conduct due diligence on potential affiliation to the General Federation of Trade Unions**
- b. This should include an assessment of the GFTU's governance, financial structure, educational offer, campaigning priorities, and alignment with our values, aims and objectives**
- c. Consult with relevant stakeholders as part of this process**
- d. Should the outcome of this process indicate clear benefit to the union and its members, the Executive is authorised to proceed with affiliation and to inform annual conference 2027 of its decision and rationale.**

Districts: County Durham, Waltham Forest, Bromley

Motion 094

An accountable union is a strong union

Conference notes:

1. The union's website refers to formal and informal complaints procedures
2. The procedure says that 'The vast majority of these disputes will be resolved through comradely dialogue and within the democratic structures at workplace and branch/district level.'
3. The union's model rules for districts and branches do not mention these democratic structures
4. The current code of professional conduct, as stated in Appendix I, point (ii) of the rule book says that: 'Making a report which contains criticism of the work or conduct of another member without at the time acquainting the member concerned with the nature of the report, either verbally or in writing' is unprofessional conduct, except in matters of child protection or other legal duties or responsibilities
5. At time of writing, links to some parts of the complaints procedure are not complete or available on the website.

Conference believes:

- i. Local officers at branch or district level could need support in resolving disputes between members
- ii. The wording of Rule Book Appendix I (ii) may prohibit members from making legitimate complaints.

Conference instructs the executive to:

- a. Review the complaints procedure and ensure it is accessible for all members and available on the website**
- b. Create guidance for local officers for dealing with these disputes at a branch or district level**
- c. Change Appendix I (ii) so that it states "making a report which contains the criticism of the work or conduct of another member without at the time acquainting the member concerned with the nature of the report, either verbally or in writing. This does not however apply to issues which relate to child protection issues, legal duties or responsibilities of a member, or instances where a member may suffer reprisals or exacerbation of behaviour being complained about and which it is reasonable at the time for the member to believe that the member concerned will receive a copy of report in the course of a formal process."**

Districts: South Kent

Motion 095

A new voice in the union

Conference notes:

1. The NEU is a diverse union of around half a million members that shape the way we campaign and fight for the rights of educationalists
2. The union is focussed on developing members into new activists through rep recruitment and other initiatives
3. The affairs of the union are managed by an executive consisting of the officers of the union and 55 other members elected biannually
4. The executive is responsible for the governance, management and control of the union
5. As per rule 13.4 of the union's rulebook, all executive seats are elected biannually but with no limit as to the number of times a member may be re-elected.

Conference believes:

- i. Some executive members have been re-elected for their executive seat for longer than two terms. While their experience is invaluable, the opportunity for different voices to shape the union is underrepresented
- ii. Despite organising forums and national council members being limited to two terms of office, there is still no limit for the executive, making it an exception
- iii. Despite new activists being on the ballot paper, districts often pick the 'tried and tested executive' rather than allowing the newer activists the opportunity to gain the experience they need to remain active within the union.

Conference instructs the executive to:

- a. **Amend rule 13.4 "All members of the executive except the president and the senior vice president shall retire biannually but shall be eligible for re election" so it reads "All members of the executive except the president and the senior vice president shall retire biannually and shall only be eligible for re election for a maximum of 2 terms of office."**

Districts: Barnsley

Motion 096

Limiting terms for national executive members

Conference notes:

1. Rule 13.4 of the union's rule book states that "All members of the Executive except the President and the Senior Vice President shall retire biennially but shall be eligible for re-election."
2. Rule 13.7 outlines eligibility for nomination to the executive, requiring three years of continuous membership, but does not place any limit on the number of consecutive terms a member may serve
3. Rule 13.8.1 and 13.12.1–13.12.7 detail the nomination and election process for executive members, including those elected via local districts and by workplace nominations
4. Rule 13.17 outlines the process for filling executive vacancies between elections.

Conference believes:

- i. The union should be a democratic, member-led union with a leadership that is representative, accountable, and regularly renewed
- ii. Limiting the number of consecutive terms for national executive members would encourage wider participation, promote diversity, and ensure fresh perspectives in the governance of the union
- iii. This principle is already reflected in the rules governing national councils and organising forums, where representatives are limited to two terms
- iv. Aligning the rules for the national executive with those for other representative bodies within the union would strengthen internal democracy and consistency.

Conference instructs the executive to:

- a. Draft and submit a rule change to amend Rule 13.4 of the NEU Rule Book to limit the number of terms a member may serve on the national executive to two terms (four years maximum) which do not need to be consecutive, excluding national officers from this rule change.**
- b. Consult with members and local districts on the implementation of this change and provide guidance to ensure a smooth transition.**

Districts: York

Motion 097

Supporting all members to maximise their involvement in the union

Conference notes:

1. During Covid-19 the union led the way in holding both completely online and hybrid teaching, meetings and events including successful national conferences.

Conference believes:

- i. It is extremely concerning that some members are being refused online/hybrid flexibility at meetings such as regional councils when even the national executive allows virtual attendance at their meetings
- ii. There are many reasons why our members may sometimes need the flexibility of online attendance – physical illness, family responsibilities, disability, lack of time in busy stressful lives. Online attendance ensures no-one is discriminated against due to their individual circumstances and also ensures equity for all our members
- iii. Many districts are very adept at offering hybrid meetings to support members and to help increase member engagement and activism
- iv. Whilst accepting that physical presence at a meeting is usually a better experience we should be providing a level of flexibility to all members in all districts, regions and nationally to maximise members' input and involvement.

Conference instructs the executive to:

- a. Ensure all union meetings – at whatever level - are available in hybrid form to allow both physical and virtual attendance thus ensuring the widest level of member participation**
- b. Ensure all training sessions are available in hybrid form to allow both physical and virtual attendance unless this is completely unpractical or is training normally delivered only online**
- c. Ensure all national and sector/section conferences are available in hybrid form to allow both physical and virtual attendance unless this is completely unpractical**
- d. Ensure that where hybrid options are not offered there are very specific and legitimate reasons for the lack of flexibility.**

Districts: Barnsley

Motion 098

Union democracy – regions and regional executive electoral constituencies

Conference notes:

1. When the union was formed a certain amount of re-organisation was necessary but this resulted in some districts moving into different regional areas, usually co terminus with the TUC and government regions. However, this has led to a number of districts being in one region but a different constituency area for regional executive elections. This has several effects:
 - i. The regional executive members attend two or three regional councils
 - ii. It is more difficult for a member from a district outside the region to get elected to the executive as they will not be as well known in the region, as they are not eligible to attend regional council or participate in other regional activities in their electoral area
 - iii. The membership levels of some regions are now much smaller than others.

Conference believes:

- a. This essentially results in a democratic deficit.

Conference instructs the executive to:

- I. Continue with the current regional areas but review the regional executive numbers with a view to ensuring executive numbers match the size of the electorate for each region.**

Districts: York

Member
defence

Motion 099

Members who are retired and casework

Conference notes:

1. Members who are retired offer their expertise and time to local lay structures. They are retired from their educational roles, not life
2. They cannot undertake casework. The union does not have the appropriate insurance for them to do so
3. This important information is not noted explicitly in the union rulebook. We should all, lay and paid structures within the union, be able to rely on our rule book to ensure we operate appropriately and ethically for all our members.

Conference believes:

- i. This information was and may still be unknown by some districts and branches. Districts and branches using caseworkers who are retired are doing so without insurance, and this has (and will continue) to create difficult situations with regard to past casework undertaken and current capacity with the loss of vital caseworkers
- ii. In some areas members who are retired are undertaking casework. It is essential we have a quick response that is fit for purpose and future-proofs our lay caseworkers.

Conference instructs the executive to:

- a. Investigate the issue with urgency, to understand why it was unknown to districts and branches. Consult further and agree democratically with district and branch secretaries on the appropriate way to address the issue of members who are retired undertaking casework**
- b. Ensure the rulebook is comprehensive, and that districts and branches can operate ethically, including, but not limited to, who can undertake casework**
- c. Ensure that all caseworkers who are retired, and have provided casework support to members in good faith, without the knowledge that they are uninsured to do so, are not left vulnerable.**

Districts: Somerset

Motion 100

Equalities data in local authority schools

Conference notes:

1. Local authorities are required by the Public Sector Equality Duty (PSED, or “the duty”), which applies in Great Britain (England, Scotland and Wales), to have due regard to certain equality considerations when exercising their functions. Workforce equalities data is key to understanding where pay gaps arise and informing strategies to close equalities pay gaps across the workforce
2. For employment purposes, each maintained school is usually regarded as a single unit and as such too small to be required to collect and share equalities data
3. There is no requirement to collect aggregate equalities data for maintained and foundation schools across an LA
4. Equality of pay and progression for staff in schools therefore lacks the transparency that informs equalities strategies for other groups of public sector employees.

Conference believes:

- i. Equalities data is essential to implement the PSED effectively
- ii. The lack of transparency around equality of pay across education in local authorities undermines their ability to implement the PSED effectively for staff in schools.

Conference instructs the executive to:

- a. Lobby the government to require local authorities to gather and publish equalities data across the aggregate education workforce**
- b. Provide lay officers with a toolkit to make effective requests for equality data from local authorities in the meantime**
- c. Share with lay officers any instances of local authorities where equalities data has been gathered across schools and shared with officers.**

Districts: Reading

Motions 101 COMPOSITE

Investigations following an allegation

Conference notes:

1. Providing a safe environment for young people is of paramount importance for educators and that Designated Safeguarding Lead (DSL) and The Local Authority Designated Officer (LADO) play a key role in keeping the young people we educate safe
2. Teachers who are subject to allegations by members of the school community will be referred to the LADO for consideration.

Conference believes:

- i. Where staff are alleged to have behaved inappropriately that they should be subject to the most rigorous investigation
- ii. Damage done by unnecessary and badly-handled investigations can adversely affect the mental health of members. Many become very ill, with some leaving the profession, or ending their lives as a result.
- iii. Investigations are too often:
 - a. Too long with some members having to endure many months waiting for news from the LADO (Local Authority Designated Officer) or for the investigation to commence. This affects work attendance and anxiety levels, and restricts members from undertaking work with children outside employment
 - b. Non-supportive, as some workplaces do not allocate a suitable well-being contact for a member to have regular check-ins, or do not update them with progress which increases anxiety. Some suspend without explaining what that means. Some trusts are also reducing their Employee Assistance Programme (EAP) to save money
 - c. Unfair, with some investigating officers not trained so their investigations don't follow ACAS code of practice on disciplinary and grievance procedures
 - d. False or malicious. When allegations are found to be untrue, too often there are no fair adjustments made or pupil accountability, leaving members feeling vulnerable, and increasing the potential for further false allegations
- iv. The LADO process is opaque and can produce an outcome on incomplete investigations
- v. The LADO decision has far reaching consequences. That if an allegation is "upheld" as having reached the threshold that this must be recorded on an educator's record and references even if subsequent investigations show the initial investigation to have been flawed or misleading. This means that the person who is the subject of the allegation is not given a full chance to represent themselves
- vi. There is very limited recourse to appeal the outcome of a LADO
- vii. We need a secure process that produces just outcomes – if the process loses the confidence of education staff they might be reluctant to refer concerns to the LADO, which in term increases the chance of genuine safeguarding concerns not being addressed
- viii. Caseworkers need to have access to tools to represent members properly.

Conference instructs the executive to:

- I. Set up a working group to investigate the LADO process – staffed by experience caseworkers, legal advisors and safeguarding experts**
- II. Survey members and caseworkers, to ascertain:**
 - A. Their experience of timelines compared to DfE guidance**
 - B. Whether they received adequate support**
 - C. Whether due process and guidelines were followed**
 - D. Where false accusations were made, whether adjustments or consequences took place**
 - E. How many trusts are reducing their EAP**

- III. Put in a Freedom of Information request to each LA to determine the numbers of referrals and wait times, and the regularity of multi-agency meetings**
- IV. Investigate how the LADO referral system can be changed so it ensures young people are provided with a safe environment and protection, while allowing educators scope to represent themselves effectively**
- V. Use the data from points I and II to:**
 - 1. Produce a model policy for caseworkers to lobby for improved workplace policies**
 - 2. Lobby LADOs to communicate reasonable timelines for multi-agency meetings and outcomes**
 - 3. Create up-to-date guidance for members on what records will be kept**
 - 4. Create and deliver training for caseworkers.**
- VI. Produce recommendations by conference 2027 for how the union should proceed on this issue.**

Districts: Peterborough, Kirklees, Hammersmith and Fulham

Motion 102

Prioritise the mental health and well-being of educators and reps

Conference notes:

1. The Teacher Wellbeing Index (2023) found that 77 per cent of teachers surveyed, had experienced symptoms of poor mental health due to work

Conference believes:

- i. Most reps such as caseworkers and branch secretaries are also working in education, so, sadly are likely to experience mental health problems
- ii. One of the main reasons for absence from work for educators, is work related stress, which contributes to poor mental health and wellbeing
- iii. Reps deal with very complex casework, which can be mentally and emotionally challenging
- iv. There is a lack of focus on supporting the mental health and wellbeing of our reps who deal with casework
- v. There is a lack of guidance on how to provide emotional support to colleagues, who are facing workplace issues
- vi. A lack of focus on mental health and wellbeing upon return to work (after a period of absence), can hinder the mental and physical recovery of educators
- vii. Our reps play a pivotal role in building the union and supporting their colleagues, in addressing workplace issues
- viii. Clear communication around support, when returning to work, following an absence, can encourage a positive return
- ix. Reduced government funding has created more workload, which often leads to poor mental health and wellbeing for educators
- x. The government's pledge to include mental health support in schools for children and young people, must also extent to include targeted support for educators
- xi. Mental health awareness training is crucial for caseworkers.

Conference instructs the executive to:

- a. Conduct a mental health and wellbeing survey of reps**
- b. Introduce mental health awareness and wellbeing support training for reps who deal with casework**
- c. Have specific officers, who can offer specific guidance for caseworkers**
- d. Lobby the government to fund mental health support for educators**
- e. Introduce a mental health and wellbeing assessment framework, for schools to use when educators return to work after a period of absence.**

Districts: North Yorkshire, Sheffield

Motion 103

Online balloting now

Conference notes:

1. The government is committed to introducing the use of electronic balloting for trade union ballots
2. The government states it will 'consult a working group with stakeholders including cyber security experts, trade unions and business representatives' before introducing electronic balloting
3. There is no specific timeline for 2, and the working group is yet to be assembled
4. Conservative and Labour leaders - future Prime Ministers - have been elected via online votes
5. Royal Mail have missed delivery targets for 8 consecutive years.

Conference believes:

- i. Electronic balloting would be safe; likely to increase voter turnout; allow shorter balloting periods; reduce costs and be more environmentally friendly
- ii. The CWU is correct that the decline in deliveries is due to 'deliberate, sustained dismantling of UK postal services'
- iii. Continued problems with members receiving postal ballots threatens unions' ability to deliver successful turnouts in ballots; this is a serious restriction on democracy as it prevents the exercise of the right to strike
- iv. Working groups were not required before the political parties which run the UK decided to introduce online voting for their own internal elections. Endless 'consultations' on implementing this for workplace balloting is a delaying tactic
- v. The tone and low-key nature of the TUC's campaigning on the issue is symptomatic of complacency and a belief that the current government can be trusted to deliver this demand without much pressure. Conference rejects this complacency and believes a serious labour movement campaign is necessary.

Conference instructs the executive to:

- a. Urge the TUC to launch a serious campaign to ensure electronic balloting is in place in 2026 and work with like-minded unions to launch such a campaign if the TUC proves unwilling to**
- b. Encourage districts and branches to produce their own materials educating members about the importance of this issue, and campaigning locally to lobby Labour MPs in particular**
- c. Continue to campaign, but more visibly, for the abolition of all anti-trade union legislation.**

Districts: Croydon, Redbridge, Luton, County Durham, Worcestershire, North Somerset

Motion 104

Protecting our sick leave: an end to trigger-points in absence monitoring policies

Conference notes:

1. Absence monitoring is used to monitor the number of sickness-related absences staff have across the academic year
2. The union states there should be no immediate need for a 'trigger point' system for absence monitoring
3. Despite this, schools are implementing 'trigger point' absence monitoring systems, which often lead to meetings where 'targets' are set for the member of staff in question to not take sickness-related absences
4. Some school policies are exclusionary of certain disabilities.

Conference believes:

- i. The current system of 'trigger points' does not solve the longer-term issue of staff absences and is often used as a punitive measure and not supportive
- ii. That current absence monitoring policies run counter to schools' duty of care towards staff wellbeing under the Health and Safety Act 1974, which many employers profess to value in their own policies
- iii. Sickness or disability related absences should not result in disciplinary action
- iv. Setting trigger points for the above could constitute discriminatory practice.

Conference instructs the executive to:

- a. Work with relevant health and safety bodies of the union to promote the union's model sickness absence monitoring policy, ensuring that sickness-related absences do not result in disciplinary action**
- b. Use any health and safety segment of an upcoming district and branch secretary meeting to distribute the model policy and share examples of successful organising in this area**
- c. Survey members on their experience of absence monitoring policies to gather data on the impact of trigger points in absence monitoring.**

Districts: Luton, Liverpool, Havering, Greenwich

Motion 105

Gynaecological health: supporting members to get the help they deserve

Conference notes:

1. The union has guidance and model policies related to supporting members going through menopause and menstruation
2. Resolution 34 at conference 2024 recognised the impact on menstruating persons of other gynaecological conditions including premature menopause, early menopause and endometriosis
3. Many members will also experience gynaecological problems both naturally, due to medical issues or medical treatment
4. Gynaecological conditions are misdiagnosed approximately 75 per cent of the time as mental health problems or another physical health condition
5. The prevalence of these conditions means both staff and students will be affected; 10 per cent experiencing endometriosis and 20 per cent experiencing adenomyosis
6. Often, the only treatments for these conditions are either fertility improving measures or to induce menopause.

Conference believes:

- i. Members who experience gynaecological conditions can feel dismissed, overlooked and unsupported due to the impact of their workplace and the lack of medical support
- ii. Current guidance/model policies do not go far enough to support members with gynaecological issues such as endometriosis and adenomyosis
- iii. Reps are often unprepared to support members who experience these issues due to the lack of knowledge available on these conditions and their overall complexities
- iv. School policies are not consistently equipped to ensure members are not discriminated against due to crippling gynaecological conditions.

Conference instructs the executive to:

- a. Develop training materials for reps, district secretaries and staff to ensure they are prepared when dealing with cases whereby people suffer from gynaecological conditions**
- b. Ensure model policies include specific reference to gynaecological conditions and how workplaces should support these members**
- c. Ensure resources referencing menopause are inclusive of medical menopause and the unique challenges it brings**
- d. Survey members to find out the true impact of gynaecological conditions on members and utilise this research to improve training resources and campaigns in the futures**
- e. Campaign for a higher quality curriculum for students to ensure they are armed with the knowledge they need to understand conditions such as endometriosis and adenomyosis.**

Districts: Oldham

Motion 106

Stop weaponising safeguarding against members

Conference notes:

1. The significant rise in allegations against our members is a deep concern, now the fifth question on the union's website's Q&A section
2. Alarming, an increasing number of these allegations appear to be malicious, originating from disgruntled students, parents, or hostile senior leaders
3. Many of these allegations result in members being suspended for prolonged periods while investigations take place - far exceeding the ACAS recommendation of one month
4. If a member is dismissed and referred to the Teaching Regulation Agency (TRA), they currently face a staggering 102-week wait, double the expected timeframe.

Conference believes:

- i. The current disciplinary procedures are wholly inadequate, with untrained, unqualified, and inexperienced governors making critical career decisions, including issuing warnings or dismissals
- ii. During this period, members are often left without employment or income, as securing work while under TRA investigation is extremely challenging
- iii. Even when members are fully exonerated—particularly in cases of malicious allegations—the damage to their professional reputation makes re-entering the profession exceptionally difficult
- iv. The mental health toll of this flawed system is unacceptable. Caseworkers have reported members suffering extreme distress, with some tragically taking their own lives
- v. The current system is failing our members. It is time for meaningful action.

Conference instructs the executive to:

- a. Establish a working group, which should include affected members, to compile case studies and formally present evidence to the DfE, demanding urgent reform of disciplinary and TRA procedures**
- b. Obtain and analyse DfE data on investigation timespans and outcomes, using this evidence to lobby the government for systemic improvements**
- c. Develop clear guidance and protections for members and reps against toxic leadership, ensuring reps are elected and in place in a timely manner to support colleagues effectively**
- d. Conduct a thorough review of union systems to assess how effectively rules and procedures are being implemented in providing support for every member facing union victimisation.**

Districts: Cambridgeshire

Motion 107

Ending the misuse of non-disclosure agreements

Conference notes:

1. The new Employment Rights Bill marks an important step in restoring workers' rights to speak out and challenge unfair treatment
2. This creates an opportunity to promote restorative justice and transparency in workplaces, addressing both historic and current abuses of power
3. It is unknown exactly how much public money is being spent on settlement agreements, but the scale is believed to be significant.

Conference believes:

- i. This lack of transparency shows a serious absence of accountability for toxic work cultures and poor working environments, which must be challenged
- ii. Some members have been pressured or advised to sign NDAs or confidentiality agreements (CAs) as part of settlements, often without full understanding of their rights or the implications
- iii. Employers have misused NDAs/CAs to conceal malpractice, bullying, and discrimination, causing lasting harm to members and workplaces.

Conference instructs the executive to:

- a. Work with government to ensure NDAs/CAs cannot be used to silence workers or conceal wrongdoing under the new Employment Rights Bill**
- b. Support members to challenge historic NDAs/CAs where discrimination, coercion or misconduct occurred**
- c. Provide guidance and legal support for members, reps, and officers to identify and challenge NDA misuse**
- d. Lead a national campaign highlighting the impact of NDAs on education staff and calling for transparency and accountability**
- e. Provide branches and lead-MAT rep networks with resources and training to help members challenge historic NDAs and CAs.**

Districts: Lewes, Eastbourne and Wealden

Union strength

Motion 108

Strengthening union support for early career teachers

Conference believes:

1. ECTs/NQTs face disproportionate pressure and are frequently placed on informal support plans without adequate understanding of their specific challenges
2. Despite available representation, there is a lack of clear and targeted union training on the early career teaching framework for reps
3. Unrealistic targets and excessive workload, coupled with inconsistent mentorship and insufficient PPA time, hinder ECT/NQT development and well-being
4. The intense pressure to meet teachers' standards quickly and the inconsistent implementation of the ECF create anxiety and contribute to retention issues
5. A lack of thorough understanding of the ECF by some school leaders further exacerbates the challenges faced by ECTs/NQTs.

Conference further believes:

- i. ECTs/NQTs are a vulnerable group within the profession, requiring specific guidance and support during their crucial early years
- ii. The pressures and demands placed upon ECTs/NQTs can be overwhelming, and informal support plans are too often implemented without adequate understanding of the challenges faced
- iii. The lack of consistent and expert union representation specifically focused on ECT/NQT issues leaves these members particularly vulnerable
- iv. Comprehensive and up-to-date training for reps on the statutory ECT/NQT induction program is essential to effectively support and advocate for ECT/NQT members.

Conference instructs the executive to:

- a. Establish a dedicated officer role at branch level with specific responsibility for supporting and advising ECT/NQT members**
- b. Develop and deliver comprehensive training for these officers on all aspects of the statutory ECT/NQT induction program, including guidance on support plans, assessment procedures, and members' rights**
- c. Produce clear and accessible guidance for ECT/NQT members outlining their rights and the support available to them from the union**
- d. Lobby the DfE to review and strengthen the statutory guidance on ECT/NQT induction and the implementation of support plans, ensuring a fair and supportive process for all new teachers.**

Districts: Torbay

Motion 109

Developing an AI assistant for members

Conference notes:

1. The union faces growing casework demands, requiring quick and accurate access to policies, regulations, and union resources.

Conference believes:

- i. AI is transforming the way people access and process information. Tools such as OpenAI's ChatGPT and Google's Gemini have demonstrated the potential to improve efficiency and support professional decision-making across multiple sectors
- ii. A secure, union-specific AI assistant would empower members and caseworkers with rapid, reliable access to the right information
- iii. The tool would reduce workload by helping generate letters, guidance, and other documents
- iv. Members could safely upload and review school policies for compliance with union and statutory expectations
- v. Data privacy, security, and transparency must underpin every stage of its development and use.

Conference instructs the executive to:

- a. Prioritise the development of a secure AI assistant for members**
- b. Ensure the system is fully compliant with data protection law (UK GDPR) and designed with strong privacy safeguards**
- c. Integrate the tool into the union's website with an intuitive, user-friendly interface**
- d. Develop features that enable members to ask questions, generate documents, and review policies in real time, reducing administrative workload.**

Districts: South East Hampshire

Motion 110

Hybrid meetings

Conference believes:

1. Attendance and representation at our regional, district and branch meetings should be a democratic priority for all levels of our union
2. Members with disabilities or caring responsibilities are disproportionately affected when meetings are in person only. This can mean that their voices are not heard within our democratic structures
3. Some hybrid offerings are hindered by being by request only, by being restricted to those covered by the Equality Act only, or by inadequate technology provisions.

Conference further believes:

- i. Enabling participation by all members who wish to be active should be a priority. Members should not have to request hybrid participation; it should be provided by default
- ii. Whilst all efforts should be made to enable participation of members at face-to-face meetings a hybrid option should be available for those who cannot (for whatever reason) attend in person.

Conference instructs the executive to:

- a. Direct and support regional councils and district and branch meetings to offer a quality hybrid option for all face-to-face meetings.**

Districts: Somerset

Motion 111

Organising, building workplace power

Conference notes:

1. The rise of the far right, including the success of Reform in the polls and the potential for the first hard right government in the UK
2. Nigel Farage has declared war three times on the NEU
3. The success of the 'lighting fires' strategy in building union strength and winning for members through disputes
4. Districts actively seeking and linking up disputes have seen increased activism and victories for members
5. The increased number of districts running rep training days
6. Successes in trust wide disputes such as Dunraven, Charter Trust, QEGSMAT and ATLP.

Conference believes:

- i. The union's ability to deliver meaningful gains for members depends on building workplace power and strong union groups
- ii. National pay campaigns won larger pay upgrades for all teachers and more education funding. They also led to other gains, such as more workplaces with trained reps, more regular workplace meetings and more active picket lines developing workplace strength
- iii. A Reform government represents a threat to our values, but also to workers' rights, facilities time and trade union structures
- iv. Building negotiating and organising structures in schools and across employers is vital
- v. Members fighting and winning together shapes working class unity and opposition to racism and the hard right.

Conference instructs the executive to:

- a. Make clear the threat of Reform to the trade union movement and our structures and our vision of education**
- b. Develop plans to build rep density across all employers**
- c. Ensure branches develop annual and ongoing priority plans for rep recruitment and development of leadership structures for reps in MATs**
- d. Ensure employer groups campaign and fight for JNCCs**
- e. Prioritise places for workplace reps on JNCCs**
- f. Encourage all branches to organise reps' training days at least once a year, and provide resources and support where necessary**
- g. Produce and publish specific guidance for reps and branches to encourage collectivising issues, running disputes and balloting in schools**
- h. Produce and publish case studies for trust wide or multi-employer disputes, to develop strategies for lay officers and organisers.**

Districts: Denbighshire, Ealing, Hackney, Croydon, Coventry, Redbridge, Vale of Glamorgan,

Motions 112 COMPOSITE

Fighting job creep for support staff

Conference notes:

1. The union is for all who work in the education sector
2. Only around 33 per cent of support staff belong to a trade union
3. Cuts to education funding could equate to a loss of 12,400 school staff, with 6,700 of these being support staff
4. Support staff whose workplaces are beyond formal school or college buildings, such as local authority central services, are still impacted by cuts to funding.

Conference believes:

- i. Support staff are essential to the functioning of our workplaces
- ii. They are often required to pick up admin and clerical tasks that STPCD advises teachers not to undertake
- iii. These additional requirements are unpaid and causing job creep beyond support staff contracts
- iv. Additional demands over and above support staff contracts are often “weaponised” as being for the benefit of students, abusing the goodwill of support staff
- v. Employers often use an “any other duties” clause in contracts to justify additional workload
- vi. Job creep is detrimental to a workers’ mental health.

Conference instructs the executive to:

- a. Commission a survey specifically aimed at establishing clear facts around increased workload for support staff, incorporating a section on how it affects staff wellbeing**
- b. Report findings back to SSNC and ask them to develop recommendations for a campaign to tackle the issues raised**
- c. Run a campaign that draws on the survey results and highlights the increased workload of support staff and its detrimental effect on both staff and workplaces**
- d. Incorporate a dedicated section into both foundation and H&S reps’ training on support staff which includes a section about job re-evaluation and how to assist support staff to fight for pay that reflects the jobs they do**
- e. Work with districts and branches to develop ways to encourage more support staff members to become reps, to join rep teams and to run support staff specific advice surgeries to tackle pertinent issues including job creep and job re-evaluation.**

Districts: Leeds, Newham, Slough

Motion 113

Equality and sector conferences

Conference notes:

1. The executive has decided to:
 - i. Restrict members to attending one equality and one sector conference per academic year
 - ii. Deprioritise members who are not workplace reps from attending these conferences
 - iii. Exert significantly more control over what these conferences discuss
 - iv. No longer fund or support overnight events for informal networks.

Conference believes:

- a. This decision will require members to choose which part of their experience and work as an educator is most important to them
- b. It will lead to sector conferences becoming more dominated by delegates who are not part of another sector
- c. Similarly, it will lead to equality conferences becoming more dominated by delegates who do not qualify for any other equality conference
- d. It will leave many districts unrepresented at many conferences
- e. It is a mistake to deprioritise members who are not workplace reps (especially those who might be district equality officers and/or organising forum members) from attending equality conferences
- f. The decision to try to make these conferences more similar undermines the reason they exist, that different groups and sectors have different experiences and issues
- g. The exercise of increased central control over these conferences undermines their role in developing and empowering activists and strengthening participation in union democracy
- h. A key role of these conferences is to tell the national union about the issues and concerns of the members concerned
- i. Having senior union staff veto conference organising groups' speaker invitations is undemocratic
- j. The decision to no longer fund or support overnight events for informal networks contradicts policy passed at the union's 2025 annual conference
- k. The growth of our equality and sector conferences is something to celebrate, not a pretext for restricting their power and inclusivity.

Conference instructs the executive to:

- I. Rescind its decision to adopt US 10 270925**
- II. Never again make a decision about a group of members without input from that group of members and its representatives**
- III. Carry out a process of democratic discussion of options for the future of sector and equality conferences, with the full participation of organising forums and national councils**
- IV. Present a series of options arising from that discussion to annual conference 2027.**

Districts: Leeds, Kirklees, City of Leicester, Oldham, Kingston, Nottinghamshire, Barnet

Motion 114

Amalgamation of the NEU and other education unions

Conference notes:

1. Educators face increasing demands, budget constraints, and policy pressures across the UK education sector
2. Multiple education unions currently represent staff, leading to fragmented advocacy and duplicated resources
3. The NEU is the largest education union in the UK
4. International educational success sits hand in hand with trade union unity.

Conference believes:

- i. A unified education union would strengthen collective bargaining power and provide a stronger voice to influence government policy
- ii. Consolidating resources would reduce administrative costs and allow greater investment in member support, professional development, and wellbeing initiatives
- iii. A larger, unified union would offer greater stability and resilience against economic and political challenges
- iv. Improved working conditions for educators lead to better outcomes for students; a single union could more effectively campaign for adequate funding and coordinated advocacy on student issues
- v. With the passing of the Wirral's treasurer, Paul Ronayne, who worked tirelessly to unify the education unions, now is the correct time to hear and pass this motion.

Conference instructs the executive to:

- a. Initiate formal discussions with other education unions regarding potential amalgamation**
- b. Establish a joint amalgamation committee with representation from all participating unions to oversee the process**
- c. Develop a transparent timeline and transition plan, ensuring regular member consultation and feedback throughout**
- d. Report progress to members and conference at appropriate intervals.**

Districts: Wirral

Motion 115

Supporting new district and branch secretaries to strengthen union structures

Conference notes:

1. The roles of district and branch secretary are central to the functioning of the union at local level
2. Many newly elected secretaries receive limited training, support, or handover, which can lead to inconsistency, burnout, or disengagement
3. Some branches have developed excellent structures with futureproofing in mind, using combinations of joint secretaries, assistant secretaries, and caseworkers
4. The demands of the role have increased in recent years due to wider pressures in education and the union.

Conference believes:

- i. A strong network of local officers is essential to building a powerful and sustainable union
- ii. New secretaries should be supported with clear structures and guidance before day one
- iii. The current new secretaries' training course is valuable, but places are limited and it runs infrequently
- iv. Investing in officer development improves union democracy, activism, and member representation.

Conference instructs the executive to:

- a. **Create a welcome pack for all new secretaries, outlining the basics of the role - for example, handling casework, accessing membership lists, setting up meetings, communicating with members, and understanding key annual deadlines. This pack should be available in both print and digital formats and reviewed annually so it remains up to date**
- b. **Strengthen the induction programme for new secretaries by increasing the frequency of training opportunities, addressing oversubscription issues, and ensuring both online and in-person options are available**
- c. **Establish a peer mentoring or buddy system linking new secretaries with experienced officers in nearby or similar districts**
- d. **Develop a structured support model for new secretaries, including:**
 - I. **A set of agreed core experiences and responsibilities for new secretaries**
 - II. **A checklist or roadmap to help them navigate their first year**
 - III. **A named mentor or point of contact within the regional or national structure**
- e. **Encourage regional and national councils to run termly networking or check-in sessions specifically for new or recently elected secretaries.**

Districts: Vale of Glamorgan

Motion 116

Disabled members: thriving, not just surviving

Conference notes:

1. 2 per cent of members have self-identified as disabled, whilst approximately 20 per cent of the wider UK population is disabled
2. Not all disabled members who have declared their disability via myNEU, are aware that they are allowed to self-identify regardless of formal diagnosis, and some might not yet be aware of their disability and/or needs
3. The cost of living as a disabled individual is estimated to be £1095 per month (Scope 2025).

Conference believes:

- i. Disabled members are in every equality strand and sector of the union
- ii. Unclear and inaccessible communication is a barrier to disabled members getting involved and actively participating in union activities
- iii. All communication from the union to members should be neuro and disability affirming
- iv. Disabled members face discrimination at every stage of employment from application to securing a job to career progression
- v. Disabled members' need for union support is unique due to the unique, varied and private nature of disabilities and health conditions
- vi. The fight for disabled members to have their legally protected workplace rights can lead to burnout, isolation and all too often members leaving the careers they love
- vii. Disabled members are often offered faux-reasonable accommodations, such as part time working, instead of real support
- viii. Support for disabled members on rep's foundation courses are superficial leaving reps unable to support disabled members adequately
- ix. The fight for equality is everyone's fight.

Conference instructs the executive to:

- a. Renew the union's campaign to encourage disabled members to self-identify on myNEU regardless of diagnosis**
- b. Run a course for reps on supporting disabled members including topics such as occupational health, reasonable accommodations, and access to work**
- c. Campaign for disability leave policy, as mandated in resolution 18 from conference 2025, to become part of the Burgundy and Green Books**
- d. Develop a booklet series, akin to the maternity matters resources, outlining the legal entitlements for disabled people in the workplace, best practice, and communication guidelines for union staff and elected members to follow to ensure communication is neuro and disability affirming.**

Districts: Wandsworth, City of Derby

Motion 117

Education on identity, colourism and accurate categorisation

Conference believes:

1. Many global majority members—including Asian, Arab, North African and dual-heritage communities—are frequently forced to identify as “Black” or “White” due to limited categorisation options used in union systems, school workforce forms and national monitoring frameworks
2. This results in confusion, identity erasure, misrepresentation and distorted equality data. Broad umbrella terms such as “Black” or “Asian” mask substantial differences between communities such as Kenyan, Nigerian, Zambian, Jamaican and Black British¹
3. Asian identities such as Indian, Pakistani, Bangladeshi, Chinese, Arab and Southeast Asian are often grouped together or inaccurately placed under “Black”, erasing important cultural, religious and linguistic distinctions. Colourism³ continues to shape opportunity, belonging and lived experience across global majority communities²
4. Equality work is weakened when members who do not experience these issues directly, lack access to training that explains identity distinctions, diaspora experiences and categorisation harms when diverse identities and experiences are collapsed into a single racial category.⁴

Conference further believes:

- i. The union has a responsibility to ensure all members understand the diversity of global majority identities and the harm caused when people are grouped under a single label
- ii. Mis-categorisation erases cultural identity, undermines belonging, produces flawed equality data and silences the specific forms of racism, discrimination and colourism faced by different communities
- iii. Understanding the complexity of identity—including heritage, migration, language, culture and colourism—is essential for effective equality work and representation⁴
- iv. All staff working in educational environments, must also be included in this learning so the union operates from a shared, accurate and culturally responsive framework.

Conference instructs the executive to:

- a. Develop and deliver a comprehensive education and awareness programme on identity, colourism, racial categorisation and the lived experiences of global majority groups**
- b. Include guidance on forced mis-identification; between Caribbean and African identities; education on differences within communities; training on the difference between “English” and “British”; detailed teaching on colourism; and analysis of how mis-categorisation erases identity and distorts data**
- c. Produce accessible resources for all members, explaining why accurate self-identification matters**
- d. Make training available nationally and report progress to annual conference 2027.**

Districts: Nottinghamshire

Motion 118

Advancing the union employer of choice standards

Conference notes:

1. Conference 2025 called for stronger protection and promotion of Burgundy and Green Book conditions
2. Some employers already exceed these minimum entitlements through enhanced benefits and policies
3. Members often lack clear and accessible information about employment standards when applying for posts or moving between employers.

Conference believes:

- i. The union should lead in defining and promoting what an “employer of choice” looks like in education
- ii. Transparency around conditions and entitlements supports member decision-making, rep activism and effective local bargaining
- iii. School, branch and district meetings should provide opportunities for members to benchmark their conditions against best practice
- iv. Raising awareness of strong practice, without naming or ranking individual employers, empowers members to hold employers to account.

Conference instructs the executive to:

- a. Develop a national employer of choice standards framework highlighting examples of enhanced practice (e.g., improved maternity rights, protected PPA, wellbeing measures, CPD, directed-time limits, inclusive HR policies)**
- b. Use national data-sharing tools and member feedback to regularly update the framework and ensure it reflects live examples of best practice**
- c. Produce resources for reps to support school-based evaluation of working conditions and collective discussions with leadership**
- d. Encourage branches and districts to include employer of choice updates on meeting agendas and gather feedback from members**
- e. Establish an online contact form on the website enabling members applying for new posts to request information from local branches or districts about a school's alignment with the standards.**

Districts: Southern Derbyshire

Motion 119

Establishing a leadership section within the union

Conference notes:

1. Increasing numbers of our members hold leadership roles across schools, colleges and trusts, including middle leaders, assistant head teachers, deputy head teachers, head teachers and system leaders
2. Leadership roles bring unique pressures, responsibilities and vulnerabilities, including workload demands, accountability burdens, HR responsibility, and professional isolation
3. Many leaders report insufficient access to union-aligned training, guidance and support tailored to their specific roles.

Conference believes:

- i. The union must support all its members—teachers, support staff and leaders alike—with high-quality, role-specific training and advice
- ii. Creating a dedicated leadership section would strengthen the union’s reach, build solidarity across staff structures, and promote ethical, humane and worker-centred leadership cultures
- iii. Empowered leaders, grounded in union values, are essential to creating workplaces that protect workload, promote staff well-being, and uphold national conditions
- iv. Leadership development should not be outsourced to external organisations that may prioritise managerialism over pedagogy, equity and professional integrity.

Conference instructs the executive to:

- a. **Develop a comprehensive programme of training, guidance and support for leaders at all levels, aligned with union values and including:**
 - I. **Managing workload and staff well-being**
 - II. **Implementing national conditions ethically**
 - III. **Conflict resolution and restorative approaches**
 - IV. **Inclusive leadership and equalities work**
 - V. **Staff development, mentoring and pedagogical leadership**
 - VI. **Navigating accountability pressures**
- b. **Ensure every region, district and branch has access to leadership-specific reps, officers or networks to support members’ needs**
- c. **Promote this widely to ensure leaders, and those aspiring to leadership, know they have a home within the union where they are supported, protected and professionally developed.**

Districts: Southern Derbyshire

Motion 120

Subject based hubs to support collaboration and reduce workload

Conference notes:

1. Teachers face increasing workload pressures, including duplicated effort when developing subject resources
2. Paywalled platforms have reduced the availability of free, open-sharing spaces that were previously common.

Conference believes:

- i. Peer-to-peer collaboration is one of the most effective ways to reduce workload and strengthen professional development
- ii. The union is well-placed to facilitate subject-based professional networks across key stages
- iii. A union-supported national collaboration space would enable members to share and access high-quality teaching materials
- iv. Any such initiative must avoid a one-size-fits-all model and instead support flexible, member-led approaches
- v. Diverse pedagogical voices should be valued, with classroom practitioners shaping the content and direction of the hubs.

Conference instructs the executive to:

- a. Create subject-specific hubs across key stages (EYFS to Post-16) for members to share resources, planning tools and pedagogical ideas**
- b. Design the hubs as open, peer-to-peer forums that encourage collaboration without mandating uniformity**
- c. Work with subject specialists and members to ensure the hubs are accessible, regularly updated and representative of diverse curriculum perspectives**
- d. Encourage branches and districts to place the hubs on meeting agendas to raise awareness and gather feedback**
- e. Promote the hubs as a key tool for reducing workload, enhancing autonomy and strengthening professional solidarity.**

Districts: Southern Derbyshire

Motion 121

Workers' political representation

Conference notes:

1. The ongoing funding crisis, Labour's watering down of the Employment Rights Bill, attacks on public services, privatisation, jobs, disabled people, trans rights, migrants and support for the Gaza onslaught
2. Other unions are discussing political representation: UNITE are reassessing their relationship with Labour; UCU want to "look for an alternative political voice to Labour" and the bakers' union have released a statement on the creation of a new political party
3. The numbers signed up to the new party launched by Jeremy Corbyn and Zarah Sultana indicate the huge potential support for a working-class-based, left alternative to Labour, cutting across Reform's divisive rhetoric.

Conference believes:

- i. Our members' battles will be greatly strengthened with a political voice
- ii. A new party will be stronger and have more political authority if trade unions, collectively representing more than 6 million members, participate in building it
- iii. This union should play a leading role contributing in an emerging party, promoting our policies and have the right to be heard and involved in discussions to improve education for all.

Conference instructs the executive to:

- a. Invite MPs who say they stand on our side and put forward positive positions on education to a meeting of the executive, where they can discuss building a bloc of MPs in parliament to fight for our policies and our role in a new party**
- b. Encourage districts to write to their local trades union council to suggest working with other unions locally to discuss what is needed for political representation.**

Districts: Worcestershire

Motions from sector and equality conferences

**These motions are included for information only.
They have already been prioritised at their conferences.
They have no numbers as they cannot be voted for**

Disabled Members Conference

Standing against welfare cuts – defending dignity, independence and education

Conference condemns planned cuts to welfare payments.

Conference believes:

1. Cuts and the tightening of eligibility criteria for key welfare payments, including personal independence payments (PIP), universal credit, carers allowance and local housing allowance will have a serious impact on people who rely on them to live independently and to access education, work and community life
2. PIP, which exists to support disabled people with the additional costs of being disabled, has become increasingly difficult to access. Many have been subjected to flawed assessments and surveys, with a high percentage of appeals proving successful—highlighting deep problems with the system.
3. Further cuts to PIP will prevent disabled people from living independently and may contribute to limiting their life expectancy.

Conference further believes:

- i. Income insecurity caused by these reductions will cause more families to fall into poverty. Children are already arriving at school hungry, students struggling to afford transport or essential supplies, and many are living in unsuitable and unsafe housing. Educational institutions are being pushed beyond their remit, providing meals, mental health support, and other basic services as social security fails to meet people's essential needs.
- ii. Everyone deserves to live with dignity and the correct level of support to participate fully in society. Payments like PIP are not privileges—they are essential tools for equality and independence. Cuts to welfare in favour of spending on warfare etc are a political choice, not a necessity, and they disproportionately impact people already facing barriers due to structural inequality, ableism, or socio-economic disadvantage.

Conference instructs the executive to:

- a. Oppose all cuts to welfare, including PIP, and campaign for a system that offers consistent and fair support based on people's real needs, rather than arbitrary targets**
- b. Work alongside disabled peoples' organisations, education professionals, students and campaigners to highlight the impact of welfare cuts and campaign for investment in people's wellbeing, independence and future—not continued austerity**
- c. Support branches and districts to collectivise issues affecting disabled members where possible up to and including strike action**
- d. Campaign for increased spending on Access to Work.**

LGBT+ Conference

To follow (the LGBT+ conference is 7-8 February)

Black Educators' Conference

Supporting stronger accountability and sanctions for racist incidents in schools

Conference notes:

1. Racist incidents remain under-reported and inconsistently recorded across schools since the government removed the requirement for educational institutions to report such incidents to local authorities
2. Union research and member feedback highlight the ongoing harm of racism on pupils' wellbeing, confidence, and educational outcomes
3. Many educators report a lack of confidence and racial literacy in tackling racist behaviour or embedding diversity in the curriculum.

Conference believes:

- v. Schools must have clear, transparent processes for recording, reporting, and responding to racist incidents
- vi. A diverse, inclusive curriculum helps prevent prejudice and promotes respect and belonging for all learners
- vii. Stronger accountability and training for staff are essential to ensure racism is addressed consistently and effectively.

Conference instructs the executive to:

- e. Lobby the DfE to reinstate mandatory reporting of racist incidents in all schools**
- f. Develop guidance for members on best practice for recording and responding to racist behaviour**
- g. Work with the Stephen Lawrence Research Centre and other partners to promote racial literacy training for all educators**
- h. Campaign for local authorities and trusts to implement restorative and proportionate sanctions for racist behaviour that prioritise education and prevention, not silence or dismissal.**

Independent Schools Conference

Strengthen support structures for the independent sector

Conference notes:

6. Independent sector (IS) membership has substantially increased, now standing at 35,000 members
7. The IS membership is experiencing prolonged and unprecedented disruption due to economic pressures, including Covid-19, TPS disputes, business rates changes, VAT on fees, school closures, the Employment Rights Bill 2025, breaches of working time regulations, and a recent surge in acquisitions and mergers
8. Independent schools fall outside the standard branch structure. In some cases, reps have faced lack of clarity and delays in accessing, escalating and following up casework support
9. Casework in the IS often involves complex issues—such as pay negotiations, strike action, contract disputes, and redundancies—usually negotiated nationally, or by branches, but falling to individual workplace reps in the IS
10. While many staff and caseworkers give excellent support irrespective of branch membership, lack of clarity over branch structures causes systemic gaps in service provision.

Conference believes:

- i. All members, regardless of sector, deserve timely, expert casework support
- ii. Perceived delays or difficulties in accessing effective support undermine members' confidence in the union, while prompt and skilled assistance strengthens trust and recruitment
- iii. The distinct and complex challenges of the sector warrant a dedicated support structure that is not adequately met by the existing branch structure
- iv. Expertise developed through IS casework benefits the wider membership.

Conference instructs the executive to:

- a. Conduct a comprehensive review of current support for the IS, identifying strengths and weaknesses in existing systems, and reporting back to IS reps and members**
- b. Undertake meaningful consultation with IS reps and members to develop a bargaining strategy for independent schools which either effectively ties into existing branch structures, or develop a comparable structure specifically for the Independent Sector, with implementation by September 2027**
- c. Ensure that dedicated training and resources are developed and made available to all reps and caseworkers providing specialist IS support**
- d. Clarify communication channels so members and reps understand how to seek support and how to escalate issues when local structures fall short**

Support Staff Conference

A fight for low-paid workers

Conference notes:

1. Our union has committed to actively recruit support staff
2. This can include many activities that attract joiners, for example, organising locally, organising nationally, implementing an introductory offer for support staff members and national campaigning
3. The support staff pay offer for 2025/26 was 3.2 per cent
4. Inflation for 2025 rose to 3.8 per cent
5. The union added great leverage to teacher pay negotiations in 2025 with our indicative ballot, leading to a revised pay offer of 4 per cent.

Conference believes:

- i. We cannot sit on our hands while our most poorly paid members receive real-terms pay cuts
- ii. Members are experiencing the impact of redundancies across the sector in unprecedented numbers. They have made it clear they want to be more active in fighting to improve pay and conditions for support staff
- iii. Constantly striving for equity in our union is an important part of building and maintaining solidarity
- iv. Implementing an introductory offer for support staff similar to the ones offered to trainee teachers and ECTs/NQTs would bring us closer to achieving that equity.

Conference instructs the executive to:

- a. **Conduct an indicative ballot for support staff members if the pay offer for 2026/27 is below inflation, underfunded or both**
- b. **Commit to conducting a formal ballot for support staff if the indicative ballot is successful**
- c. **Uphold, with immediate effect, the instruction from resolution 44 at conference 2024 to “Formulate, agree and implement, in consultation with the support staff national council an appropriate, discounted, introductory membership offer for support staff members”**
- d. **Uphold, with the understanding that immediately following conference is the earliest opportunity, the instruction from the support staff conference resolution from conference 2023 to “Seek, at the earliest opportunity, recognition and negotiating rights for our support staff members”**
- e. **Immediately follow conference 2025 resolution 37 to begin actively recruiting with immediate effect**
- f. **Provide district and branch secretaries and reps with materials to actively recruit support staff, and guidance on how to build for local action on support staff issues**
- g. **Uphold conference policy of 2024 and launch a national campaign, regarding support staff rights and issues, to include pay, term-time only, job creep & redundancies.**

Post-16 Conference Funding for skills

Conference notes:

1. The current government has pledged to follow a skills agenda through the promotion of college, workplace and apprenticeship education routes
2. The intention of the current government to have two thirds of school leavers following a degree or apprenticeship path by the end of the parliament.

Conference believes:

- i. The last Tory government launched a baseless and widely opposed assault on student choice through the threat to abolish most BTEC qualifications. The ideology behind this attack was driven by a desire to split students into class-based strict vocational or academic routes
- ii. This government has effectively abandoned its pledge to support student choice by allowing the wholesale closure of BTEC routes and individual courses. They could have gained a quick win in the interests of education, but chose not to. The lack of clear support for tried and tested vocational routes has led to many colleges abandoning courses
- iii. Further and higher education are massively underfunded and currently in no fit shape to meet the needs of students or to match the ambitions of a skills agenda. Recent funding pledges barely keep up with rising student numbers
- iv. Pledges by successive governments to expand the provision of apprenticeships have all been undone by the lack of interest that private employers have in long term skills investment. Without a properly funded government commitment to building and defending sustainable vocational routes, this latest promise is similarly doomed to failure.

Conference instructs the executive to:

- a. Continue the campaign to defend post-16 vocational qualifications as part of the fight for a broad and accessible curriculum for all students**
- b. Work alongside other education unions to fight, with action if necessary, for better funding for all post-16 provision. This is a pre-requisite for any progress in post 16 education**
- c. Engage with educators to determine the type of colleges, courses and qualifications that best serve the real needs of all young people.**

New Professionals and Young Workers' Conference

End the marketisation of the early career framework

Conferences notes:

1. The DfE has selected 4 training providers: Ambition Institute, Education Development Trust, Teach First and UCL
2. The aim of the two ECT years in England is to provide ECTs with the knowledge and skills to meet the teachers' standards
3. Those on PGCE courses have already had to prove that they meet these standards.

Conference believes:

- i. Generic, non-context specific training is not helpful and adds to the workload of new teachers
- ii. The most effective training sessions are created locally, and unique to schools and individuals
- iii. Companies should not be profiting from the early career framework and programs
- iv. The new NPQs and the Early Career Framework (ECF) are too closely matched to each other and, in many instances, PGCE programs do not provide real learning opportunities
- v. The recruitment and retention crisis has not been improved by the implementation of the ECT model.

Conference instructs the executive to:

- a. Assess the real-terms benefits of current ECF providers**
- b. Lobby the government to review the current model for ECT providers**
- c. Campaign against profit incentives for the ECF.**