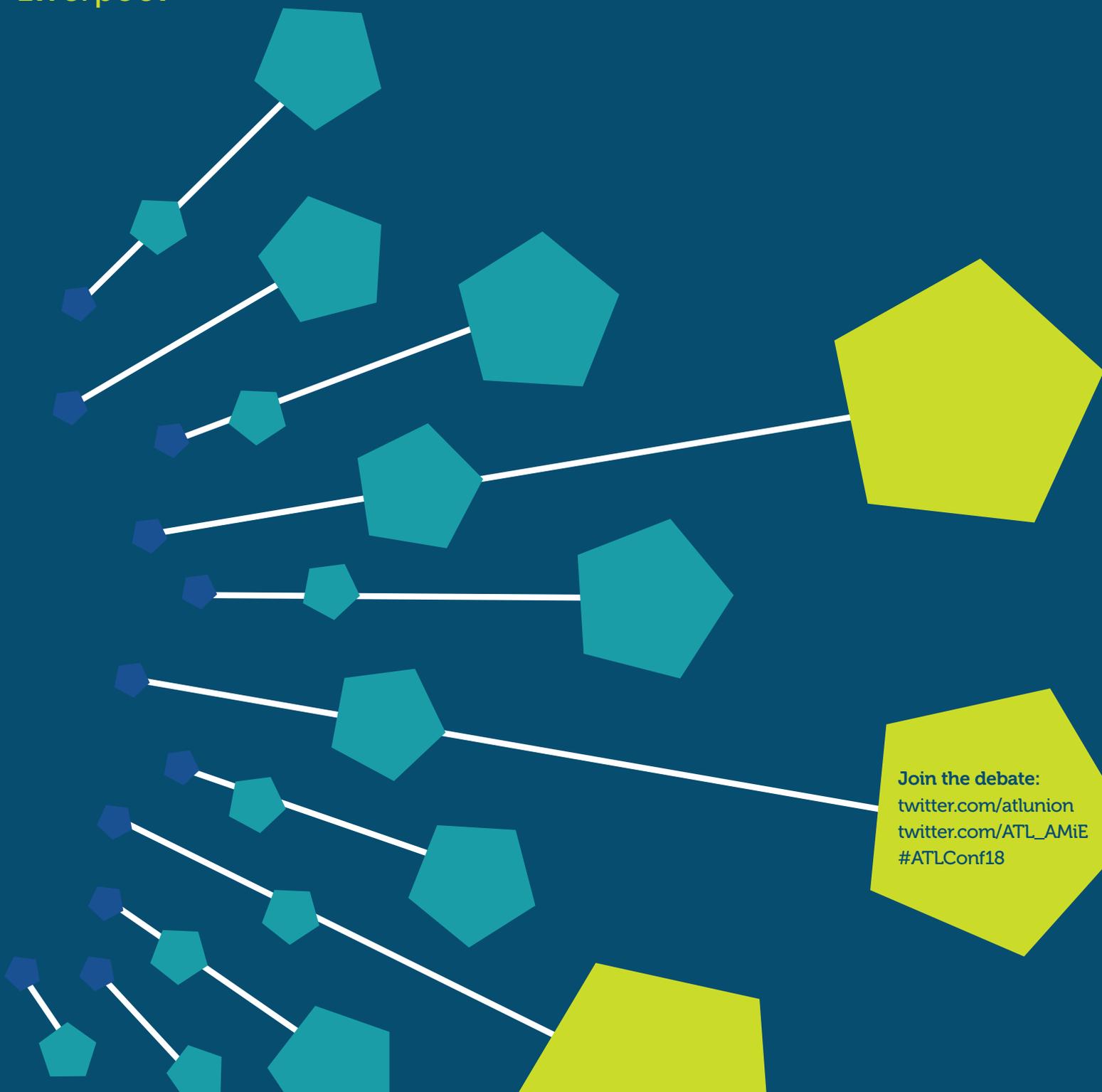




# Conference agenda

9-11 April 2018  
Liverpool



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### **ATL section president**

Niamh Sweeney

### **ATL section vice president**

Kim Knappett

### **ATL section immediate past president**

Shelagh Hirst

### **AMiE president**

Josie Whiteley

### **ATL section policy officer**

Ralph Surman

### **ATL section treasurer and member governance officer**

Stephen Buck

### **National Education Union joint general secretaries**

Dr Mary Bousted

Kevin Courtney

### **Deputy general secretaries**

Amanda Brown

Avis Gilmore

Peter Pendle

## Welcome to Conference 2018



It is my great pleasure, as president of the ATL section of the National Education Union, to welcome you to what I know will be the finest Conference we have had yet!

Conference is a great time to meet with colleagues old and new, to share achievements and successes, and to debate and discuss our strategy for dealing with the many challenges we face in the profession. Conference is where we set the strategic policy direction of the union. If this is your first Conference, I strongly recommend you attend the 'new to Conference' briefing on Sunday afternoon. Here, experienced Conference attendees will talk you through some of the housekeeping and formalities of procedure so that you are familiar with the way Conference works before it begins.

Members might find it hard to believe, but I left my first Conference in Gateshead in 2006 regretting that I hadn't got up to share my experiences and add to a motion being debated. Please don't feel that just because it is your first time, or you are still a student teacher, a support staff member, or you are new to the profession, that your experiences and opinions are not valid and important to the wider Conference debate. All contributions are important, and I will especially welcome those from members newly active in the union.

Conference is the main policy-making body of the union and is an ideal opportunity for our Executive and our professional staff in all departments to hear the voices of and views of our members. There are a wide range of motions to be debated covering all sectors of education, including timetables, SEND, funding, recruitment and retention, and all areas of equality of opportunity. Do make sure your voice and the voice of the children, young people and families you work with are heard. This will help us formulate information and advice for members and responses to Government, and ultimately influence the education system.

As well as the main Conference debates, you will have been asked to sign up for a number of CPD sessions, sector groups and fringe meetings. The quality of these sessions is always high, and I encourage you to take your new learning and information back to your colleagues and workplaces.

There should also be some down-time – meet up for dinner with members of your district or sector; try to see some of the sights of Liverpool. Dance the night away at the disco after the gala dinner – but don't forget Conference starts at 9am sharp the next morning!

I am excited about this year's Conference. I am always blown away by the passion, dedication and experience of my colleagues. I know you will make me sit up and listen, you will encourage me to do more to make our education system better for everyone in it, you will make me laugh, and I know you will make me cry!

Have a great Conference, I look forward to meeting you all.

**Niamh Sweeney**  
ATL section president

## Notes for all members of Conference

- 1** Each delegate will be assigned a unique voting pad that must be returned at the close of Conference.
- 2** Delegates should provide copies of all speeches made to Conference. These should be handed to the speakers' table on the stage or emailed to [communications@atl.neu.org.uk](mailto:communications@atl.neu.org.uk).
- 3** Three motions in each session have been balloted by Conference members as priority motions and have been highlighted using a blue-tinted background.
- 4** Completed expenses claim forms should be left at the reception desk or sent to the head of conferences at the National Education Union (ATL section), 7 Northumberland Street, London WC2N 5RD. Receipts for all items claimed, including return train tickets and subsistence on journeys home, are required. Only standard-class train journeys can be claimed.
- 5** Conference will finish at 2pm on Wednesday. A packed lunch will be available for delegates as they leave.

*This year's Conference dinner has been generously sponsored by AVIVA.*

Please be aware that as a result of the amalgamation between the NUT and ATL to form the new union, the National Education Union, it will be impossible for Conference to issue instructions in the same way as in previous years. During the transition period, the Joint Executive Council (comprising NUT and ATL Executive members) will govern, manage and control the National Education Union. The current ATL section and NUT section rules will cease to apply after 31 December 2018 and this should also be noted.

Where the intention is to determine policy or do something that only affects members of the ATL Section (ie up to 31 December 2018) the preface to any instructions to the Executive will be replaced with "Conference instructs the Executive Committee to", and where the intention is to determine policy or do something that will affect the whole of the National Education Union (ie whether before or after 1 January 2019) the preface to any instructions to the Executive will be replaced with "Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council".

## Key to acronyms and terms

- ASC** autism spectrum condition
- ASD** autism spectrum disorder
- ADHD** attention deficit hyperactivity disorder
- CAMHS** Child and Adolescent Mental Health Services
- CEO** chief executive officer
- CPD** continuing professional development
- DBS** Disclosure and Barring Service
- DfE** Department for Education
- EDC** Equality and Diversity Committee
- FE** further education
- FESAG** Further Education Sector Advisory Group
- GDPR** General Data Protection Regulation
- Government** the Government of the United Kingdom of Great Britain and Northern Ireland
- IPSAG** Independent and Private Sector Advisory Group
- IPSEA** Independent Parental Special Education Advice
- JNC** Joint Negotiating Committee
- KS** key stage
- LA** local authority
- LGBT+** lesbian, gay, bisexual and transgender and people who identify as intersex, asexual, queer, non-binary or questioning
- MAT** multi-academy trust
- NEU** National Education Union
- NGA** National Governance Association
- NQT** newly qualified teacher
- PSHE** personal, social, health and economic education
- RSCs** regional schools commissioners
- RSE** relationships and sex education
- SEND** special educational needs and disabilities
- SSMAG** Support Staff Members Advisory Group
- STPCD** School Teachers' Pay and Conditions Document
- TA** teaching assistant
- TLR** teaching and learning responsibility
- TUC** Trades Union Congress
- UPS** upper pay scale

# Conference agenda

## Summary of programme

ACC, Liverpool

### Monday 9 April

9.00–12.45

#### **First session of Conference**

*Main auditorium*

During this session there will be a welcome from Mary Bousted and Kevin Courtney, National Education Union joint general secretaries.

14.15–16.00

#### **Breakout session 1:**

- Support staff
- Leadership landscape
- Independent sector
- FE sector
- Wales
- ATL Future
- Teacher qualification pathways
- Four-year KS4?
- Policy session for primary members

16.15–18.30

#### **Second session of Conference**

*Main auditorium*

## Tuesday 10 April

9.00-12.45

### **Third session of Conference**

*Main auditorium*

During this session there will be a speech by joint general secretary Mary Bousted.

14.15-16.00

### **Breakout session 2:**

- Managing stress and anxiety
- Preparing for the press
- Introducing Explorify
- Prevent: safeguarding or spying?
- Restorative justice
- Teaching essential skills
- Understanding safeguarding
- Practical approaches to LGBT+ inclusive relationships
- How to say no with confidence
- Making your voice heard

16.15-18.30

### **Fourth session of Conference (closed)**

*Main auditorium*

## Wednesday 11 April

09.00-14.00

### **Fifth session of Conference**

*Main auditorium*

This session of Conference includes an address by Niamh Sweeney, ATL section president, and presentation of the Rep of the Year awards, sponsored by Affinity.

VOTE OF THANKS

# 1

## First session of Conference

Monday 9 April 9.00–12.45

### APPOINTMENT OF TELLERS

## MOTIONS

### 1 NQT mentoring

#### EXECUTIVE COMMITTEE

**THAT** Conference is gravely concerned to hear of NQTs mentoring trainees and other NQTs.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) review and update existing guidance to members
- (ii) research current mentoring practices and highlight good practice
- (iii) lobby the Government with a proposal for minimum statutory requirements for mentoring.

**Proposer:** *Rachael Ganderton, ATL Future*

**Seconder:** *Andrew Ribbans, ATL Future*

### 2 Teaching as a sustained career option

#### EXECUTIVE COMMITTEE

**THAT** Conference notes with alarm the changing demographic of the teaching population, with fewer than half of current classroom teachers having more than 10 years' experience. Conference also acknowledges the challenges faced by schools that are struggling to recruit and retain teachers; and, also, notes the detrimental impact on learners arising from constant turnover of teachers and the high proportions of inexperienced practitioners. Moreover, Conference notes that the recruitment and retention trends are beginning to shape the wider public perception of teaching as a temporary or transitory form of employment.

Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) research and publicise case studies that demonstrate where and how high rates of teacher retention have been secured
- (ii) lobby Government to act, with a sustained strategy, on the barriers to teacher retention, and
- (iii) work with the Government in promoting teaching as a sustained career option with a particular emphasis on ensuring that progression and promotion within the profession are seen as desirable, manageable and well rewarded.

**Proposer:** *Robin Bevan*

**Seconder:** *Graham Easterlow*

### 3 Support staff are professionals

#### EXECUTIVE COMMITTEE

**THAT** Conference notes the success of ATL in publishing the TA Standards in 2016 and the positive effect that these have had in the schools that have adopted them. However, support staff members are still not being respected as a valued and professional part of the education workforce. Support staff are still underestimated, undervalued and not recognised for the significant role they play in schools and colleges. There is a gross misunderstanding of the varied and vital roles that support staff undertake within education, leading to misconceptions about the value and professional standing of this essential and diverse workforce. These misconceptions mean that support staff are often left behind or left out when it comes to training and development, stifling chosen career paths. Also, there is still the perception that support staff are a ‘mums’ army’ who do little more than wash paint pots and create displays. The reality is much different.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) research and publicise the reality of the scope, range and breadth of education support staff roles and the impact they have in schools and colleges.
- (ii) campaign for support staff to have equal access to training, development and CPD within their respective roles.

**Proposer:** *Graham Easterlow, SSMAG*

**Seconder:** *Andrea Grice, SSMAG*

### 4 Recruitment and retention of technical support staff

#### OXFORDSHIRE

**THAT** Conference notes with concern that it is increasingly difficult to recruit and retain technical support staff owing to the widening pay differentials between employees in the education sector and the commercial world.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) highlight the important role technical support staff play in the education sector
- (ii) encourage members to ensure that their job descriptions accurately reflect the role they undertake
- (iii) investigate the growing disparity between IT technicians in schools and colleges and in outside industry, with a view to improving the situation for our members.

**Proposer:** *Scott Wilgrove*

**Seconder:** *Diane Wilson*

## 5 CPD for special schools

### CAMBRIDGESHIRE AND PETERBOROUGH

**THAT** Conference notes current NEU-ATL section guidance regarding best practice for CPD.

Conference is concerned that members working in the special school sector are finding it increasingly difficult to access training and development linked to their own personal and professional development needs.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council survey all members working in this sector to determine the full extent of this problem and to develop specific guidance to support members and ensure they have equitable access to true professional development.

**Proposer:** *Amanda Kilgour*

**Seconder:** *Charlotte Davis*

## 6 Unethical impact of education funding crisis on learners

### EXECUTIVE COMMITTEE

**THAT** Conference notes with concern that low levels of funding for education are forcing many leaders to implement unethical changes in schools and colleges to the detriment of learners.

Examples of such changes affecting learners include management decisions being made that:

- increase class sizes to the point where it becomes a health and safety issue
- narrow the curriculum, eg through the removal of smaller group sizes, the adherence to Progress 8 requirements in schools or perceived local needs in colleges, thus potentially limiting career choices
- create specialist teaching and support staff shortages as a result of redundancies caused by inadequate funding
- create inappropriate workload for staff, affecting their health and leading to absence resulting in an impact on delivery to learners.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) ensure leaders and managers are reassured they will be appropriately supported by their union and are encouraged to speak out and challenge the funding barriers they face
- (ii) work with the NGA to ensure governors understand how the impact of the funding crisis is forcing unethical decisions to be made
- (iii) continue to highlight to Government examples where the interests of learners are being detrimentally affected due to ethical challenges faced by leaders and managers
- (iv) seek media coverage to reiterate the message to parents that their children are being detrimentally affected by a lack of resources.

**Proposer:** *Josie Whiteley, AMiE*

**Seconder:** *Chris Dutton, AMiE*

## 7 Proliferation of CEOs

### EXECUTIVE COMMITTEE

**THAT** Conference is concerned at the apparent extent to which MATs and FE college mergers are giving rise to a proliferation of CEO roles, along with associated inflated management structures. Conference believes that education funds need to be used as efficiently and effectively as possible and that teaching, learning and ensuring the health and well-being of all staff and students should take priority over a growing number of senior positions and inflated salaries.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby Government to ensure clear accountability for the CEO role
- (ii) lobby Government to ensure clear necessity for all senior leader roles
- (iii) lobby Government to produce guidelines for salaries of CEOs and senior roles
- (iv) work with the NGA and others in calls to focus resources on teaching and learning rather than CEO roles.

**Proposer:** *Robin Bevan, AMiE*

**Seconder:** *Ralph Surman, AMiE*

## 8 Third-party platforms for supply

### BERKSHIRE

**THAT** Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council ask the DfE to examine the possibility of recommending that local authorities in England reintroduce supply lists, and fund accordingly, and to examine the use of third-party matching technology to support this.

Conference also instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council investigate the viability of developing a National Education Union third-party platform.

**Proposer:** *Karam Bales*

**Seconder:** *Richard Hand*

## 9 The role of consortia

### EXECUTIVE COMMITTEE

**THAT** Conference welcomes, in principle, the establishment of the education consortia as a means of providing advice and support to schools on a regional basis in Wales but is concerned by the inconsistent nature and quality of some of that advice. Further, Conference questions whether, in the extreme financial climate, consortia represent the best use of scarce resources.

Conference therefore asks the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council ask the Welsh Government for clearer terms of reference to be drawn up to clarify the proper role of the consortia, as distinct from that of Estyn.

**Proposer:** *Mike Furnham, Committee in Wales*

**Seconder:** *Mike O'Neill, Committee in Wales*

## 10 The impact of current DBS procedures on those working in education

### EXECUTIVE COMMITTEE

**THAT** Conference is concerned at the way the current DBS system has the power to affect members negatively. Indeed, in January 2016 the High Court declared the Government's criminal records disclosure scheme incompatible with Article 8 of the Human Rights Act.

The filtering system introduced in 2013 is not fit for purpose and on an enhanced DBS, information can be disclosed by police even when an individual has not been charged with, or found guilty of, any offence.

The ATL section Defence Committee has seen instances of members being arrested, released without charge and yet being put in a position where their careers are at risk owing to unfair and or inappropriate information disclosed on their DBS.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby Government to ensure that the system is overhauled to become compatible with Article 8 of the Human Rights Act
- (ii) lobby Government to ensure that information about arrests leading to no further action being taken is not eligible information on a DBS
- (iii) work with other interested parties in calls to ensure, while helping to protect the young and vulnerable in our society, that DBS does not unfairly discriminate against individuals who have never been convicted of a criminal offence or who were convicted when aged under 18.

**Proposer:** *Graham Edwards*

**Seconder:** *Josie Whiteley*

## 11 FE scholarship policy

### KENT

**THAT** Conference notes that the Association of Colleges is trailblazing a scholarship policy that should encapsulate conditions of pay, recognition and support for teachers and lecturers to engage in scholarly research. Some remission time should be ringfenced for this purpose.

Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby the Association of Colleges to ensure that there is clarity of outcome for the teachers and lecturers who will participate in the scheme and to take into account the recommendations of the pilot groups.

**Proposer:** *James Snyder*

**Seconder:** *Julie Huckstep*

## 12 PPA and directed duties

### CAMBRIDGESHIRE AND PETERBOROUGH

**THAT** Conference is concerned that, despite the STPCD requiring that teachers have a minimum of 10% PPA time, a significant number of teachers are either not receiving their full PPA entitlement, or activities during this protected time are being directed by senior leaders, contrary to PPA requirements.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council survey members to seek evidence to lobby the DfE to audit schools nationally.

**Proposer:** *Helen Brook*

**Seconder:** *Ray Mitchell*

## 13 Programmes of study

### NORFOLK

**THAT** Conference recognises the impact that the dissemination of programmes of study, the creation of schemes of work, mid-term schemes of study and lesson plans place on the workload of our members, and in most cases this produces a tripling of work.

Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council campaign to have the DfE produce a scheme of work for each programme of study at key stages 1, 2 and 3 and the examination awarding bodies produce a scheme of work for examination subjects at key stages 4 and 5, which teachers can then adapt in order to suit their classes.

**Proposer:** *Bob Groome*

**Seconder:** *Tim Jefferson*

## 14 Same grade, same pay, same workload?

### DURHAM

**THAT** Conference recognises all the hard work our support staff members across all sectors are doing, but is alarmed by the discrepancies in expectations and workloads that they are facing. Support staff who are working on the same pay scale are reporting that expectations vary massively from workplace to workplace. In Durham, some higher level teaching assistants are taking whole classes for 10% of their week and others up to 80%, yet these members are on the same grade and same pay. Both teachers and support staff are being let down.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) continue to advocate the Ofsted mythbuster to schools and workplaces
- (ii) work with branches to ensure that members know how to access support to enable them to speak up when management expectations are unreasonable
- (iii) carry out further research upon the expectations of staff where we have highlighted workload issues and investigate if those expectations have any impact upon children's attainment.

**Proposer:** *Emma Parker*

**Seconder:** *Alison Knighton*

## 15 Middle-leader workload

### INNER LONDON

**THAT** Conference notes with concern the increasing workload placed on middle leaders and TLR-holders in schools.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) ask the Government to remind employers that, where teachers are still subject to the STPCD, the 1,265-hour limit still applies
- (ii) promote the proper use of 'management time' to allow middle leaders and TLR-holders to fulfil their duties
- (iii) produce guidance for members to help them to manage their middle leader and TLR roles effectively.

**Proposer:** *Nesha Persad*

**Seconder:** *Kim Knappett*

## 16 Workload and mental health in the independent sector

### EXECUTIVE COMMITTEE

**THAT** Conference notes that the recent independent sector survey shows an ever-increasing workload for members across the whole of the independent sector.

To add insult to injury, the workloads are increasing but the rewards for taking on more duties are not. Often, members are simply expected to cover not just unpredicted absences but also predicted long-term absence and sometimes they are asked to teach subjects where they have no training or experience.

The survey also provides evidence that there is a growing expectation that teachers are having to respond to emails and text messages from parents, governors and children after the working day has ended and at weekends. Not only is this causing a challenge to their work-life balance but is also increasing the anxiety levels in teachers' lives.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) encourage all employers in independent schools to carry out an audit of workload and staffing
- (ii) produce clear guidance and model procedures that can be distributed to all independent sector employers for implementation.

**Proposer:** *Brian Metcalf, IPSAG*

**Seconder:** *Deborah Parren, IPSAG*

## 17 Part time means part time

### INNER LONDON

**THAT** Conference notes with concern the rise in the numbers of education professionals who have cut their employed hours from full time to part time in order to try to regain an effective life-work balance. Conference also notes that often these part-time workers still work full-time hours.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) survey part-time members to establish the extent of the issue
- (ii) lobby the Government to address the issue of workload within the education profession and to ensure that those working in education can achieve an effective life-work balance.

**Proposer:** *Anu Jain*

**Seconder:** *Richard Griffiths*

# 2

## Second session of Conference

Monday 9 April 16.15-18.30

### 18 Towards a holistic approach in Ofsted inspections

#### DERBYSHIRE AND DERBY CITY

**THAT** Conference notes the following comments made in a speech by Amanda Spielman, HM chief inspector, at the Festival of Education on 23 June 2017:

“One of the areas that I think we sometimes lose sight of is the real substance of education. Not the exam grades or the progress scores, important though they are, but instead the real meat of what is taught in our schools and colleges: the curriculum.”

Conference believes that Ofsted should not only place more emphasis on the curriculum instead of mainly data but also investigate how schools are producing more rounded individuals through a holistic approach to education.

Many schools provide opportunities for their pupils to gain experiences that they may not be able to gain within their family environment. These experiences may, for example, help pupils to gain confidence, experience the wider world or learn practical skills. It is through this type of holistic curriculum that pupils, particularly from disadvantaged backgrounds, develop a wider knowledge of life outside their community which, in turn, helps them to make better progress owing to a wider viewpoint.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby Ofsted to see the children and young people in our care as individuals on a learning journey rather than as pieces of isolated data.

**Proposer:** *Andrew Bradley*

**Seconder:** *Christopher Baldwin*

### 19 The hidden power of regional schools commissioners (RSCs) and headteacher boards

#### SOMERSET

**THAT** Conference believes that there is too much power and not enough accountability around the workings of the RSCs and headteacher boards. Further, Conference believes that there should be transparency over their roles, composition and decision-making.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) investigate the practice of RSCs and headteacher boards in England and Wales
- (ii) produce a policy statement based on its findings
- (iii) lobby the Government to make the workings of the RSCs and headteacher boards transparent and accountable to Parliament and to the public.

**Proposer:** *Clare Kellett*

**Seconder:** *Mary-Clare Leavold*

## 20 The use and abuse of the capability process

### SOMERSET

**THAT** Conference believes that the capability process is often abused, contributing to the large number of teachers leaving the profession. Until recently it was apparent that UPS3 teachers were mainly targeted by the capability process, but now main scale teachers and support staff are reporting the same. While Conference recognises the pressures on headteachers to save money and increase academic results with fewer resources, supporting teacher development with care is vital to retain colleagues and motivate staff teams.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) investigate the practice of the capability process in England and Wales
- (ii) work with other organisations and unions to produce joint research, publicise good practice and encourage members to follow advice
- (iii) lobby the Government with the findings, exploring ways to establish support, care and value for all staff, with staff retention held as a priority.

**Proposer:** *Rachel Murtagh*

**Seconder:** *Stephen Bush*

## 21 Governing boards for independent schools

### EXECUTIVE COMMITTEE

**THAT** Conference notes that it has been reported that in some independent schools, especially ones that are privately owned, there is no governing body elected. This means that small, privately run independent schools may be open to financial impropriety and to fast and loose employment practices, with no clear lines of accountability. Also, where the schools are run entirely by the same family, there is the possibility of unequal treatment of staff.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby Government to produce legislation to require the establishment of properly constituted and fully representative governing bodies in all independent schools.

**Proposer:** *Rod Marsden, IPSAG*

**Seconder:** *Geoff Pye, IPSAG*

## 22 Monitoring of violent behaviour by students

### ISLE OF WIGHT

**THAT** Conference is concerned over the increasing lack of oversight of violent behaviour by students towards staff. Conference notes that academies, free schools, etc have no legal responsibility to report incidences of violent behaviour and can hide their figures outside of the local authority, within their own organisation. In the present fragmentation of education organisations, there is no local mechanism to ensure acts of violent behaviour are reported and collated locally. Consequently there is no coordination of support.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) encourage all members to report all acts of violent behaviour from all institution types, in order to protect themselves and their students
- (ii) investigate how violent behaviour is reported and collated, and by whom
- (iii) vigorously encourage all institutions to report locally so that awareness of any issues and strategies to cope are supported more widely.

**Proposer:** *Peter Shreeve*

**Seconder:** *Corrie Rayner*

## 23 Fire safety and exposure to asbestos risk

### BRENT

**THAT** Conference notes that the Grenfell fire showed how ignoring and weakening safety regulations in order to cut costs led to the horrific deaths of about 80 residents.

Conference congratulates the National Education Union, Asbestos in Schools and the Joint Union Asbestos Committee (JUAC) for the work they have done to increase awareness of the risk from fire and asbestos in our schools but notes that the lives of staff and pupils are still at risk because of Government inaction. Fire also increases the risk of asbestos.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council continue to support JUAC and work with other unions to urge the Government to:

- (i) undertake an urgent audit of all school buildings to determine whether they meet fire safety regulations, and to determine the existence of cladding similar to the type used on Grenfell Tower
- (ii) review school safety regulations and require sprinkler systems in all new and refurbished schools, safe compartmentalisation and cladding of limited combustibility
- (iii) undertake an asbestos condition survey of all school asbestos, including inaccessible and hidden asbestos that is currently not risk assessed, in order to inform the phased removal of asbestos commencing with the removal of the most dangerous first
- (iv) initiate an action plan to ensure that issues identified through fire safety and asbestos condition surveys receive adequate funding and are dealt with appropriately and safely
- (v) provide specific guidance to union health and safety representatives and joint union safety committees on fire safety and asbestos management issues in schools and particularly those that have an increased risk from fire and asbestos such as many of the 12,000 system-built schools built in the 1960s and 1970s.

**Proposer:** *Azra Haque*

**Seconder:** *John Roche*

## 24 School buildings

### HERTFORDSHIRE

**THAT** Conference is concerned that budget cuts are already affecting schools and that many school buildings are deteriorating.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) consult other education organisations and our members in order to find out the extent of issues that pupils deal with daily with regard to poor buildings and maintenance
- (ii) use this information to encourage the Government to invest sufficient money into building schools that are fit for the future.

**Proposer:** *Aneurin Hathway*

**Seconder:** *Phillipa Kearns*

# 3

## Third session of Conference

Tuesday 10 April 9.00-12.45

### 25 Financial corruption in education

#### BRENT

**THAT** Conference believes that there has been an alarming increase in alleged corruption within education as we see ever-more frequent reports of scandals to do with alleged corruption in academies and free schools. There has also been exposure of some practices that are legal, such as top-slicing, but are draining our schools of funds and preventing the pupils receiving the education they deserve.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council call on Government and local authorities to consult/ negotiate with the education unions on establishing:

- (i) a more rigorous and stringent oversight of finances in all education establishments
- (ii) the return of democracy to all school governing bodies with an elected body including proper representation of staff and parents elected democratically by their appropriate constituencies
- (iii) legislation to ensure immediate full legal safeguards for whistleblowers until the situation is resolved.

Conference further instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council produce a publication with examples illustrating our great concern and putting forward the measures that could and should be taken by Government and local authorities to combat this misuse of public funds.

**Proposer:** *Hank Roberts*

**Secunder:** *John Roche*

### 26 Teachers and support staff providing class resources from their own finances

#### NORFOLK

**THAT** Conference recognises that teachers and support staff often provide class resources from their own personal finances due to the cuts in funding to schools, and recognises that with the reduction in value of teachers' salaries in real terms, this is no longer viable or acceptable.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council carry out research into the actual financial value our schools receive as a result of our members' generosity.

**Proposer:** *Tim Jefferson*

**Secunder:** *Bob Groome*

## 27 Exempt education establishments from the apprenticeship levy

### BERKSHIRE

**THAT** Conference notes that, with school budgets already stretched due to the funding crisis, the apprenticeship levy is an unnecessary cost for education establishments, which could use this money to support students to develop the skills and gain the qualifications required to access apprenticeships.

Conference further notes that, although the Government claims the apprenticeship levy will only affect two per cent of employers, the Local Government Association predicts it will affect 90% of councils and, as a consequence, the vast majority of council-maintained schools. As things stand, any multi-academy trust or voluntary aided school with a payroll of over £3 million per year is also obliged to pay the levy.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby the Government to exempt education establishments from paying the apprenticeship levy.

**Proposer:** *Karam Bales*

**Seconder:** *Richard Hand*

## 28 The diminishing post-16 education offer

### KENT

**THAT** Conference deplores the narrowing of the post-16 curriculum with the diminishing currency of non-core subjects.

Creative, applied and vocational subjects are being offered in a decreasing number of centres as a result of school performance data and the funding crisis.

Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby the secretary of state for education to refocus post-16 education to be inclusive, raising the profile of these economically essential subjects.

**Proposer:** *Andrew Ribbans*

**Seconder:** *John Paul*

## 29 General Data Protection Regulation

### ESSEX, SOUTHEND AND THURROCK

**THAT** Conference notes that the General Data Protection Regulation (GDPR) will apply to all schools and colleges from May 2018. Recognising that the GDPR has many commendable features, Conference nonetheless notes that its introduction brings additional duties for school and college leaders, additional tasks that will fall to support staff, additional costs and the need for relevant training.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council urge the DfE to publish succinct and accessible advice for schools and colleges on GDPR implementation and to guarantee access to supplementary funding, where necessary, for training and implementation.

**Proposer:** *Jeff Fair*

**Seconder:** *Robin Bevan*

## 30 Housing crisis

### CAMBRIDGESHIRE AND PETERBOROUGH

**THAT** Conference notes the current housing crisis in the UK. For those in or about to take up their first posts in schools or colleges, the combined shortage and expense of housing means growing numbers of education professionals, particularly younger teachers, NQTs and support staff, cannot find somewhere they can afford to rent or buy. This is forcing people to live further away from their place of work or leave the profession altogether. The strain this can put on an individual's mental health and well-being cannot be underestimated.

Further, Conference notes that Shelter, the housing and homelessness charity, found in a recent survey that one in five education professionals have at some point in the last five years "suffered mental health problems including anxiety, depression and panic attacks" due to housing pressure. One in six have said the pressure has also affected their physical health. Shelter now estimates that as many as 41% of homeless households are now in work, rising even higher to 47% in London and areas of high housing costs.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby the Government to investigate the link between education pay, recruitment and retention and high housing costs
- (ii) survey members to find out the full extent of the impact of the housing crisis on those in the education profession
- (iii) provide signposting to both support and guidance for those in housing crisis.

**Proposer:** *Helen Brook*

**Seconder:** *Tendai Mashapure*

## 31 Review of the FE sector

### EXECUTIVE COMMITTEE

**THAT** Conference believes that a central plank of securing the status and quality of any profession is in the maintenance of a credible and consistent pay mechanism. In the FE sector this does not exist.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council investigate the issues around the current situation in FE regarding the inconsistencies in the implementation of national pay awards.

Conference also instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby for:

- (i) a credible national element to the pay mechanism so that it is compulsory not discretionary
- (ii) a national contract to be implemented in England for lecturing and management staff (as in Wales and Scotland) that would help in assessing business cases and provide a level ground for pay and conditions
- (iii) the JNC to publish college-by-college information on pay awards in a timely manner each year
- (iv) a system, as with the Sixth Form Colleges Association (SFCA), whereby if a college fails to implement a pay award, both SFCA and the joint trade union side investigate the failure to implement
- (v) an explicit review of the role of FE and skills, sixth forms and universities, with the ambition of providing a high-quality public education environment that would support both staff and learners.

**Proposer:** *Ed Loft, FESAG*

**Seconder:** *Mike Pevitt, FESAG*

## 32 A people's commission for fair taxation

### NORTHERN IRELAND

**THAT** Conference notes that, since the pay freeze was first imposed in 2010-11, teachers' pay in Northern Ireland has fallen in real terms by some 15%. Starting salaries of those new to the profession in Northern Ireland stand some 16% behind the OECD average. The loss of pay has led to the diminution of teaching as a graduate profession and represents a challenge to the quality of education provision in Northern Ireland. The experience of teachers is no different to the degradation of pay across the public sector. One substantive reason for this prolonged pay restraint is the degradation of the public purse by a failure of the UK Government to collect tax, and the facilitation of both tax evasion and tax avoidance.

Conference notes the revelations from the Paradise papers, following on from earlier information in the Panama papers. Tax avoidance and evasion on the part of wealthy elites and many large corporates are rife. Tax evasion and avoidance degrade the finance available to the public sector in general, including education. Conference agrees that trust in the Government, and its ability to regulate for all, is broken.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council promote, through the TUC, the creation of a people's commission for fair taxation to consider and propose means of instituting a modern, fair system of taxation for the UK.

**Proposer:** *Ian McGonigle*

**Seconder:** *Bronagh Wright*

### 33 Devolution of teachers' pay and conditions

#### NORTH WALES

**THAT** Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council take all possible steps to seek to ensure that the devolution of school teachers' pay and conditions will not further depress teachers' pay in Wales.

**Proposer:** *David Healey*

**Seconder:** *Bethan Jones*

### 34 Education, health and care (EHC) plans

#### CAMBRIDGESHIRE AND PETERBOROUGH

**THAT** Conference notes with concern recent research showing that, despite the statutory 20-week time limit from a request for assessment being made to the issuing of the final EHC plan, only 59.2% of EHC plans were issued within the 20-week time limit in 2015. During 2016, this figure decreased to 58.6%.

Further, Conference notes that according to IPSEA (Independent Parental Special Education Advice): "In IPSEA's experience, it is not uncommon for local authorities to refuse assessments based on their own policies, rather than the legal test for assessment, many of which set a threshold significantly higher than the legal threshold."

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council undertake the necessary research across all LAs in order to report accurately on the current picture nationwide, and use LAs that are succeeding as exemplars for others.

Conference further instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council produce advice for professionals and parents on:

- (i) the legal timelines for each part of the EHC plan and annual review processes
- (ii) what can be done when LAs do not comply with timelines
- (iii) applying for EHC needs assessments effectively, and what the legal thresholds are
- (iv) running annual reviews in the best interests of all involved in the child's provision, and what is legally required.

**Proposer:** *Charlotte Davis*

**Seconder:** *Amanda Kilgour*

## AMENDMENT SUBMITTED BY THE EXECUTIVE COMMITTEE

Delete from 'produce' in the last paragraph to the end of the motion and replace with:

- (i) commission guidance and advice for parents and education professionals, which includes:
  - the legal timelines for each part of the EHC plan and annual review processes
  - what can be done when local authorities do not comply with timelines
  - applying for EHC needs assessments effectively, and what the legal thresholds are
  - running annual reviews in the best interests of all involved in the child's provision, and what is legally required.
- (ii) investigate SENCO workload, highlight the findings to the Government and support members to improve the situation
- (iii) campaign on the inadequacy of the high-needs budget, and the impact that this has on children, families and education professionals, and call on the Government to address inadequate SEND funding
- (iv) work with the Government to secure a national strategy for improving fragmented and poor-quality SEND provision where it exists, and champion good practice, at school and LA level.

**Proposer:** *Graham Easterlow*

**Seconder:** *Clare Kellett*

## 35 Invisible children

### COMPOSITE FROM MOTIONS RECEIVED FROM DURHAM AND HERTFORDSHIRE DISTRICTS

**THAT** Conference agrees that every child is entitled to an education and that no child should be forgotten. Across the UK there are a growing number of children who are on a reduced timetable within school, are excluded from extracurricular activities and are not being allowed to access a broad and balanced curriculum, receiving little or no education, owing to their social and emotional difficulties.

Schools are at breaking point, CAMHS funding has been decimated, and there are no places in special schools and alternative provisions.

These vulnerable children are being overlooked and ignored; the length of time it is taking for a diagnosis or specialist provision to become available is impacting upon their and their families' well-being.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby Government, highlighting the issues faced by these children and their families
- (ii) work with parents and disability groups to research the extent of the problem, and
- (iii) work with other organisations to discover the full extent of the underfunding of mental health services for children and young people and use this evidence to demand that the Government invests in the future mental well-being of pupils.

**Proposer:** *Emma Parker, Durham*

**Seconder:** *Phillipa Kearns, Hertfordshire*

## 36 Hope for the future

### EXECUTIVE COMMITTEE

**THAT** Conference notes, with profound sadness, the increasing incidence of suicide among young adults and teenagers and recognises that each such episode is a complex personal tragedy and that school or college can only ever be part of the narrative.

Conference questions, nonetheless, whether the cumulative experience of contemporary education – the curriculum content, the assessment framework, approaches to pedagogy, and other pervasive aspects of the system – is contributing to the lived experience of hopelessness.

Conference also considers whether policy-makers have become so preoccupied with content and outcomes, with performance and success, with progression and employability, that they have created a context in which, in the literal sense, there are those who have lost the will to live.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that, in assessing education provision for every context in all schools and colleges, the Joint Executive Council adopt as a benchmark whether the experience for learners is one that fosters hope for the future.

**Proposer:** *Robin Bevan*

**Seconder:** *Josie Whiteley*

## 37 Professional mental health support in schools and colleges

### EXECUTIVE COMMITTEE

**THAT** Conference recognises an increase in society's understanding and ability to identify the complex mental health needs of our pupils and students. There has been a reduction, however, in available specialist support services external to schools that is generating an untenable amount of pressure on already overstretched and under-resourced education budgets.

This is placing an unfair burden on teachers and support staff to carry out duties beyond the statutory duty of care and outside their core education role.

Conference therefore asks the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) carry out an in-depth audit of all schools and colleges to ascertain what provision and support is provided in schools for pupils and students and investigate the range of training and qualifications the staff undertaking these roles have received
- (ii) in light of recent Government announcements placing mental health as a priority for education, investigate the impact this policy will have on already overstretched education budgets and resources
- (iii) lobby Government to clarify its expectations of 'mental health support' in schools and to advise of the timescales of any future policy rollout.

**Proposer:** *Graham Easterlow (SSMAG)*

**Seconder:** *Andrea Grice (SSMAG)*

## 38 Supporting neurodiverse female learners

### BERKSHIRE

**THAT** Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council commission research into the effectiveness of current guidance and legislation into the identification and support of female learners with neurodiversity.

Conference asks that, as part of the research, specific attention is paid to behavioural problems and 'informal exclusions' in relation to these learners, and in particular individuals identifying as female who have been identified as having ASD/ASC, ADHD or show behaviours indicating a similar condition to be present, highlighting any trends that could be addressed.

Conference further asks that the results of this research be used to update policy in relation to the identification and support of female learners with behaviour-affecting neurodiversity.

**Proposer:** *Jo Toovey*

**Seconder:** *Helen Porter*

# 4

## Fourth session of Conference

Tuesday 10 April 16.15-18.30

This session will be closed.

### 1 REPORT OF ELECTIONS TO NATIONAL OFFICE

### 2 APPOINTMENT OF HEARINGS APPEALS COMMITTEE

**THAT** the following be appointed to the Hearings Appeals Committee:

Nicola Brocklesby, Kent  
Simon Clarkson, Leicestershire  
Tamsin Palau-Honeybourne, Surrey  
David Watton, Humberside

**Proposer:** *Ralph Surman, policy officer*

**Seconder:** *Stephen Buck, treasurer and member governance officer*

### 3 ANNUAL REPORT OF THE EXECUTIVE COMMITTEE

Presented by Shelagh Hirst, immediate past president

### 4 ANNUAL STATEMENT OF ACCOUNTS

Presented by Stephen Buck, treasurer and member governance officer

### 5 2019 NATIONAL EDUCATION UNION CONFERENCE STANDING ORDERS

Presented by Niamh Sweeney, president

Following discussion, Conference will be asked to approve the standing orders

### 6 DATE AND LOCATION OF THE NEXT ANNUAL MEETING OF THE NATIONAL EDUCATION UNION CONFERENCE

Monday 15 to Thursday 18 April 2019, Liverpool.

## 39 New professionals network

### EXECUTIVE COMMITTEE

**THAT** Conference recognises the significant contribution ATL Future has made to recruiting and retaining trainee, newly qualified and early career members across all sectors of the union. Conference further recognises ATL Future's notable successes in respect of developing new activists and their ongoing contribution to the campaign work of the union.

Conference therefore asks the Executive Committee to highlight these successes to the National Education Union Joint Executive Council.

Conference also instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council create a NEU new professionals network that continues the vital work of recruiting, retaining and activating young and early career professionals, across all sectors of membership of the amalgamated union in the years ahead. The NEU new professionals network should contain regionally determined structures that both engage members in the union and promote local activity that feeds into a democratic national new professional structure, in line with existing National Education Union rules.

**Proposer:** *Joe Lord, ATL Future*

**Seconder:** *Nardia Thornton, ATL Future*

## 40 The next steps

### BRENT

**THAT** Conference congratulates all those who have worked to bring about the creation of the National Education Union.

Conference believes that building one union for all education professionals by bringing other education unions on board is the way forward and welcomes the recent Joint Executive Council decision to seek off-the-record and without-prejudice talks with other education unions with the aim of maximising cooperation and unity.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) produce a publication, which will be widely circulated, showing the campaigning, financial and organisational benefits of achieving a single education union, and
- (ii) hold a national conference, with regional conferences as appropriate, to discuss how we can work together better to achieve our common goals.

**Proposer:** *Hank Roberts*

**Seconder:** *John Roche*

## 41 Local levy

### HERTFORDSHIRE

**THAT** Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council provide specific guidelines at the earliest opportunity for the spending of the local levy.

**Proposer:** *Joyce Field*

**Seconder:** *Phillipa Kearns*

## 42 Membership approval of funding and support for non-education-related activities

### INDIVIDUAL MEMBERS

**THAT** Conference agrees that the National Education Union prides itself on being an education union. It is important to maximise opportunities to reinforce this in the public eye and minimise instances where the name and reputation of the union can be brought into question.

To this end there should be guidelines on funding and support for activities not directly related to education. Many of the rallies, demonstrations and festivals supported by other unions may be close to the hearts and minds of a small proportion of our members without being something that a majority of the members would support or want their name or the name of the union attached to. This applies to many political, social, religious and moral causes. Funding for rallies, demonstrations and festivals should be a matter for individuals and not the union as a whole.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) draw up guidelines regarding approved rallies, demonstrations and festivals to bring to Conference 2019 for ratification
- (ii) suspend any current such funding or support.

**Proposer:** *Hugh Griffith*

**Seconder:** *Tom Bright*

## 43 Platform-sharing

### CAMBRIDGESHIRE AND PETERBOROUGH

**THAT** Conference congratulates everyone involved in the hard work undertaken to develop the identity, values and reputation of the National Education Union.

Conference notes that, as our reputation grows as the largest education union, invitations for members, officers and officials to speak and debate at events may increase.

Conference is concerned that unless there is some method of oversight, the reputation of the National Education Union as an apolitical organisation that upholds the United Nations Convention on the Rights of the Child and the Human Rights Act 1998 may be at risk.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council develop a set of guidelines to ensure that the ethos and values of the National Education Union are protected when considering work with external organisations, platform-sharing or affiliation.

**Proposer:** *Ray Mitchell*

**Seconder:** *Helen Brook*

### 44 Silence on sexual harassment in schools

#### EXECUTIVE COMMITTEE

**THAT** Conference is extremely concerned at the high numbers of students who report that they have experienced sexual harassment in schools. While some schools may address these issues, quietly on an individual basis, there is a lack of school policy and Government policy that address the issues of sexual harassment faced by students at school. Schools need to adapt in order to address these issues within the school RSE curriculum. The National Education Union should represent a collective voice on this matter when the national curriculum for RSE is being developed.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) create a report looking into how schools tackle sexual harassment in schools, and share best practices that emerge on how to educate our students on these issues
- (ii) offer guidance for schools on how they can address these issues in their school behaviour policies
- (iii) recommend resources for schools to discuss the issue of sexual harassment within the RSE curriculum for schools. This is necessary to help students who have experienced sexual harassment manage the onslaught of news about sexual harassment also seen in the media.

**Proposer:** *Helen Porter*

**Seconder:** *Graeme Edwards*

## 45 Trans inclusion

### EXECUTIVE COMMITTEE

**THAT** Conference believes that many portrayals of trans people in the media over recent years can only be described as appalling. Consistently transphobic media coverage has highlighted the level of ignorance and the lack of understanding of trans people's rights.

Too often the focus is on trans people's transition. Society views trans people through a medical model, looking to 'fix' trans people rather than questioning society's narrowly defined views on men, women, boys and girls. Many people fail to recognise how high levels of discrimination make it harder for trans people to gain and retain employment, access public services and thrive in schools and colleges.

Trans hate crimes do not have parity in the law with other hate crimes, there is no offence for stirring up hatred against trans people as there is for race, religion or sexual orientation.

The absence of legal protections makes it more difficult to challenge inappropriate behaviour or teaching and sends a clear message that trans issues are not given the same importance as others.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) conduct research into the barriers trans teachers face to gaining employment/entering the profession/progressing their careers
- (ii) disseminate clear, accessible guidance to schools and colleges so that they understand their duties under the public sector equality duty and the rights of trans people under the Equality Act 2010
- (iii) work with other organisations to provide training for reps, district and branch secretaries, and regional officials on supporting trans members, and CPD for members on supporting trans students and challenging gender stereotypes
- (iv) actively support trans educational professionals by enabling broader representation, awareness and visibility of trans people in union structures
- (v) lobby Government for parity of hate crime legislation for all protected characteristics
- (vi) lobby Government for implementation of the recommendations made by the Women and Equalities Committee *Transgender Equality* report for changes to the Gender Recognition Act 2004
- (vii) continue to lobby Government for statutory PSHE that includes trans issues and gender issues generally

**Proposer:** *Chris Dutton, EDC*

**Secunder:** *Helen Porter, EDC*

## 46 Abortion rights

### INDIVIDUAL MEMBERS

**THAT** Conference believes that access to safe, free, legal abortion is crucial to women's and girls' educational, economic, and social equality. Barriers to abortion services are barriers to women's and girls' rights.

Fifty years on from the 1967 Abortion Act, women and girls still face unacceptable delays, threats of violence and intimidation, inaccurate and misleading information and unequal access to abortion services.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) adopt a pro-choice position on abortion rights that is inclusive of all people who need to access abortion services (trans men; non-binary and gender non-conforming people) in all regions of the UK
- (ii) lobby Government to ensure that reproductive rights and women's health are taught as an essential element of the RSE and PSHE curriculum to ALL secondary and post-16 students regardless of their gender, delivered by trained teachers and supported by local sexual health services
- (iii) signpost age-appropriate and good-quality teaching resources and training opportunities to members
- (iv) oppose attempts by anti-choice groups to present inaccurate and misleading information in schools and colleges
- (v) support the work of the campaigning group Abortion Rights.

**Proposer:** *Helen Porter*

**Seconder:** *Deborah Parren*

## 47 Engaging Black members

### EXECUTIVE COMMITTEE

**THAT** Conference wishes to clarify the meaning of Black as anyone who is a person of colour. This definition is important because it is not a term solely reserved for those of dark skin and principally from the African continent. This distinction is made in order to understand the unconscious bias faced by all people of colour.

The ATL section of the National Education Union must better facilitate representation of Black members to aim to ensure they are represented across union structures. Amplifying underrepresented voices must be a priority. All such members must be encouraged and supported to be more involved and actively informed that this is a union for them, listening to their concerns and representing their needs.

Conference therefore instructs the Executive Committee to:

- (i) educate members about the term Black, why it is used and who it encompasses
- (ii) ensure the active recruitment of underrepresented members
- (iii) provide events to encourage activism and participation in elections and nominations for these members and engage more Black members both locally and nationally
- (iv) encourage the concept of ally-ship so members use their influence to support people who are targets of oppression in their workplaces
- (v) encourage schools and colleges to highlight the positive contributions the Black community has made to society and explore a less Eurocentric curriculum all year round, not just during Black History Month
- (vi) work closely with AMiE to educate members about unconscious bias/social positioning and address the underrepresentation of Black people in leadership positions.

**Proposer:** *Avie Kaur, EDC*

**Seconder:** *Nicholas Preston, EDC*

## 48 Implementing the new Wales curriculum

### EXECUTIVE COMMITTEE

**THAT** Conference welcomes the Welsh Government's amended timetable for the implementation and first teaching of the new curriculum to allow for more time in the development stage.

Conference also notes the recent Children, Young People and Education Committee Report, Conclusions 1 and 4, which state that "the education workforce is not currently prepared for the implementation of the new curriculum [...]" and "Teachers' professional development should be valued in its own right, and recognised as tool [sic] for support teacher growth, rather than as a performance management tool".

In light of this, Conference regrets that the implementation process so far has not enabled more practitioners to become involved in the 'Pioneer school' process and asks the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby the Welsh Government to take steps to ensure that the introduction of the new curriculum is measured and adequately resourced and to undertake ongoing dialogue with practitioners in order to ensure its future success
- (ii) call on Professor Graham Donaldson to take a whole-systems approach to his review of Estyn, and use this opportunity to have an amnesty on Estyn inspections while the Curriculum for Wales is introduced
- (iii) call on the Welsh Government to ensure that all practitioners have access to appropriate professional learning to help them develop their practice and ensure readiness for the new curriculum.

**Proposer:** *Mike O'Neill, Committee in Wales*

**Seconder:** *Donna Jones, Committee in Wales*

## 49 Examination marking

### WILTSHIRE

**THAT** Conference is concerned about the consistency of examination marking for public exams. In particular, Conference is concerned about:

- (a) the qualifications and experience of some exam-markers and the associated standards of exam-marking
- (b) the escalating costs of re-marks to schools and individuals.

Conference is also concerned that these costs can often disadvantage students from less privileged backgrounds, especially when GCSE and A-level subjects can have multiple units that need paying for individually. Conference therefore believes the cost of re-marks is preventing some students from being able to secure places at their chosen university.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council work with other professional associations to:

- (i) lobby for a system whereby the consistency and accuracy of marking ensures that the number of re-marks is significantly reduced
- (ii) lobby for clear standards to be required so that examiners are adequately qualified to mark examination papers
- (iii) seek to cap the cost of re-marks
- (iv) ensure that funding is made available in schools to support disadvantaged students for re-marking
- (v) lobby the exam boards to publish the data on the success rates of re-marks
- (vi) research and publish data on how much is spent on re-marks.

**Proposer:** *Chris Dutton*

**Seconder:** *Roger Trowbridge*

## 50 Falsification of data, and target-setting

### NORFOLK

**THAT** conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council carry out research into the extent to which the falsification of data is being used to wildly inflate grades, and the impact this is having on target-setting, league tables and performance-related pay.

**Proposer:** *Tim Jefferson*

**Seconder:** *Bob Groome*

## 51 Times tables? Yes. Multiplication check? No

### EXECUTIVE COMMITTEE

**THAT** Conference notes with concern that the new Year 4 online multiplication check will be introduced in the academic year starting September 2019, with very little support from education professionals.

Further, Conference believes that this test will do nothing to improve pupils' understanding of maths. Instead it will:

- (a) cause more anxiety for our eight- and nine-year-old pupils
- (b) increase the time pupils spend on test preparation rather than real learning
- (c) add to the workload of teachers and support staff

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) lobby the Government to undertake and publish an impact assessment of this policy on:
  - a. the workload of support staff and teachers
  - b. schools, with regard to online access
  - c. SEND students.
- (ii) research, with other unions where possible, what implementing the multiplication tables check will mean to schools
- (iii) if the research supports it, campaign to stop the introduction of this assessment.

**Proposer:** *Katie Harrison*

**Seconder:** *John Paul*

## 52 Four-year KS4

### DEVON

**THAT** Conference believes that the introduction of a four-year key stage 4 in some schools may have led to the narrowing of experiences for key stage 3 students.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council investigate the impact of this on:

- (a) the well-being of staff and students
- (b) results at GCSE
- (c) key stage 3 in general.

**Proposer:** *Huw Tindall-Jones*

**Seconder:** *Julia Neal*

## 53 Are we letting down our most able learners?

### BERKSHIRE

**THAT** Conference instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) research the most effective ways to support disadvantaged highly able learners, and their educators
- (ii) create a policy for the identification, differentiation and challenge for learners who are highly able
- (iii) campaign against Government policy in England that perpetuates notions of fixed ability, including the rejection of the narrative of linear progress
- (iv) lobby the Government to update English legislation, guidance and terminology in relation to identifying and supporting learners who are highly able.

**Proposer:** *Jo Toovey*

**Seconder:** *Michael Freeman*

## 54 Withdrawal from religious education

### INNER LONDON

**THAT** Conference believes that the Government must take steps to prevent parents selectively withdrawing their children; specifically, from the teaching of individual religions.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council:

- (i) work with the National Association of Teachers of Religious Education (NATRE) to determine the nature and extent of the selective use of the right of withdrawal
- (ii) lobby Government to take steps to prevent this practice.

**Proposer:** *Abdul Choudhury*

**Seconder:** *Kim Knappett*

## 55 Parental right to withdrawal from relationships and sex education (RSE)

### INNER LONDON

**THAT** Conference recognises that the teaching of RSE is vital to the health and well-being of our society.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council call on the Government to remove section 405 of the Education Act 1996, which gives parents the right to withdraw their children from RSE, in order to ensure all children access the RSE they need to keep them healthy, happy and safe.

**Proposer:** *Abdul Choudhury*

**Seconder:** *Jean Roberts*

## 56 Access to education programmes in Europe

### ESSEX, SOUTHEND AND THURROCK

**THAT** Conference notes the continued uncertainty as to what Brexit means and how it will affect the educational opportunities afforded to learners in the United Kingdom.

Conference therefore instructs the Executive Committee to put forward to the Joint Executive Council that the Joint Executive Council lobby the Government to ensure that all European educational programmes currently available to citizens of the UK, such as the Erasmus programme, continue to be accessible and remain funded to the same level as for all European citizens.

**Proposer:** *Geoff Pye*

**Seconder:** *Robin Bevan*



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