



ANNUAL CONFERENCE 2026

DRAFT PROVISIONAL AGENDA (BALLOTED MOTIONS)

The first motion listed in each category will be placed on the Final Agenda as set business by the Standing Orders Committee when it meets on 25 February 2026.

The remaining 14 motions will be debated, following debate of set business in each session, in the order in which they appear in this document.

The titles of the motions are working titles and are therefore subject to change by the Standing Orders Committee prior to appearing on the Final Agenda.

SECTION A – EDUCATION

LET TEACHERS TEACH

Conference notes that teachers' professional time and expertise continue to be diverted to administrative, bureaucratic and compliance tasks which do not contribute directly to teaching and learning or supporting learners' education achievement.

Conference is concerned that excessive workload, unrealistic accountability demands and performative data collection are damaging teacher wellbeing, retention and morale.

Conference insists that employer and all school and educational workplace policies that do not secure and sustain good behaviour and attendance prevent teachers from teaching and pupils from learning.

Conference asserts that teaching is a highly skilled, intellectual and creative profession which requires time, trust and autonomy to flourish.

Conference believes that respect for teachers' professionalism must replace cultures of adverse management, excessive monitoring and mistrust.

Conference further believes that teachers should be enabled to concentrate on teaching, planning and assessing pupils' learning, rather than completing tasks that make ineffective use of their expertise.

Conference therefore instructs the National Executive to:

- (i) campaign for significant workload reduction through reform of inspection, accountability and administrative requirements;
- (ii) press governments, administrations and employers to place professional trust and judgement at the heart of education policy;
- (iii) empower members to act collectively within schools to monitor and address workload pressures and
- (iv) press governments, administrations and employers to audit all policies to ensure that they enable teachers to teach and pupils to learn effectively.

(Executive)

SEND PROVISION THAT WORKS FOR PUPILS AND STAFF

Conference is alarmed by cuts to SEND funding, external services, rising needs and expectations on teachers.

Conference asserts that support systems for special educational needs and disabilities (SEND) across the UK are reaching breaking point and risk becoming beyond repair without urgent action.

Conference calls upon the National Executive to campaign and lobby the Government to:

- (i) develop a collaborative working system allowing information to be shared confidentially but quickly between education, social care, health providers and the police;
- (ii) create continuing professional development (CPD) pathways for teachers to upskill their SEND teaching and progress to ALNCO/SENDCO/ASL/SENCO;
- (iii) reduce the waiting times for CAMHS with enhanced staffing and funding;
- (iv) ensure SEND reforms do not shift legal and diagnostic responsibilities and workload onto teachers and
- (v) provide funding to ensure SENCOs are non-class based.

Conference further calls upon the National Executive to develop:

- (a) a national campaign defending SEND;
- (b) briefing materials for teachers on the implications of the EHCP and assessment changes and
- (c) support and guidance to teachers being asked to take on SEND responsibilities beyond their role.

(Birmingham, Oxford City)

A CURRICULUM FIT FOR THE FUTURE

Conference notes that national curriculum and assessment systems across the UK are too often overly narrow, test-driven and insufficiently responsive to the needs of all learners.

Conference believes that a broad, balanced and creative curriculum is essential for intellectual, social and emotional development.

Conference asserts that a curriculum fit for all must reflect the diversity of modern society and promote inclusion, equality and respect through its content and pedagogy.

Conference further believes that high-quality initial teacher education and continuing professional development (CPD) are essential for teachers to plan and deliver an inclusive and inspiring curriculum.

Conference is concerned that excessive testing and accountability pressures distort educational priorities and undermine creativity and diversity.

Conference reaffirms its commitment to a curriculum that values the arts, critical thinking and the cultural experiences of all pupils.

Conference calls on the National Executive to:

- (i) review research into curriculum design to meet the needs of teachers and pupils in the 21st century;
- (ii) campaign for a broad, balanced and inclusive curriculum which reflects the needs and diversity of all learners;
- (iii) press for reform of assessment and accountability frameworks to support professional autonomy;
- (iv) advocate for the enhancement of initial teacher education and professional development and
- (v) challenge curriculum and assessment policies which narrow educational opportunity or undermine professional autonomy.

(Birmingham, Executive)

REPLACE OFSTED

Conference notes recent poorly received reforms within the Ofsted framework.

Conference believes, as confirmed unanimously at previous Conference, that Ofsted is beyond reform and should be abolished.

Conference affirms that schools and colleges are not sites of consumption or competition, but a crucial element of our national infrastructure.

Conference calls upon the National Executive to campaign and lobby to replace Ofsted with a supportive model.

Conference further calls upon the National Executive to explore possibilities for such a supportive model, potentially using:

- (i) AI technology to analyse data that identifies schools that may need extra support;
- (ii) exploratory visits from HMI to ascertain any potential needs;
- (iii) the appointment of supportive teams in schools;
- (iv) direct funding to give schools extra capacity and
- (v) funding to enhance support amongst the wider school community, ensuring the socioeconomic burden is not on schools alone.

(Newcastle Upon Tyne)

WHERE HAS ALL THE MONEY GONE?

Conference notes the '*Where has all the money gone?*' report in highlighting the inconsistent and disproportionately high spending on CEO salaries and consultancy fees.

Conference is concerned about the continuing lack of accountability and regulation of spending in education.

Conference calls on the National Executive to continue to campaign to:

- (i) cap CEO pay in relation to pupil number;
- (ii) limit spending on consultancy;
- (iii) bring procurement under public management and
- (iv) make it compulsory to publish fully itemised spending.

(Newcastle Upon Tyne, North Tyneside, Sunderland)

SECTION B - EQUALITY

WORKPLACE SUPPORT FOR MEMBERS EXPERIENCING MENOPAUSE

Conference recognises that menopause can have a significant impact on the health, wellbeing and professional lives of members, and that those experiencing menopause symptoms often face stigma, lack of understanding and insufficient workplace support.

Conference notes that many schools and colleges currently lack clear and robust menopause policies, leaving affected staff without adequate guidance or reasonable adjustments.

Conference calls upon the National Executive to:

- (i) produce and promote model menopause policies and action plans for schools and colleges, ensuring the documents clearly outline the rights and support available to staff experiencing menopause symptoms;
- (ii) campaign for all schools and colleges to implement specific menopause policies that:
 - recognise menopause as a workplace health and wellbeing issue,
 - set out reasonable adjustments to support affected staff,
 - commit to creating an open and supportive culture where menopause can be discussed without stigma;
- (iii) develop and deliver guidance and training for leaders, managers and staff to raise awareness and understanding of menopause and its impact in the workplace and
- (iv) lobby relevant bodies, including the Department for Education (DfE) and employers, to ensure menopause awareness and support becomes a standard part of HR and staff wellbeing practices in all educational settings.

Conference believes that these measures are essential to protect the welfare, dignity and professional contribution of members affected by menopause and to promote truly inclusive workplaces.

(Leicestershire, Lincoln, North Northants, Nottingham City, South Nottinghamshire, West Nottinghamshire)

TACKLING THE MISUSE AND ABUSE OF SUPPORT PLANS

Conference is concerned by the increasing use of teacher support plans as a mechanism to manage teachers out of their jobs rather than to provide genuine professional support.

Conference is further concerned by NASUWT research which evidences that teachers with a protected characteristic are far more likely to be threatened with a support plan.

Conference asserts that support plans should be developmental, fair, and transparent.

Conference calls upon the National Executive to:

- (i) challenge the misuse of teacher support plans through negotiations with governments, administrations and employers;
- (ii) issue national guidance and advice to members on their rights when placed on a support plan and
- (iii) campaign for clear national standards to ensure that any teacher support measures are genuinely supportive and not used to force teachers out of the profession.

(Birmingham, Norfolk)

VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)

Conference commends the Union's commitment to the gender equality challenge and principles, supporting equality for women and girls and ensuring safe and inclusive spaces.

Conference is concerned that principles of equality are not considered a priority in all educational establishments.

Conference is further concerned that misogyny and abuse towards female teachers is entrenched and increasing, driven by student exposure to cultures of toxic masculinity whilst online.

Conference calls upon the National Executive to:

- (i) survey teachers on the forms of sexual harassment they have experienced or witnessed in the workplace;

- (ii) collate data from health and safety committees on the prevalence of VAWG in schools and educational establishments;
- (iii) demand that schools and colleges are properly resourced to meet their safeguarding responsibilities, including training for all staff on identifying and responding to VAWG;
- (iv) lobby the Government to implement a national strategy to tackle VAWG in education settings, including robust responses to online misogyny, peer-on-peer abuse and sexual harassment;
- (v) provide training on VAWG and
- (vi) promote the International Day for the Elimination of Violence against Women and Girls, alongside the 16 Days of Activism against Gender-based Violence.

(North Tyneside)

SECTION C - HEALTH, SAFETY AND WELLBEING

MAKING STAFF WELLBEING POLICIES A LEGAL DUTY

Conference believes that the wellbeing of school staff is fundamental to high quality education, student success and a sustainable profession.

Conference therefore insists that schools should be legally required to adopt, implement and regularly review comprehensive staff wellbeing policies, developed in consultation with staff and trade union representatives.

Conference also believes that statutory wellbeing policies will help create accountability, consistency and protection for staff across all settings.

Conference requests the National Executive to;

- (i) campaign for the introduction of legislation requiring schools, academies and colleges to have a published staff wellbeing policy as part of their statutory obligations;
- (ii) lobby governments and administrations to include this requirement within statutory frameworks;
- (iii) insist that Ofsted and other inspection bodies assess the implementation of staff wellbeing policies;
- (iv) produce and circulate model wellbeing policy templates and
- (v) support NASUWT Representatives in schools where policies are not appropriately applied.

(Birmingham)

PHYSICAL AND VERBAL ABUSE ON SCHOOL STAFF

Conference asserts that the teaching profession is in the midst of a physical and verbal abuse epidemic.

Conference further asserts that in too many schools the basics of risk assessment in relation to physical and verbal abuse are being ignored by employers.

Conference notes with alarm that some employers are now reporting physical assaults as the leading cause of workplace injuries.

Conference is appalled that the Union's 2025 *Behaviour in Schools* report showed a woeful and deteriorating picture, with 40% of respondents having experienced physical abuse or violence, and 80% verbal abuse.

Conference applauds those members who have taken action against poor behaviour and utterly condemns those schools and employers who fail to support teachers facing physical and verbal abuse.

Conference calls on the National Executive to:

- (i) review and update guidance on the risk assessment of violent and abusive behaviour;
- (ii) lobby the Health and Safety Executive to take action to address violence in schools, including undertaking a programme of inspections to check compliance with statutory regulations and
- (iii) continue to support members facing physical and verbal abuse by all means possible.

(Executive)

REPORTING OF PUPIL VIOLENCE AT WORK

Conference is concerned about the large numbers of pupil assaults on teachers that are being misreported or not reported at all.

Conference notes that a Channel 4 news report in June 2025 revealed HSE figures of 834 injuries to school staff in 2024, as an increase of 18% on the previous year (707). These included 187 fractures, 39 cuts and open wounds, 23 losses of consciousness and four losses sight or reduced sight. The same report revealed that 20,187 violent crimes were reported at schools across England and Wales, together with 55,000 suspensions due to violence on school staff across Great Britain.

Conference is further concerned that these figures represent a far lower number than the reality of pupil violence in our schools, as there is no obligation to report to the HSE any injuries that have not resulted in an employee being incapacitated for more than seven consecutive days (Riddor 2013 regulations).

Conference further notes that for incidents that do not meet this threshold, there is no clear and consistent approach to reporting violent incidents across education, with reporting mechanisms varying significantly depending on the school, college, local authority or academy chain.

Conference is appalled that some schools actively encourage non-reporting of violent incidents where they believe no deliberate intent has been established.

Conference is further appalled that many schools fail to report violence towards supply teachers.

Conference calls on the National Executive to:

- (i) campaign for a national statutory reporting system of physical violence at work for all schools and colleges so that fair comparisons can be made across the UK and areas of concern identified and acted upon;
- (ii) campaign against the 'normalisation' of teacher injuries and the unacceptable assertion by some employers that minor injuries are part of the job;
- (iii) campaign against the 'normalisation' of verbal abuse and require schools to display signs of zero tolerance to abuse that are similar to those in other public spaces, such as hospitals and
- (iv) commission an online reporting tool for NASUWT members to quickly record incidents of physical violence at work and their outcome.

(Manchester)

SECTION D - PAY, PENSIONS AND CONDITIONS OF SERVICE

REVERSING THE DETERIORATION IN TEACHERS' PAY AND CONDITIONS OF SERVICE

Conference deplores the erosion of teachers' pay and conditions of service over the last fifteen years.

Conference is concerned to note the recent deterioration of conditions of service for teachers working in the private sector and congratulates members who have taken action to challenge these changes.

Conference is further concerned that some state-funded academies are attempting to persuade teachers to opt out of the Teachers' Pension Scheme.

Conference calls upon the National Executive to lobby governments and administrations throughout the UK to strengthen the legal protections to ensure all teachers:

- (i) are paid appropriately for their skills and expertise;
- (ii) enjoy conditions of service which reflect their professionalism and
- (iii) have access to the relevant national Teachers' Pension Scheme.

(Oxford City)

DIRECTED TIME

Conference notes with interest that the Secretary of State for Education is giving consideration to directed time within the STPCD and has asked the STRB to examine the benefits and drawbacks of the current system.

Conference asserts that failure to properly classify and limit directed time contributes to excessive workload, low morale and teacher burnout.

Conference calls upon the National Executive to lobby for the following changes in order to safeguard teachers' working hours and wellbeing:

- (i) a clear, national definition of directed time;
- (ii) that all schools provide full, accurate, itemised directed time calendars;
- (iii) updated DfE statutory guidance which closes loopholes that allow for the exploitation of 'voluntary but expected' staff attendance;
- (iv) the removal of paragraph 51.7 from the STPCD and

- (v) determine that NASUWT policy of 35 hours per week should be implemented and ensure the dissemination of the above changes to education leaders and all teachers through training and clear, regular communication.

(Birmingham, Durham, Gateshead, Newcastle Upon Tyne, North Tyneside, Sunderland)

GUARANTEED WORKLOAD AUDIT AND RIGHT TO WORKLOAD REDUCTION

Conference affirms that excessive workload is a major barrier to retention, wellbeing and educational quality.

Conference calls on the National Executive to:

- (i) press the Government to require that every school/employing body undertake an annual workload audit, assessing all non-teaching tasks, meetings, out-of-hours demands, planning, marking, communications, etc and
- (ii) campaign for a statutory right for teachers to request reductions in duties (or reallocation of tasks) without pay penalty, when workload exceeds a defined threshold.

Conference further calls on the National Executive to;

- (a) develop model workload audits and benchmarks and
- (b) campaign for statutory minimum planning and non-teaching time across all schools.

(Executive)

TEACHERS WORK IN SCHOOLS NOT CALL CENTRES

Conference is concerned at the growing trend of teachers being instructed to contact parents to discuss concerns regarding pupil behaviour and/or attendance.

Conference asserts that investigating pupil absence is an administrative task that should not be performed by teachers.

Conference notes that as part of behaviour policies some schools have introduced mandatory practices of teachers being required to call home every time a child is sanctioned and to log this action.

Conference acknowledges that such an arbitrary practice contributes to workload and teacher stress.

Conference calls upon the National Executive to:

- (i) campaign to change the phrase 'investigating pupil absence' in point 9 of the list of examples of administrative tasks (Annex 5 of the STPCD) to 'matters involving pupil absence', to close any potential for schools to exploit perceived ambiguity;
- (ii) commission a survey of NASUWT members to establish how much workload is created by instructions to contact parents and
- (iii) campaign and promote awareness among members and schools/colleges that phoning home is not a contractual duty.

(Manchester)

ENDING THE TEACHER RETENTION CRISIS

Conference notes the continued crisis in education with one of the worst recruitment and retention crises caused by excessive workloads, inadequate pay progression, poor working conditions, and the erosion of professional autonomy, which are driving experienced teachers out of the profession at an alarming rate.

Conference further notes that there has been a focus on recruitment campaigns rather than addressing the root causes of teacher leaving rates. Recruiting new teachers is both costly and unsustainable when the profession continues to lose those with skills, experience and expertise.

Conference believes that retaining teachers must be a national priority.

Conference therefore calls on the National Executive to:

- (i) create a charter amalgamating previous motions passed that relate to key measures to help stem the loss of experienced professionals;
- (ii) investigate national and local strategies that prioritise retention over recruitment and
- (iii) lobby the Government for a national retention strategy using, amongst other sources of information, data gathered in the survey on teacher wellbeing in relation to retention.

Conference further calls on the National Executive to campaign for a shift in focus from recruitment to retention, with measures including:

- (a) the introduction of student debt forgiveness schemes;
- (b) higher starting salaries for graduate teachers and
- (c) retention bonuses for teachers who remain in the profession.

(Leicestershire, North Tyneside)

SECTION E - SOCIAL, ECONOMIC AND INTERNATIONAL

CLIMATE CHANGE AND EDUCATION

Conference recognises that climate change is already affecting schools through extreme weather, rising temperatures, poor air quality, and flooding risks. Every pupil and staff member deserves a safe, healthy and sustainable environment.

Conference acknowledges that changes in the curriculum may go some way to address the understanding of climate impacts, reducing anxiety amongst teachers and students.

Conference further acknowledges the lack of enforceable maximum temperature limits in UK classrooms and the negative effects of excessive classroom temperatures on teacher and student wellbeing.

Conference calls on the National Executives to lobby governments and administrations to require all schools to:

- (i) conduct regular climate risk assessments of buildings and infrastructure;
- (ii) develop adaptation plans ensuring learning continuity during extreme weather;
- (iii) embed climate and sustainability education across the curriculum;
- (iv) provide staff training to safeguard pupils, especially the vulnerable, during heat waves or poor air quality;
- (v) collaborate with local authorities, parents and communities to reduce carbon emissions and build resilience and
- (vi) invest in sustainable infrastructure such as:
 - improved insulation and ventilation;
 - shaded outdoor areas;
 - flood defenses;
 - renewable energy, where possible.

Conference further calls upon the National Executive to lobby governments and administrations to:

- (a) introduce legally enforceable maximum classroom temperatures and
- (b) continue supporting international efforts to combat climate change.

(Leeds, Oxford City, Sheffield)

SECTION F - TRAINING, RECRUITMENT AND UNION ORGANISING

STAFF AND STUDENT MENTAL HEALTH CONCERNS

Conference recognises the significant rise in mental health issues among both staff and students, which poses a serious challenge to the wellbeing of the whole school/college community and to the maintenance of professional and academic standards.

Conference is deeply concerned that, while some schools and colleges allow members time off to train (under the TULRCA Act 1992) as Mental Health First Aiders (MHFA), some headteachers are blocking such access or withdrawing permission at the last minute, undermining the consistent provision of essential support.

Conference believes that:

- (i) the mental health and wellbeing of staff must be a priority in all schools and colleges;
- (ii) time to train as MHFA should be supported and protected across all settings and
- (iii) employers have a duty of care to ensure that mental health support is embedded and accessible.

Conference instructs the National Executive to:

- (a) campaign for a national entitlement for staff to access MHFA training under the TULRCA Act;
- (b) challenge employers who obstruct members from undertaking such training;
- (c) provide clear guidance and support to Local Associations in negotiating consistent access to MHFA provision and
- (d) continue to press for statutory obligations on employers to address staff and student mental health proactively.

(Hertfordshire)

CHALLENGING TOXIC INFLUENCES: RETHINKING BEHAVIOUR MANAGEMENT FOR A CHANGING WORLD

Conference applauds the Union's behaviour management course that continues to provide valuable support and professional development for teachers and leaders.

Conference asserts, however, that the social and education landscape in which pupils are learning is rapidly changing.

Conference notes with concern the continuing rise of the far right and populist views, the growing influence of the ‘manosphere’, the normalisation of misogyny online, and the role of social media and AI in spreading harmful narratives.

Conference further asserts that these factors are contributing to increased levels of aggression, disrespect towards women and girls, and extremist attitudes being expressed in schools.

Conference believes that behaviour management training must evolve to equip teachers with the understanding and tools needed to respond to these emerging challenges, supporting staff to identify, challenge and safely de-escalate behaviour rooted in online radicalisation, sexism and hate.

Conference calls on the National Executive to:

- (i) campaign for mandatory professional development training in schools and colleges on challenging the toxic narratives of sexism, hate and division;
- (ii) upskill caseworkers and activists in tackling issues such as online radicalisation, misogyny, and the impact of social media and AI on pupil behaviour through the Union’s Behaviour Management training and
- (iii) develop guidance on tackling gender-based and ideological aggression and violence.

(Executive)

RECRUITMENT CRISIS

Conference notes that schools are facing a teacher recruitment crisis particularly related to specialist teachers. This often means they are turning to supply agencies and paying high fees, at a time when finances are very restrictive.

Conference further notes that teachers who use these agencies to find work frequently receive low rates of pay with the agencies retaining a high proportion in fees, and are not entitled to holiday pay, sick pay, CPD or enrolment in the Teachers’ Pension Scheme.

Conference calls on the National Executive to put the utmost pressure on the Government to establish the rights of supply teachers to:

- (i) CPD;
- (ii) holiday and sick pay and
- (iii) enrolment in the Teachers' Pension Schemes.

(Leeds)