

Notice of Meeting and Agenda

Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 26 March 2024	14:00	Corporate Meeting Room 2, Renfrewshire House,

MARK CONAGHAN
Head of Corporate Governance

Membership

Representing Renfrewshire Council Management

Councillor E Rodden; Councillor J Paterson; E Henry (Interim Head of Education); G Lyons (Interim Head of Education); J Colquhoun, Education Manager (Development); K Henry, Head Teacher, St Andrews Academy; J Houston, Head Teacher, Mossvale Primary School; A Hall, Education Manager (Development); M Thomas, Education Manager (Development) (all Education and Childrens' Services); and M Boyd, Head of People & Organisational Development (Finance and Resources)

Representing Renfrewshire Council Teaching Staff

K Fella/M Russell (Joint Secretary), JP Tonner, T Millar, Y Murray, D Tollan, B Kelly and P Quinn (all EIS); R Kane(SSTA); and L Gibson (NASUWT) and D Baxter (EIS - Adviser to Teachers' Side).

Further Information

A copy of the agenda and reports for this meeting will be available online at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>
For further information, please email democratic-services@renfrewshire.gov.uk

Items of business

Declarations of Interest and Transparency Statements

Members are asked to declare an interest or make a transparency statement in any item(s) on the agenda and to provide a brief explanation of the nature of the interest or the transparency statement.

Apologies

Apologies from members.

1 Chairperson

Consider the appointment of a Chairperson for this meeting.

2 Minute of Previous Meeting

3 - 8

Minute of previous meeting, held on 6 February 2024.

3 Matters Arising

Matters arising from the Minute of the previous meeting, held on 6 February 2024.

4 Action Log

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5 Transition of Children and Young People with Additional Support Needs - Part One

12 - 32

Report by Interim Head of Education.

6 Violence and Aggression Draft Policy

33 - 59

Report by Interim Head of Education.

7 Local Government Budget and Maintenance of Teacher and Support Staff Numbers

60 - 61

Report by Joint Secretary (Teachers' Side).

8 Date of Next Meeting

Members are asked to note that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff is scheduled to be held at 2.00pm on 14 May 2024.

Minute of Meeting Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 06 February 2024	14:00	Corporate Meeting Room 2, Renfrewshire House,

PRESENT

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Councillor E Rodden; Councillor J Paterson; J Calder, Head of Education (Interim Joint Secretary), E Henry, Interim Head of Education, A Hall, Education Manager (Development), K Henry, Head Teacher, St Andrews Academy and J Houston, Head Teacher, Mossvale Primary School (all Education & Children's Services); and M Boyd, Head of People & Organisational Development and S Fanning, Principal HR & OD Adviser (both Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

K Fella (Joint Secretary), D Tollan and Y Murray (EIS); R Kane (SSTA); L Gibson (NASUWT) and D Baxter (Adviser to Teachers' Side).

IN ATTENDANCE

E Gray, Senior Committee Services Officer and D Cunningham, Committee Services & Licensing Officer (both Finance & Resources).

APOLOGIES

M Thomas, Education Manager (Development), J Colquhoun, Education Manager (Development) and JP Tonner and M Russell (both EIS).

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

There were no declarations of interest or transparency statements intimated prior to the commencement of the meeting.

MEMBERSHIP CHANGES

Prior to the commencement of the meeting the Head of Education (Interim Joint Secretary) confirmed that this would be her final attendance at the Renfrewshire Joint Negotiating Committee for Teachers (JNC). Emma Henry, Interim Head of Education, was introduced to Members of the JNC as the replacement for Tracy McGillivray. It was advised that Ms Henry would take over as Joint Secretary (Management Side) and that Gerry Lyons, Interim Head of Service (Curriculum and Quality), would also be added to the membership of the JNC in place of Julie Calder with effect from the next meeting.

1 CHAIRPERSON

In accordance with the terms of the local recognition and procedure agreement, which stated that the Chair of the Committee should alternate between the two sides comprising the Renfrewshire Council Joint Negotiating Committee for Teaching Staff, it was agreed that Councillor E Rodden would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

DECIDED: That Councillor E Rodden chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

2 MINUTE OF PREVIOUS MEETING

There was submitted the Minute of the meeting held on 14 November 2023.

Under reference to Item 9 of the Minute, Supply Teachers' Concerns, the Teachers' Side requested that their concerns regarding the number of specialist ASN staff be recorded in the minute. The Clerk confirmed that this would be amended.

DECIDED: That the Minute be approved subject to the above amendment.

3 MATTERS ARISING

Under reference to Item 3 of the Minute, Matters Arising, JNC/15 Grievance Procedures, an update was requested by the Teachers' Side. The Interim Head of Education advised that she would set up a working group to discuss this.

An update was also requested by the Teachers' Side in respect of the action tracker document. The Clerk advised that the provision of an action log had been discussed with the Democratic Services Manager, that both sides would have to agree this was required and that this had not been progressed due to the departure of the Joint Secretary (Management Side). The Clerk advised that she would discuss the practicalities of this further with the Joint Secretaries after the meeting.

Under reference to Item 5 of the Minute, Standard Circular 57, the Teachers' Side requested an update on the accessibility of Standard Circulars and it was advised that this area of work remained in progress. The Teachers' side also requested an update on the addition of safeguarding triggers to the SEEMIS system, it was advised that this had not yet been progressed and that this would be taken forward by the Interim Head of Education.

Under reference to Item 8 of the Minute, Let's be Heard – Scotland's Covid Enquiry, the Teachers' Side advised that they were aware of one secondary school which had participated, that this had been beneficial to pupils, and queried if any additional schools had taken part. It was advised that M Thomas, Education Manager (Development), was dealing with this and as she was not present at the meeting would provide a future update.

DECIDED:

(a) That the Interim Head of Education would set up a working group to discuss JNC/15 Grievance Procedures;

(b) That the Clerk would discuss the provision of an action log/tracker with the Joint Secretaries after the meeting;

(c) That work in connection with the location of Standard Circulars to ensure access for all required parties remained ongoing;

(d) That the addition of triggers within the SEEMIS system to assist with safeguarding code red pupils would be taken forward by the Interim Head of Education; and

(e) That M Thomas, Education Manager (Development) would provide an update on the Let's be Heard – Scotland's Covid Enquiry participants.

4 **VIOLENCE AND AGGRESSION UPDATE**

There was submitted a report by the Principal HR & OD Adviser relative to the work undertaken to reduce violent incidents in schools since the last meeting of the Joint Negotiating Committee for Teachers (JNC).

The report outlined the plans and actions taken following an incident at a secondary school which included a review of access and egress points, radio protocols and the segregation, where possible, of members of the public from school grounds and that discussions with the Civil Contingencies Service remained ongoing.

The report advised of the number of incidents reported on the Businessworld (BW) system and that BW training had been carried out with Headteachers.

There followed a general discussion on the number and type of incidents reported and the practicalities of BW. The Teachers' Side expressed concern that there remained glitches with the BW system, the Principal HR & OD Adviser invited the Teachers' Side to provide specific examples of BW glitches and that these would be discussed with the BW Team.

The report advised that Renfrewshire Council's Corporate Health & Safety team were part of a new national health & safety working group. The Principal HR & OD Adviser was heard in answer to queries on this and advised that the next meeting of the working group was scheduled to be held in six weeks and that he could provide an update to the JNC at a future meeting.

DECIDED:

(a) That the Teachers' Side would provide specific examples of any BW glitches and

that these would be taken forward with BW Team;

(b) That the Principal HR & OD Adviser would provide an update to a future meeting of the JNC following the next meeting of the national health & safety working group; and

(c) That otherwise the report be noted.

5 **JNC/20 SCHEME FOR THE APPOINTMENT OF TEMPORARY TEACHERS TO PERMANENT POSTS: (ADDENDUM)**

There was submitted a report by the Head of Education relative to a change to applications for permanent contracts made under the JNC/20 scheme. It was noted that the date at paragraph 1.5 of the report should have read 30 November not 20 November.

The report advised that an amended submission date of 30 November for applications had recently been trialled and requested that the submission date for JNC/20 applications be permanently changed from 30 April to 30 November to better serve mutual interests.

There followed a general discussion on the practicalities of the proposed submission date; the date of 30 November was then agreed unanimously.

DECIDED: That the change to the submission date for JNC/20 applications from 30 April to 30 November be agreed.

6 **MOBILE 'PHONE USE IN SCHOOLS**

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the use of mobile phones in schools.

The report advised that the number of incidents which involved the misuse of mobile phones had increased and that it was felt that mobile phone misuse was having a negative impact on attainment. The report requested a review of the existing policy on mobile phone use in schools and discussion on whether the existing policy remained adequate and whether it was being consistently implemented in schools.

Concerns were raised that the policy was not being consistently applied in all schools and that the use of phones and other digital devices caused disruption to learning, issues of cyber-bullying, stress and wellbeing impacts both to pupils and staff, device thefts and digital poverty. It was advised that mobile phones when used under the direction of staff, for example to complete subject choices or other educational matters, could be beneficial.

It was discussed that the Council's current policy on mobile phone use in schools, being from 2007, was outdated due to the extensive developments in digital and mobile technology since and was therefore no longer fit for purpose and that it was essential to refresh the policy as soon as possible. It was agreed that staff would be notified that the current policy would be reviewed and that meantime the current policy would be re-circulated to all Head Teachers with the caveat that mobile phones were only to be used as directed by staff.

The Head of Education advised that the Interim Head of Service (Curriculum and Quality) would take forward the review of the mobile phone use in schools policy and that she would request that a working group be set up to facilitate this. Councillor Paterson suggested that it was crucial to include parent representatives in the review. The Teachers' Side agreed that parents required to be involved in discussions to ensure they were aware of their responsibilities in terms of the policy and that it would also be beneficial to include senior pupils in addition to parents in any consultation exercise.

DECIDED:

(a) That staff be advised that the mobile phone use in schools policy would be reviewed; and

(b) That the Council's 2007 policy on mobile phone use in schools be reissued with the caveat that mobile phones should only be used as directed by staff.

7 ASN PROVISION

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the under-resourcing of the additional support needs (ASN) provision which had led to a reduction in Pupil Support Assistants and ASN teachers within mainstream schools and other education settings resulting in an adverse impact on learning, wellbeing and behaviour.

The Teachers' Side requested a meeting with the Management Side to discuss how a joint approach could help support teachers in addressing ASN provision issues.

The Teachers' Side expressed concern that they were not provided with full details of ASN support required in advance of pupil requirements and that there were gaps in the support received. The Interim Head of Education advised that she would discuss specific issues further with the Teachers' Side and the Joint Secretaries agreed to have a discussion on the provision of ASN support outwith the meeting.

DECIDED:

(a) That the Interim Head of Education would discuss specific issues around ASN provision with the Teachers' Side as required; and

(b) That the Joint Secretaries would discuss the provision of ASN support outwith the meeting.

8 IN-SERVICE DAYS AND TIME FOR TRADE UNION MEETINGS

There was submitted a report by the Joint Secretary (Teachers' Side) relative to teachers entitlement to Trade Union time being allocated during in-service days as agreed in JNC/11 (Revised).

The report advised that at the last in-service day in October 2023 some schools did not incorporate trade union meetings into their agendas for that day which meant some teachers did not receive their entitlement to time for Trade Union meetings.

The report requested that Headteachers be reminded of the need for time for union meetings (two hours per session) during in-service days and that where that time had not previously been provided that this would be carried forward.

DECIDED: That Headteachers be reminded of the need for time for union meetings during in-service days and that where that time had not previously been provided that this would be carried forward to subsequent in-service days.

VALEDICTORY

The Joint Secretary (Teachers' Side) expressed gratitude on behalf of the Teaching Unions to the Head of Education for her contribution to the work of the Renfrewshire Joint Negotiating Committee for Teachers and wished her well in her new role.

9 DATE OF NEXT MEETING

Members were asked to note that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff was scheduled to be held at 2.00pm on 26 March 2024.

Joint Negotiating Committee For Teachers – Action Log

Date of JNC Meeting	Report	Action to be taken	Officer responsible	Due date <small>(default date is the date of the next meeting unless either the report or the Joint Secretaries suggests an alternative date)</small>	Status <small>(this section requires to be completed by the two Joint Secretaries to be included as an update at the next meeting)</small>
6 February 2024	Item 2 Minute of Previous Meeting	Amend Item 9 of the Minute of 14 November 2023 to include reference to “the number of specialist ASN staff”	Clerk	6 February 2024	Actioned 15/02/24 Amended by Clerk and Minute published
6 February 2024	Item 3 Matters Arising	(a) Set up working group to discuss JNC/15 Grievance Procedures (b) Discuss provision of an action tracker (c) Standard Circular access work (d) Safeguarding triggers in SEEMIS	(a) EH - Interim Head of Education (b) Clerk and Joint Secretaries (c) JC - Education Manager (Development) (d) EH - Interim Head of Education	26 March 2024 26 March 2024 26 March 2024 26 March 2024	To be arranged for Term 4 Actioned Meeting 01/03/24 Tracker on agenda next meeting. To be arranged for Term 4

		(e) Let's be Heard Covid Enquiry	(e) MT - Education Manager (Development)	26 March 2024	
6 February 2024	Item 4 Violence and Aggression Update	(a) Provide examples of BW glitches (b) Update on national H&S working group	(a) Teachers' Side (b) Principal HR&OD Adviser	26 March 2024 26 March 2024	
6 February 2024	Item 5 JNC/20 Scheme	Change submission date to 30 November	All	Ongoing	Do you want this on as an action - I've included for now as it was quite a significant change?
6 February 2024	Item 6 Mobile Phone Use	(a) Staff advised that policy would be reviewed (b) Working group to be set up to facilitate review of policy (b) Mobile phone policy reissued to schools with caveat that phones can only be used as directed by staff	GL - Interim Head of Education	Ongoing	
6 February 2024	Item 7 ASN Provision	(a) Discuss specific ASN issues	(a) EH - Interim Head of	26 March 2024	Members to arrange meeting with EH if required

		(b) Meet to discuss ASN support	Education with Teachers' Side as required (b) Joint Secretaries	26 March 2024	
6 February 2024	Item 8 In Service Days and Time for TU Meetings	Headteachers to be reminded of the need for time for union meetings during in-service days	EH - Interim Head of Education	26 March 2024	Actioned

NOTES

Reports with no actions, i.e. reports that are purely for noting not included in the log.

The log will be sent to the Joint Secretaries a couple of weeks before each meeting, probably around the same time I am finalising the previous minute/requesting agenda items, to allow you time to update the 'status' column to be returned to the Clerk for the next meeting.

The log can be an item on the Agenda following the approval of the previous minute.

Once an action has been completed and reported to JNC it can drop off the log.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 26 March 2024

Report by Interim Head of Education

Transition of Children and Young People with Additional Support Needs – Part One

1. Summary

- 1.1. Every child goes through transition stages as they move through school education. The first transition takes place when a child enters pre-school. This is followed by the transfer to primary school and then from primary to secondary provision. The final transition takes place when a young person leaves school to enter the next stage of education the world of work. The purpose of this paper is to update the members on the revised Transition of Children with Additional Support Needs Policy which was approved by the Education and Children's Services Policy Board on 14 March 2024.

2. Background

- 2.1. The Code of Practice (ASL Act 2009) sets out the requirements of Education authorities when planning school education changes for children and young people.
- 2.2. Establishments should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:
- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for children and young people;
 - other agencies, such as health and social work services, Skills Development Scotland, further education colleges and institutions of higher education should be involved in transition planning where required;
 - the child or young person's views should be sought and taken into account when discussing changes in school education;
 - parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process;
 - early consultation should take place with the school or post school provision, which the child or young person will be attending;

- establishments should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision;
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services;
- transition should be coordinated by the child or young person's named person/lead professional; and
- where a child or young person has a coordinated support plan then any anticipated change in the statutory coordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

3. Recommendation

- 3.1. JNC is asked to note the contents of this report.

To: Education and Children's Services Policy Board

On: 14 March 2024

Report by: Director of Children's Services

Heading: Transition of Children and Young People with Additional Support Needs – Part One

1. Purpose of Report

- 1.1 To seek elected member approval for the revised Transition of Children with Additional Support Needs policy.
-

2. Recommendations

- 2.1 Elected members are asked to:

a) approve the policy – Transitions of Children and Young People with Additional Support Needs (Part 1)

b) instruct the Director of Children's Services to take appropriate steps to ensure its implementation in all schools and early learning and childcare settings.

3.0 Summary

- 3.1 Every child goes through transition stages as they move through school education. The first transition takes place when a child enters pre-school. This is followed by the transfer to primary school and then from primary to secondary provision. The final transition takes place when a young person leaves school to enter the next stage of education the world of work.

- 3.2 Part One of the transition policy focusses on the principles and practice to support children and young people transitioning from the following phases:

Early Years to Primary
Primary to Secondary

4.0 Next Steps

- 4.1 A parent friendly version of Part One of the Transition of Children with Additional Support Needs Policy is currently being developed by the Parent/Carer Ambassador group. This will enable parents and carers to understand what this formal policy looks and feels like for them and their child.
- 4.2 Part Two is in development and will focus on supporting the transition of children and young people with additional support needs from school to adult life. This will be very welcome by all parents/carers and young people to ensure that the right supports are in place to empower young people to move smoothly into adult life.

5. Background

- 5.1 The Code of Practice (ASL Act 2009) sets out the requirements of Education authorities when planning school education changes for children and young people.
- 5.2 Establishments should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:
- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for children and young people.
 - other agencies, such as health and social work services, Skills Development Scotland, further education colleges and institutions of higher education should be involved in transition planning where required.
 - the child or young person's views should be sought and taken into account when discussing changes in school education.
 - parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process.
 - early consultation should take place with the school or post school provision, which the child or young person will be attending.
 - establishments should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision.
 - professionals from all agencies working with the child, young person and family should plan in good time for transition to future services.
 - transition should be coordinated by the child or young person's named person/lead professional.
 - where a child or young person has a coordinated support plan then any anticipated change in the statutory coordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.
- 5.3 Transitions include entry to early years provision, transfer to primary school and through the different stages of primary and secondary school as well as to post school provision. Transitions also include other changes in education, such as a transfer to another establishment or a break in education as well as irregular transitions experiences through, for example, exclusions and permanent school closures.

1. Financial

No financial implications

2. HR and Organisational Development

No implications for HR and Organisational Development

3. Community/Council Planning

- Our Renfrewshire is thriving - Ensuring the best start in life for children and young people and as they progress through key transition stages
- Our Renfrewshire is well - Early intervention will lead to healthier outcomes for children and young people.
- Our Renfrewshire is safe - Local services will benefit children, young people and members of the community.
- Building strong, safe and resilient communities - The quality of community life is enhanced by supporting transition for parents, children and young people.
- Tackling inequality, ensuring opportunities for all - Effective governance arrangements ensure that the organisations can deliver effective transition for children and young people
- Creating a sustainable Renfrewshire for all to enjoy - Effective transition arrangements will contribute to a quality education for children and young people

4. Legal

No Legal implications

The following statutory guidance has been considered when creating this policy -

[Standards in Scotland's Schools etc. Act 2000 statutory guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot)

[Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk)

[The Children and Young People \(Scotland\) Act 2014](http://legislation.gov.uk)

[Education \(Additional Support for Learning\(ASL\)\) \(Scotland\) Act 2009 \(legislation.gov.uk\)](http://legislation.gov.uk)

[Supporting Children's Learning: Statutory Guidance on the Education \(Additional Support for Learning\) Scotland Act 2004 \(as amended\): Code of Practice \(Third Edition\) 2017 \(www.gov.scot\)](http://www.gov.scot)

5. Property/Assets

No implications for property/assets

6. Information Technology

No implications for Information Technology

7. Equality and Human Rights

No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

This policy will ensure that the voices of children and young people from all backgrounds and their representatives are meaningfully sought and are fully represented and reflected in the planning of transition.

[The Equality Act \(2010\)](#) has been considered when creating this policy.

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination, and participation and has been considered when creating this policy.

8. Health and Safety

It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

Support for transition and enhanced transition allows for planning to ensure all children and young people are safe and feel safe as they move through the transition points in their education.

9. Procurement

No implications for procurement

10. Risk

Staff absence could have an impact on the ability to deliver enhanced transition to support children and young people with additional support needs.

11. Privacy Impact

Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

12. COSLA Policy Position

None

13. Climate Risk

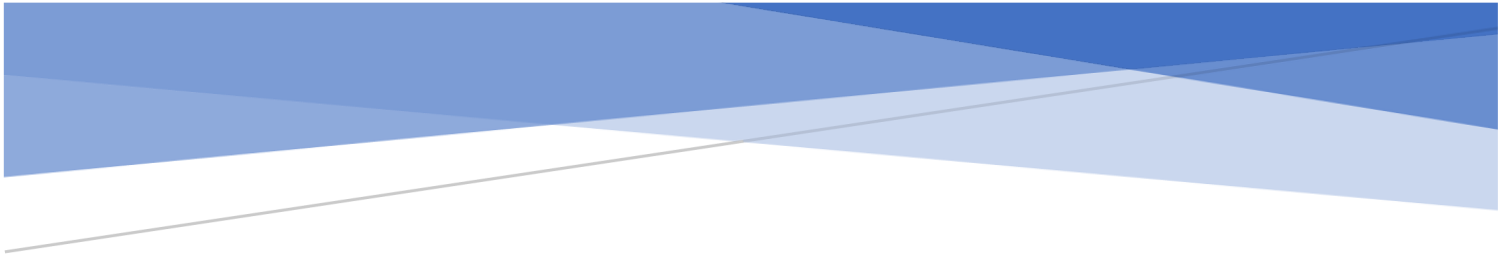
None

List of Background Papers

Getting it right for every child (GIRFEC)
The Promise Scotland
United Nations Convention on the Rights of the Child
Support for Learning: All our Children and all their Potential

Children's Services

Author - Emma Henry, Interim Head of Education (Inclusion and Quality Improvement),
emma.henry@renfrewshire.gov.uk



TRANSITION OF CHILDREN WITH ADDITIONAL SUPPORT NEEDS- PART 1 DRAFT

VERSION 1 FEBRUARY 2024

Abstract

Guidance for all establishments from Early Years to Secondary to support the transition process with a focus on children with Additional Support Needs

Renfrewshire's Children's Services

Review Tracker

Draft Version 1	Created – February 2024

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Introduction

This policy reflects the following:

The United Nation Convention on the rights of the Child ([UNCRC](#)):

Article 3 – best interests of the child

- *The best interest of the child must be a top priority in all decisions and actions that affect children.*

Article 12 - respect for the views of the child

- *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

Article 28 – right to education

- *Every child has the right to an education.*

The Promise 21-24 Plan and in particular the Right to Education actions which is a call to action for education authorities to ensure:

Care Experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their Care Experienced pupils.

School improvement plans will value and recognise the needs of their Care Experienced pupils with robust tracking of attendance and attainment so that support can be given early.

Care Experienced young people will be actively participating in all subjects and extra-curricular activities in schools.

The formal and informal exclusion of Care Experienced children from education will end.

Schools will support and ensure Care Experienced young people go on to genuinely positive destinations, such as further education or employment.

Transitions

Every child goes through transition stages as they move through education. The first transition takes place when a child enters early learning and childcare. This is followed by the transfer to primary school and then from primary to secondary provision. The final transition takes place when a young person leaves school to enter the next stage of education the world of work.

Transitions also include other changes in education, such as a transfer to another establishment or a break in education, early years blended placements across more than one early years provider, as well as irregular transitions experiences through, for example, exclusions and returning from significant periods of absence.

Planning for transition is very important for all of our children and for our children and young people with additional support needs **planning is vital** to ensure that the transition/the change is smooth and as supported as possible.

We must ensure that there is effective communication between everyone involved. At each stage of the transition process children with additional support needs and their parents/carers should be fully involved in the planning.

Chapter 6 of the [Supporting Children's Learning Code of Practice \(Third edition 2017\)](#) gives detailed guidance on transitions. The criteria, as offered in the code, highlights which children and young people with additional support needs the statutory measures around transitions should apply to.

These are children and young people:

- With a co-ordinated support plan (CSP);
- Children likely to have additional support needs and are requiring support to make the transition to nursery school
- In a specialist placement such as Mary Russell School or Riverbrae School, Flexible Learning Resources or external grant aided or independent provision.
- Have additional support needs arising from a disability within the meaning of the Equality Act 2010;
- Are otherwise at risk of not making a successful transition such as children who are in and around the edges of care and young carers

Every establishment in Renfrewshire has a responsibility to ensure all children transitioning from Early Years to Primary and Primary to Secondary School have any additional support needs identified prior to the point of transition and sufficient support in place to support the transition. The timescales for transition planning set out in the Act refer to the latest times by which a particular stage of the transition process should be completed. The planning for transition is a vital role of the designated person with responsibility within the school or establishment for planning for children and young people with additional support needs.

For a child identified with additional support needs, transition from Early Years to Primary School and Primary School to Secondary School should:

- begin no later than February of ante-pre-school year/Primary 6
- should then be reviewed no later than December of pre-school Year/Primary 7

Cognisance is taken of children starting Early Years in March with February birthdays. As such, this process should begin at the closest point to this time scale, depending on the child's start date. For some primary school children, it may be necessary to begin this process in Primary 5.

The school must seek, take account of and record information and advice from children and young people, parents and all appropriate agencies in preparing for transition. The Team Around the Child (TAC) minute from should be used to record meetings and Renfrewshire's Single and Multi-agency Child's Plan to record action if appropriate to do so (Stage 1b and above).

Legislative and Policy Context

“All children and young people experience transitions as they move through the various stages of schooling ... Early or timely planning is required to ensure continuity and progression between stages or breaks in education.” Supporting Children’s Learning – Code of Practice (revised 2010)

This policy accounts for relevant legislation in terms of the European Convention on Human Rights, the Scotland Act 1998, the Human Rights Act 1998, the Standards in Scotland’s Schools etc Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009), the Equality Act 2010.

Of particular note is:

- **Standards in Scotland’s Schools Etc. Act (2000) (guidance on presumption of mainstream education)** which places specific duties on Education authorities to pay particular attention to children approaching key transition points, e.g. moving from early years to primary; primary to secondary school or from one stage to another within “all-through” schools. Issues which should be considered include how the current school or early years provider prepares the child for moving on while ensuring that appropriate provision is put in place for the child’s arrival in the new setting.
- **Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)** places the following duties of the education authority in relation to children and young persons for whom they are responsible:
 - Every education authority must—make adequate and efficient provision for such additional support as is required by that child or young person, and
 - make appropriate arrangements for keeping under consideration—
 - (i) the additional support needs of, and
 - (ii) the adequacy of the additional support provided for, each such child and young person.
- **Equality Act 2010** admission and treatment, etc. The responsible body of such an establishment must not discriminate against a pupil:
 - in the way it provides education for the pupil;
 - in the way it affords the pupil access to a benefit, facility or service;

- by not affording the pupil access to a benefit, facility or service;
 - by subjecting the pupil to any other detriment.
- **Getting it Right for Every Child (GIRFEC)** approach is of particular relevance to support learners who are vulnerable or may be at risk. Key features of this approach are:
 - the eight indicators of well-being (safe, healthy, achieving, nurtured, active, respected, responsible and included);
 - the common values and principles of GIRFEC which make a difference at practice level to single agency, multi-agency and inter-agency working across children's services; and
 - the use of Renfrewshire's Single and Multi-agency Child's Plan to support recording information, assessing needs and getting help that is appropriate, proportionate and timely at both single and multi-agency levels.

DRAFT

Transition for our Children and Young People with Additional Support Needs

Schools and early years establishments should take account of the following principles of good practice, as outlined in the Code of Practice, whenever a child or young person with additional support needs is approaching a transition point in their education:

- transition planning should be embedded within policies and procedures for additional support needs and the more universal policies and procedures for support for children and young people;
- other agencies, such as health and social work services, Skills Development Scotland (Careers), further education colleges and institutions of higher education should also be involved in transition planning where required;
- the child's or young person's views should be sought and taken into account when discussing changes in education;
- parents should be part of the planning process, their views should be sought and taken account of, and they should receive support, as required, during the transition process;
- early consultation should take place with the receiving school or post-school provision, which the child or young person will be attending;
- establishments should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision;
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services;
- transition should be co-ordinated by a key person known to the child or young person and their family; and,
- where a child or young person has a co-ordinated support plan then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible.

Transition of ASN Learners, Early Years to Primary School – Process

All of our early years establishments including our funded provider nurseries follow the council's GIRFEC policy and staged intervention framework. Through robust internal assessment procedures Early Years establishments will identify those children with additional support needs. This will be supported by Early Years Progression Tool Kit and the Education Officers (Inclusion) where necessary.

Depending on the start date of the child, this assessment should take place as close to the ante-preschool year as possible, but no later than December of the pre-school year.

To support this process and to ensure that the parent/carer is involved in decision making the Team Around the Child (TAC) meeting should be held in/or as close to the February of the ante-preschool year and again no later than December of the pre-school year.

Ante-Preschool Team Around the Child

Attendees at the ante-preschool TAC meeting may include, but are not limited to;

- Parent/Carer of the child
- Child (if appropriate)
- Representative of the Early Years establishment
- Representative of the receiving Primary School (if known)
- Educational Psychologist (if there is role)
- Any other relevant professional that may be involved with the child

Information recorded at the Ante-Preschool TAC meeting form should include, but is not limited to:

- Child's view
- Parent/carer views
- Strengths/Areas of need/risk requiring support (professional's view)
- Stage of Intervention
- Actions to be taken that support transition to Primary School

Pre-School Team around the Child

Attendees at the pre-school TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- Child (if appropriate)
- Representative of the Early Years establishment
- Representative of the receiving Primary
- Educational Psychologist (if there is role)
- Any other relevant professional involved with the child

Information recorded at the Preschool TAC meeting form should include, but is not limited to;

- The child's views
- Parent/carer views
- Strengths/Areas of need/risk (professional's view)
- Stage of Intervention
- Review of actions from previous ante-pre-TAC
- The option to defer entry to primary school should be discussed with parents at this opportunity, **this meeting should be prior to school registration**
- Actions to be taken between December and June by Early Years team and Primary staff to support transition to Primary School in August

Transition of ASN Learners, Primary School to Secondary School- Process

All of our primary establishments follow the council's GIRFEC policy and staged intervention framework. Through robust internal assessment procedures, and following successful transition from early years, establishment will know those children with additional support needs. As a child grows and develops throughout primary school, teachers and support staff are trained to ensure that they plan to meet the needs of our children and so there may be occasions where a child's need changes as they move through the primary years.

Team Around the Child (TAC) meeting should be held no later than February of Primary 6 (or earlier if required).

Attendees at the Primary 6 TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- The child (if appropriate)
- Representative of the Primary School establishment
- Representative of the receiving Secondary School usually Pupil Support Coordinator (DHT) or Principal Teacher of Pupil Support
- Educational Psychologist
- Any other relevant professional involved with the child

Information recorded at the Primary 6 TAC meeting form should include, but is not limited to:

- The child's views
- Parent/carer views
- Strengths/Areas of need/risk (professional's view)
- Stage of Intervention
- Actions to be taken by primary school staff to support transition to Secondary School – this will be planned in conjunction with the secondary.

Attendees at the Primary 7 TAC meeting may include, but are not limited to:

- Parent/Carer of the child
- The child (if appropriate)
- Representative of the Primary School establishment
- Representative of the receiving Secondary School usually Pupil Support Coordinator (DHT) or Principal Teacher of Pupil Support
- Educational Psychologist
- Any other relevant professional involved with the child

Information recorded at the Primary 7 TAC meeting form should include, but is not limited to:

- The child's views
- Parent/carer views
- Strengths/Areas of need and risk (professional's view)
- Stage of intervention
- Review of actions from previous Primary 6 TAC
- Actions to be taken between December and June by Primary and Secondary settings to support readiness to Primary School in August
- Discussion of support/interventions to support the child starting in S1

Placing Requests

Placing request legislation takes precedence in law over the ASL Act. In practical terms, for the purposes of transitions this means that schools cannot begin liaising with any other than the child or young person's catchment school.

If a parent has made, or is intending to make, a placing request for their child then the Head Teacher with the support of the school's link psychologist should ensure that the parent is fully aware

- that the transitions process will not be able to be fully carried out until the placing requests process is completed.
- General work however should be done with the child and young person to best prepare them for the change without including activity which would involve reciprocal visits to schools or exchanges of staff.

Immediate Change in School/Early Year Establishment

It is entirely possible for schools to be informed that a child or young person with additional support needs may be leaving the school more immediately. In such circumstances, it is impossible, regardless of whether the child or young person meets the criteria as outlined, to realise the demands of the Act.

In such cases, every effort should be made by establishments to facilitate a successful high-quality transition by consideration of:

- The transfer of information to the receiving school or placement;
- Telephone communication with the receiving school or placement;
- A visit of key staff to the receiving school or placement.

Equally, it may be the case that a child with additional support needs arrives without prior knowledge at a school. If the child has a CSP, this will transfer immediately, and a review of the plan should take place within 8 weeks of the child arriving. For all other children where there are additional support needs, schools should be proactive in seeking information both in written form and through verbal communication from the transferring school or placement.

Best Practice

It will be the responsibility of the establishment the child is leaving, to initiate the transition procedures:

- Communication with parents/carers and children is extremely important and the involvement and support of parents should be integral to the management of a child's transition.
- It may be useful to contact parents/carers prior to TAC meetings (particularly early years and Primary 7) to establish if they plan to make a placing request or defer entry to primary school.
- At all stages parents/carers should be given significant advanced notice of TAC meetings and all efforts should be made to identify and remove any barriers to attendance.
- Ensure TAC meetings in relation to a deferred year occur well in advance of school registration
- Parents should be given advanced notice of the structure of the TAC meetings in order to give them time to consider their contribution.
- The receiving establishment should make every effort to be represented at each TAC meeting.

The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment. In 2019, the Scottish Government published updated guidance on the presumption to provide education in a mainstream setting. This revised guidance states:

“Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve to their full potential, is essential to getting it right for every child and raising attainment for all. Inclusion is the cornerstone to help us achieve equity and excellence in education for all of our children and young people.”

Therefore, TAC meetings should be conducted around the assumption to mainstream education. Discussion regarding placement out with mainstream should only be discussed if a child is at Stage 4 of intervention.

Agenda Item

Renfrewshire Joint Negotiating Committee for Teachers**To: Renfrewshire Joint Negotiating Committee for Teachers****On: 26 March 2024****Report by
Interim Head of Education****Violence and Aggression Policy - DRAFT****1. Summary**

- 1.1. The purpose of this paper is to update the members on the revised Violence and Aggression Policy prior to the Education and Children's Services Policy Board on 23 May 2024.

2. Background

- 2.1. Employees have the right to work in a safe and secure environment. Renfrewshire Council has a duty of care under the Health and Safety at Work Act 1974 to ensure the health, safety, and welfare of employees at work. This policy provides clear structures to ensure that employees are protected from violence and aggression and relates to the prevention, management and reporting of violent incidents in establishments.

3. Recommendation

- 3.1. It is recommended that JNC approves the attached revised policy.

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Please note that this policy is for use by all staff and is the guidance for managing and recording incidents of violence and aggression in any educational establishment including, early years establishments/nursery classes and flexible learning resources – from here on in the term “establishment” will be used to describe all.

This document replaces the “Managing Violence and Aggression in Education Establishments”.

This agreement should be read in conjunction with Renfrewshire Council’s [Violence and Aggression Policy 2001](#)

1.0 Introduction

The Council's definition of violence or aggression at work is:

“Any incident in which an employee is abused, threatened or assaulted in circumstances relating to their work, involving an implicit or explicit challenge to their safety, wellbeing or health.”

Renfrewshire Council

As with the Health and Safety Executive's definition, the Council definition of violence and aggression at work covers a wide-ranging set of behaviours including verbal abuse, threats, intimidation and harassment, cyber bullying and stalking and, of course, physical attacks.

- Physical assault is the intentional application of force by one person on another, without lawful justification, resulting in injury or personal discomfort for example damage to glasses, dental work etc.
- Non-physical assault is the use of inappropriate language or behaviour causing distress and/or constituting harassment.
- Unacceptable behaviour including for example - loud or intrusive conversations or shouting, offensive sexualised behaviour or gestures, physical posturing and unwanted email, telephone or from other electronic devices and from social media communication. (Online Abuse Guidance - Appendix 7)

These descriptors are not exhaustive or ordered according to importance. The term 'incident' will be used throughout the remainder of this policy to encompass either physical and non- physical assault, abuse, or harassment.

Employees have the right to work in a safe and secure environment. Renfrewshire Council has a duty of care under the Health and Safety at Work Act 1974 to ensure the health, safety, and welfare of employees at work.

[The Health and Safety at Work Act 1974](#)

[The Management of Health and Safety at Work Regulations](#)

[The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations](#)

[Safety Representatives and Safety Committees Regulations 1977 \(a\)](#)

[Health and Safety \(Consultation with Employees\) Regulations 1966 \(b\).](#)

2.0 Scope

Violence or aggression at work by one employee against another is not discussed in this policy. The procedures within Renfrewshire Council's, [Violence and Aggression Policy 2001](#) should be followed where acts of violence and aggression against employees are carried out by other employees. Where this situation arises, employees also have access to the Council's [Equality and Diversity at Work Policy](#). Further advice on grievance or equality procedures can be sought from either trade union representatives or the Human Resource Team.

Certain employees can be identified as being particularly vulnerable to risks that are associated with violence or aggression from children or young people presenting with distressed/dysregulated behaviours which could arise due to the nature of their disability. These could include, for example where employees work:

- in Additional Support Needs establishments;
- with children or young people who present with social, emotional, behavioural difficulties;
- on a one-to-one basis with children or young people;
- alone; and or
- Where an individual child or young person has been identified as being predisposed to violence or aggression.

For these children and young people, risk assessments should have been carried out along with a challenging behaviour risk assessment as part of the child planning process – this information should be shared with staff.

Note:

For these children and young people there may be a requirement for establishment leadership teams to be supported in how to carry out risk assessments, as advised by the Health and Safety team, [Health-and-Safety-Inspections-in-Schools](#) in relation to child or young person behaviour which could result in harm. This should also be supported by Educational Psychology, with regards to approaches which reduce risk. Such risk assessments should be child centred.

3.0 Responsibilities

Corporate Directors, Heads of Service and Education Managers along with head teachers/heads of centres are responsible for the safety of all the establishment employees. They do this by ensuring arrangements are in place to implement, monitor and review this policy and make effective arrangements to minimise the risk of violence and aggression at work. Employees are also responsible for their own safety and should follow the Council's guidance and systems for the management of violence and aggression.

Employers have a duty, under Managing Health and Safety at Work Regulations (1999), to assess risks of injury and ill health to which employees and others are exposed. The duties cover the reasonably foreseeable risks of violence and aggression. The assessment of risk should be

ongoing for children and young people as they access all areas of education. For most this will consist of discussions and decisions between employees, parents/carers and the child or young person and may not require any formal recording or may be recorded on pastoral notes which link to the child's establishment record. For children and young people who demonstrate behaviours that are challenging and concerning, formal risk assessment procedures must be actioned from the earliest realisation and recorded on the single and multiagency child's plan, in accordance with Health and Safety Executive Recommendations.

[Risk Assessment Templates](#)

[Challenging Behaviour Risk Assessment](#)

The aim is to safeguard the health, safety, and welfare of employees at all times by:

- reducing the risk of violence and aggression against employees;
- making sure that arrangements are in place to assess the risk of violence and aggression against employees;
- providing appropriate training and information for employees for example, as part of the annual update on the first In-service day establishment staff will receive an update covering relevant information and training opportunities.
- making sure management standards are applied consistently;
- providing appropriate support to employees following a violent incident;
- maintaining robust recording and management systems for all violent incidents including those that fall within Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013; and
- making sure that employees who have experienced or witnessed incidents are confident to report them, have them taken seriously and dealt with effectively.

This policy provides clear structures to ensure that employees are protected from violence and aggression and relates to the prevention, management and reporting of violent incidents in establishments. Appendix 1 provides details of what an employee can do if they do not feel the policy is being followed in their establishment.

This policy should be read in conjunction with other related Renfrewshire Council policy documents.

4.0 Strategies to Minimise the Risk of Violence & Aggression Against Employees

These core guiding principles (appendix 2) sit within the context of a staged intervention framework on promoting positive relationships. They have a sound research base and are central to the work we are undertaking within Children's Services Getting It Right for Every Child (GIRFEC) policy refresh.

5.0 Physical Interventions

Duty of care

Education providers owe a duty of care to their pupils⁶ and staff in relation to their physical emotional and mental wellbeing. They have a duty to take reasonable care to prevent any harm that can be foreseen. Similar duties are placed on education providers under Health and Safety legislation.

Appendix 1 highlights the preventative approaches that can be taken to meet the needs of children and young people and lower the risk of harm to themselves or others arising from distressed behaviour. It also highlights the de-escalation and co-regulation strategies that should be considered ahead of physical interventions if an unexpected risk of harm arises. Examples of what constitutes physical interventions can be found in Appendix 3 Training is available for this. Nevertheless, it is accepted that there are situations when the use of restraint may be the only viable option available to staff to prevent a greater injury or harm for example when a child is running into a busy road it is reasonable to physically intervene to stop them being hit by a vehicle.

A person entrusted with the care of a young child may be required to restrict the child's actions to ensure their welfare and safety or the welfare and safety of others. If the restraint is consistent with ordinary acceptable parental restrictions upon the movements of a child of that age and understanding this will generally be lawful.

Physical intervention therefore should only be used as a last resort, to prevent harm, with the minimum necessary force, and for the minimum necessary time and when other strategies have been tried and found to be unsuccessful or when the risks of not employing an intervention outweigh the risks of using reasonable force. In practice, the principle of last resort means that physical intervention should only be considered where no less restrictive options are viable.

Appendix 3 provides examples of physical intervention and restraint.

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may be reasonably used. It will always depend on all circumstances of the case. There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant such use.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. The degree of force and the duration of its application should always be the minimum needed to achieve the desired result.

It is a criminal offence to use physical force, or to act in a way that leads another person to fear the use of force, unless the circumstances give rise to a 'lawful excuse' or justification for the use of that force. Such justification may be to prevent an injury to oneself or to others or to prevent serious damage to property. In these circumstances, a reasonable amount of force may be used.

All instances of physical intervention must be recorded in accordance with policies.

Employees in mainstream establishments are not permitted to access training in restraint. The training calendar provides details of promoting positive behaviour training, de-escalation training and this will continue to be updated.

Employees should be aware that in certain circumstances, even in the face of physical assault, the use of force to protect oneself could result in criminal charges being made.

6.0 Management of Incidents

IMMEDIATELY Following an incident, the overriding concern should be for the wellbeing of the employee and any others involved.

Establishments should have a process in place to ensure that employees can access support in the event of an incident. Suitable arrangements should be put in place in the event of senior management being out of the building so that there is a clear and consistent approach which all employees are made aware of. The details of this should be displayed on a staff notice board.

Police Involvement

Depending on the gravity of the incident, Police assistance or notification may be required. Such contact should in normal circumstances be made by the supervisor/line manager or equivalent on duty. However, in some emergency situations, where this is not possible and Police assistance is required to defuse a situation, any employee on duty should contact the Police immediately direct to summon assistance. The supervisor/line manager or equivalent should be advised of any such incident as soon as possible in order that the appropriate reporting mechanism can be put in place.

Any employee involved in an incident relating to an act of violence and aggression has the right to refer the matter to Police for investigation to ensure their rights and interests are protected, irrespective of any other procedures. The employee's complaint or allegation should be taken seriously. As Council employees however, they are also entitled to expect the positive support and backing of their department where the incident occurred in connection with their activities as a council employee, which may involve the employee's supervisor/line manager or equivalent reporting the incident to the Police on the employee's behalf at the employee's request.

This support will include an employee who has experienced an act of violence and aggression being assisted in reporting the matter to police on their behalf at the staff member's request.

Employees should feel comfortable in contacting the Police for incidents involving non-physical acts of violence and aggression as the Police will consider any incident where fear and alarm has been raised. They will assess the situation and determine the appropriate course of action to be taken.

In the event that an employee is required to attend a Police Station to give a statement, the line manager/supervisor and/or employee representative may accompany the employee at the employee's discretion.

Victims of physical assault have the opportunity to apply for compensation to the Criminal Injuries Compensation Board. This provides statutory compensation to victims of violent crime whether or not the identity of the assailant is known or whether there have been criminal proceedings. Completion of a detailed violent incident report form and Police report on a violent incident is necessary to conform with the requirements of the Criminal Injuries Compensation Board, where an employee applies for such assistance.

Managing Incident Flow chart

Throughout the process - Support for Staff (appendix 7)

Renfrewshire Council offer a range of support to employees who have been subject to violence and aggression arising from their workplace. A debrief must be held as soon as possible after the incident to determine how best to support the employee's wellbeing. This could include being made aware of the Employee Assistance Programme (EAP) and how to access legal support.

Immediately following an incident – Are you okay?

Senior Managers in collaboration with the employee must decide on appropriate immediate actions to support the employee. Thus, ensuring that the employee is reassured, supported and confident that their needs will be met.

Debrief

Within 48 hours or sooner, if possible, the Head Teacher or representative should arrange a debrief with the employee to consider the incident and any matters arising from it: the employee has the right to be accompanied at any such meeting. A companion may be a fellow worker or a trade union official. A representative acting in a legal capacity will not be considered an appropriate companion.

Likelihood of Further Incidents

During the debrief, the Head Teacher or representative will agree appropriate actions with employee and will consider the likelihood of further incidents.

Low

If it is agreed that the likelihood of a further incident is low, then the reporting procedures through Business World will be followed through.

High

There should be mitigations in place in short term to support the staff member see below. Business World should be completed. In addition to this where appropriate, the Team Around the Child (TAC)/parent meeting could be convened to discuss the Risk Assessment/Child's Plan and make any appropriate adjustments. The section of the action plan referring to strategies to prevent further incidents **should be shared with all staff**. The issue of pupil confidentiality must be respected and as such the sharing of the full action plan will be proportionate.:

Reporting

The Health and Safety (H&S) Team will send a Violence and Aggression (V&A) Incident Report to the Head of Education each week. This will then be sent to the Education Manager (EM) Team to analyse their link school's V&A data. If repeated patterns or trends are identified the EM will contact the Senior Leadership Team from their link school to discuss possible supports required. The Locality Education Officer (EO) can be involved at this stage, if required. Any actions introduced at this stage will be shared with the H&S team by the EO and Plans/Risk Assessments will be updated in line with GIRFEC policy and Staged Intervention Framework with all staff involved in the plans. This should be recorded on [Single and Multi-agency Child's Plan](#)

Examples of immediate actions following an incident

Immediate actions which could be considered by head of establishment or designated line manager include:

- first aid
- secure the environment e.g., remove dangerous objects/glass.
- discuss with member of staff if they are in a fit state to remain/or do they need to go home or spend some time on their own.
- ensure all staff have their allocated breaks.
- temporary move of child/young person from class/area
- contact child parent/carer to inform them of incident.
- use of cooperative teaching
- support from a key adult/staff member to support the child/young person.
- following [Standard-Circular-08 - Included Engaged and Involved - A-positive approach-to preventing and managing school exclusions](#)

This list is for illustration purposes only and not exhaustive.

7.0 Reporting and Recording Incidents

Employees should report all incidents and should not accept that violence or aggression is part of the job.

See Appendix 5 – Using Business World

Recording of incidents helps to build up a true picture of the risks and triggers for work related incidents and therefore helps in the monitoring and development of appropriate prevention strategies. It can contribute towards evidence which may be required should legal proceedings be initiated. Employees are encouraged to report and record incidents of violence and aggression and be aware of the process for doing so.

Note:

- It is the employee's responsibility to complete the Business World incident form correctly and **only if requested** by the employee should this be completed by a manager.
- Staff members can request support from management if required.
- It is not the responsibility of the manager to complete the form on behalf of the staff member unless explicitly asked to do by the employee.

It should be noted here that Business World does not allow the function to save as a PDF and so employees should take a note of the incident number for future reference. It is recommended that taking a screen shot of this would ensure access to a hard copy.

The employee experiencing violence or aggression can choose to contact their appropriate trade union representative for further advice and support.

Tips on accurate reporting

The following is the advice from the [Violence and Aggression i-learn module](#)

- Record what happened.
- **Keep to the facts.** Record what you saw, heard, thought, and felt at the time. Include any specific words, such as swear words, and actions, such as "grabs", "squaring up".
- **Be as detailed as possible.** Statements such as "she was verbally abusive" or "...and then he became more aggressive" are not descriptive enough to tell us exactly what happened.
- **Be as factual as possible.** Factual record of events means that we can learn from what happened, make things safer and improve the way we work. It can also help to reduce the risk of either the organisation or an individual being sued or prosecuted.

The Health & Safety team will pick up the incident from Business World and, depending on the nature of the incident, may investigate it further, this should be completed within 14 days

If an employee is hospitalised or has to go home following an incident of violence or aggression, the appropriate Head of Service should also be notified who may involve of other teams as appropriate such as HR Health & Safety should be notified immediately.

Where an employee is absent for more than seven consecutive days as the result of a violent incident (this seven-day period does not include the day of the incident but does include weekends and non-establishment days) Renfrewshire Council's reporting procedures should be followed in line with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

RIDDOR reports are completed by the Health & Safety Team after the establishment has reported the incident, staff should be informed of this within 48 hours [.RIDDOR Reporting Flowchart Education](#) The Health and Safety Team will follow up the form if the employee has been absent since the violent or aggressive incident (in the case the form has been completed before the seven-day period is over).

8.0 Monitoring of Incidents

The Health and Safety (H&S) Team will send a Violence and Aggression (V&A) Incident Report to the Head of Education each week. This will then be sent to the Education Manager (EM) Team to analyse their link schools' V&A data. If repeated patterns or trends are identified the EM will contact the Senior Leadership Team from their link school to discuss possible supports required. The Locality Education Officer (EO) can be involved at this stage, if required. Any actions introduced at this stage will be shared with the H&S team by the EO and Plans/Risk Assessments will be updated in line with GIRFEC policy and Staged Intervention Framework with all staff involved in the plans. This should be recorded on [Single and Multi-agency Child's Plan](#)

Violence and aggression statistics will be reported to the appropriate Health & Safety Committee for consideration. Trade union representatives attend these meetings. This will include the presentation of the volume of accidents/incidents reported along with an analysis of trends to inform future action. They will also create statistical responses to recognised bodies and for Freedom of Information (FOI) requests.

Links to Policies

In developing this policy there was significant engagement with employees, management and union representation and it stands that approval at boards means that this policy will be adopted into practice and reviewed annually. If you have concerns about how this policy is being implemented, then please speak to your line manager in the first instance. If you cannot do this, then seek support from your union representative.

[AHDS Support for Members](#)

[EIS Member Support](#)

[Legal Advice Line | GMB Union](#)

[NASUWT Contact Us](#)

[SLS Support Services](#)

[SSTA Service to Members](#)

[Member support and services | Get help | UNISON National](#)

[Contact Us - Unite The Union](#)

[GMB Scotland | Contact](#)

The following policies may also be a support.

Whistleblowing Policy

What whistleblowing is, who can report it, information, and guidance on whistleblowing, how to report it, what to tell us, what happens next, if a colleague makes a whistleblowing report to you. What whistleblowing is - If you work for or with the Council, you can report certain types of wrongdoing (whistleblowing) if it is in the public interest. 'In the public interest' means if it affects other people, such as our service users or members of the public.

These are complaints that are considered whistleblowing:

- criminal offences like theft, fraud, bribery, corruption, or money laundering
- failure to comply with any legal or professional obligation or regulatory requirements.
- a miscarriage of justice
- danger to someone's health and safety, like workers or service users.
- damage to the environment
- you believe someone is covering up or withholding information about wrongdoing.

Personal grievances, for example bullying, harassment or discrimination, are not covered by whistleblowing law, unless they are in the public interest.

Grievance

Grievance Notification Form HR/GRV/2

JNC 15 (Teachers, Quality Improvement Officers, Educational Psychologists and Music Instructors)

Strategies to minimise distressed behaviours of children and young people.

Wellbeing of All

It is essential that the whole establishment community has a shared understanding of wellbeing and the dignity and worth of every individual. This promotes a culture and ethos of positive relationships. All of our establishments should be free from violence and aggression. Our establishments and centres are expected to be nurturing and inclusive and to foster a climate of mutual respect. This can only be achieved when pupils' needs are appropriately assessed and met. Renfrewshire Council's Education Staged Intervention Framework and assessment of needs should be fully implemented to promote a safe working environment for all employees and children.

Staff wellbeing should be recognised as a key factor in ensuring a nurturing, positive establishment environment. The quality of relationships within an education establishment can be seen to have a significant impact on employee wellbeing and their resilience along with their ability to manage and cope with the numerous challenges and stresses.

In line with the Council's Code of Conduct it is essential that there is meaningful recognition from managers at all levels of the demands of working within educational establishments. Effective leadership within establishments is crucial to ensuring that all employees are protected, and that staff wellbeing is high profile by embedding appropriate strategies and approaches within management systems and methods.

[Respect at Work Policy - Renfrewshire Website](#)

Senior leadership teams should create a culture where staff wellbeing is seen as a crucial aspect of the wellbeing of the wider establishment community and recognition is given to the importance of the link between work-life balance and positive mental health.

Inclusion

There must be clear values-driven leadership and shared communication to creating an inclusive and positive ethos in which positive relationships can thrive, which is endorsed by, and embedded across, the whole community. Inclusion entails children and young people being present, participating, achieving, and being supported. This is everyone's responsibility.

Being a Teacher in Scotland General Teaching Council Scotland (GTCS) Standards for Registration include "Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning."

The Scottish Social Services' Council (SSSC) Equality, Diversity and Inclusion Mainstreaming and Outcomes state "As a public body, we comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED, or general equality duty). We pay due regard to the need to: • eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010 • advance equality of opportunity between people who share a relevant protected characteristic and people who don't • foster good relations between people who share a relevant protected characteristic and people who don't."

Equity

Equity is at the heart of our approach to inclusion and promoting positive relationships. This ensures that each child and young person is given the right support, at the right time, in the right place from the right person when they need it.

Recognising and realising Children's Rights

All policies including this one should be underpinned by a rights-based approach. Getting it Right for Every Child and the Children and Young People (Scotland) Act requires every practitioner to familiarise themselves with and take account of the United Nations Convention of the Rights of the Child (UNCRC) in their day-to-day practice.

Relationships are at the heart of all we do.

Everyone within an establishment community is more likely to demonstrate positive behaviour where all relationships are respectful, rights based and where children are supported to develop positive behaviours.

Targeted approaches through Staged Intervention

There is a legislative requirement to support identified additional support needs through appropriate wellbeing assessment and planning, as set out in the refreshed Getting It Right for Every Child policy. Our strategy for embedding the Nurture Principles (Renfrewshire's Nurturing Relationships Approach) should also inform this approach, particularly 'All Behaviour is communication' and 'Children's Learning is understood developmentally.' Many children and young people will need specific targeted support to develop a repertoire of pro-social behaviours. Evidence demonstrates that it is important to teach appropriate social skills alongside managing behaviour.

Thorough assessment using the National Practice Model, particularly the Resilience Matrix, and more specific assessments such as the Boxall Profile can help establishments decide on what particular personalised support is required.

Training and Support

From time-to-time children and young people who present as distressed or dysregulated can be challenging to manage within classes and playrooms. This behaviour can occur on a continuum and be exacerbated by certain factors. It is therefore essential that the DHT Pupil Support/Support for Learning Coordinator ensures that employees are appropriately trained and supported to carry out their duties. This may also include working with specialist employees to construct appropriate risk assessments.

Where specialist staff, in conjunction with the DHT Pupil Support/Support for Learning Coordinator, establish the need for professional learning, this shall be arranged as a matter of urgency from amongst the specialist teams, including Educational Psychology to ensure that employees are fully equipped to fulfil their responsibilities. Where learning and development from external agencies is identified, this too shall be provided. It is the responsibility of senior leaders to disseminate specialist information such as Suicide and Self Harm guidelines; it is the responsibility of employees to become familiar with policies or ask for support where they identify a gap in their skills or knowledge.

Child's Plan

Where a pupil requires support in the form of a Child's Plan, this must be constructed with the Team around the Child (TAC) and clearly reflect the views of the pupil and family. As members of the TAC, employees must also be fully involved in the rationale behind decisions and understand their role to support. Other employees who come into contact with the pupil must also be advised about risk management strategies.

Physical Interventions Terminology as per Included, Engaged and Involved Part 3

Practice	Definition	Recording and Reporting Expectations
Physical Intervention	<p>A physical act carried out with the purpose of influencing, modifying, or preventing the actions of a child or young person.</p> <p>Physical intervention includes direct physical contact & actions affecting the movement of a child or young person.</p>	<p>Physical intervention that does not involve restraint or withdrawal does not need to be recorded or reported.</p> <p>Physical intervention that involves restraint must always be recorded and its use reported, as outlined below.</p>
Restraint	<p>An act carried out with the purpose of restricting a child or young person’s movement, liberty and/or freedom to act independently.</p> <p>The different forms of restraint appear below</p>	<p>Recorded by establishment within 2 working days.</p> <p>Reported by establishment to parents/carers ASAP during the working day and exceptionally within 24 hours of restraint being used.</p> <p>Reported by establishment to Education Authority, managers of grant-aided school or the proprietor of the independent school within 2 working days.</p> <p>Post incident support and learning review is required.</p>
Physical restraint	<p>The use of direct physical force to restrict freedom of movement.</p>	<p>As per restraint recording and reporting.</p>
Mechanical restraint	<p>The use of equipment to restrict freedom of movement.</p>	<p>The use of equipment with a restrictive element does not need to be recorded or reported if its use was in line with agreed plan.</p> <p>Any use out with the agreed plan should be recorded and reported in line with other restraints.</p> <p>Post incident support and learning review: where outwith agreed plan, on the same basis as other restraints.</p>

Practice	Definition	Recording and Reporting Expectations
Seclusion	An act carried out with the purpose of isolating a child or young person, away from other children and young people, in an area from which they are prevented from leaving.	As per restraint recording and reporting
Staff-led withdrawal	Leading a child or young person away from a situation which they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour.	<p>If used without the child or young person's consent, staff-led withdrawal should be recorded and reported in line with other restraints.</p> <p>If consent is given, its use should be recorded in the child's plan. Onward reporting not a requirement</p> <p>Post incident support and learning review: yes</p>
Pupil – led withdrawal	Where a child or young person temporarily moves away, at their request, from a situation which they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour	<p>The use of pupil-led withdrawal should be recorded, and the child's plan updated as appropriate.</p> <p>Onward reporting not a requirement.</p> <p>Post incident support and learning review: on a need's basis.</p>

Legal framework for restraint in establishments

It is important to note that there are absolute legal prohibitions that apply to the use of restraint. These are summarised in the Equality and Human Rights Commission’s Framework for Restraint, which notes that it is never lawful to use:

- restraint with intent to torture, humiliate, distress, or degrade someone;
- a method of restraining someone that is inherently inhuman or degrading, or which amounts to torture;
- physical force (such as physical restraint) as a means of punishment; or
- restraint that humiliates or otherwise subjects a person to serious ill-treatment or conditions that are inhuman or degrading¹

Education authorities, the managers of grant-aided establishments and the proprietors of independent establishments should ensure that restraint is only used as a last resort, to prevent harm, with the minimum necessary force, and for the minimum necessary time. In practice, the principle of last resort means that restraint should only be considered where no less restrictive options are viable².

Equality Act 2010

Under the 2010 Act, education providers have a duty to make reasonable adjustments for disabled children and young people and must not discriminate against a child or young person in the provision of education, or by subjecting a child or young person to “any other detriment”². Discrimination can also arise when a child is treated unfavourably because of something that arises from their disability. The consequences of a disability include anything that is the result, effect or outcome of a child or young person’s disability.³ This can include a child or young person’s distressed behaviour if it arises from their disability.

Unfavourable treatment, such as physical restraint, will not amount to discrimination arising from disability if the establishment can show that the treatment is lawful and proportionate⁴.

However, the Equality and Human Rights Commission technical guidance (5.38⁵) states that, in a case involving disability, if an establishment has not complied with its duty to make relevant reasonable adjustments, it will be difficult for it to show that the treatment was proportionate. Reasonable adjustments for a child or young person’s distressed behaviour arising from their disability would include the consideration and use of less restrictive or preventative approaches and de-escalation or co-regulation strategies, before a physical restraint is used.

¹ EHRC - Human rights framework for restraint (p.5)

² Technical Guidance for Establishments in Scotland (equalityhumanrights.com), 3.31 and 6.1

³ Technical Guidance for Establishments in Scotland (equalityhumanrights.com), 5.44-46

⁴ Technical Guidance for Establishments in Scotland (equalityhumanrights.com), 5.48

⁵ Technical Guidance for Establishments in Scotland (equalityhumanrights.com), 5.38

Education providers must therefore ensure that they comply with the provisions of the 2010 Act in relation to any use of physical restraint in establishments.

Duty of care

Education providers owe a duty of care to their pupils⁶ and staff in relation to their physical wellbeing. They have a duty to take reasonable care to prevent any harm that can be foreseen. Similar duties are placed on education providers under Health and Safety legislation. Appendix 1 highlights the preventative approaches that can be taken to meet the needs of children and young people and lower the risk of harm to themselves or others arising from distressed behaviour. It also highlights the de-escalation and co-regulation strategies that should be considered ahead of restraint if an unexpected risk of harm arises. Training is available for this. Nevertheless, it is accepted that there are situations when the use of restraint may be the only viable option available to staff to prevent a greater injury or harm.

A person entrusted with the care of a young child may be required to restrict the child's actions to ensure their welfare and safety. If the restraint is consistent with ordinary acceptable parental restrictions upon the movements of a child of that age and understanding this will generally be lawful.

Protection from assault

The criminal law of assault is relevant to the use of physical restraint in establishments. The common law crime of assault, in short, is a deliberate attack upon another person, whether or not actual injury is inflicted. No particular degree of force is required. What matters in the context of restraint is the question of intent. Restraint, if used inappropriately, excessively, or harmfully, could result in a charge of assault being brought.

Human Rights Act 1998

¹Under the Human Rights Act, public authorities can only interfere with a child or young person's Article 8 rights (the right to respect for private life, which includes respect for physical integrity), where it can demonstrate that its action is lawful, necessary, and proportionate in order to:

- protect national security;
- protect public safety;
- protect the economy;
- protect health or morals;
- prevent disorder or crime, or
- protect the rights and freedoms of other people⁷

Any physical restraint would have to meet this test.

Standards in Scotland's Establishments etc. Act 2000

Section 16 of the Standards in Scotland's Establishments etc. Act 2000 prohibits corporal punishment in establishments and subsection (4) is relevant to the use of a physical restraint:

- 16 No justification for corporal punishment (...)
- (4) Corporal punishment shall not be taken to be given to a pupil by virtue of anything done for reasons which include averting—

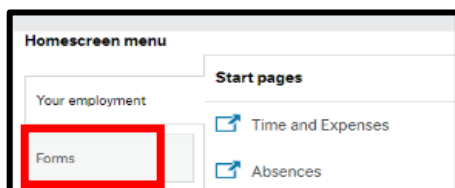
- an immediate danger of personal injury to; or
- an immediate danger to the property of,
- any person (including the pupil concerned).

⁶ At common law and under statute including The Establishments (Safety and Supervision of pupils) (Scotland)

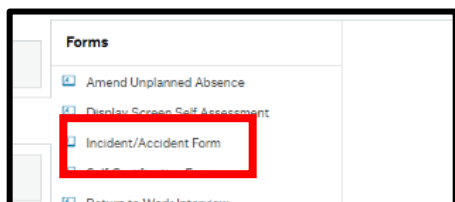
Regulations 1990 (legislation.gov.uk)

⁷ Article 8: Respect for your private and family life | Equality and Human Rights Commission (equalityhumanrights.com)

Using Business World



Log in and Select FORMS



Select – incident/accident form.

Incident/Accident Form

Incident/Accident Form

Forms ID*
[NEW]
[NEW]

Information | People Involved | Incident Details | Manager's Assessment

INFORMATION

INCIDENT POLICY & PROCEDURES

All accidents, incidents, or near misses that take place within the organisation, and its areas of responsibility, must be reported and investigated to determine what action may be required to prevent a recurrence.

[Employee & Line Manager Guidance](#)

WHO NEEDS A FORM?

- A separate form must be completed for each injured person.
- If nobody is injured, just complete one form for one of the employees or non-employees involved.

WHO COULD THE 'PERSON' INJURED or INVOLVED BE?

- An employee/resource (any type of employee, agency worker, apprentice, or trainee)
- A non-employee (school pupil, parent, customer, client, member of the public, contractor, or visitor and so on).

WHO CAN COMPLETE A FORM FOR THE 'PERSON'?

- Employees - all employees can complete a form for themselves or complete a form on behalf of any other person.
- Managers - any line manager can complete a form for one of their team.
- Non-employees - cannot complete a form.
- Please ensure you look out for emails or alerts in BW/ERP just in case the form you completed is returned for more information.**

ATTACHING ADDITIONAL DOCUMENTS

- You should not attach any additional documents to your form until you have completed all questions on the form first and have run out of space.
- You can attach any photos/drawings when required.

LINE MANAGER'S RESPONSIBILITIES

Before completing the Manager's Assessment tab, you must:

- Read the full guidance on reporting incidents and complete the iLearn Course.
- Notify Health & Safety immediately by phone or email if the incident is RIDDOR Reportable (Reporting of Injuries, Diseases & Dangerous Occurrences Regulations)
- Ensure ALL relevant tabs/sections/questions of the form are completed in full by the employee, where applicable.
- Chase-up any forms that are sent back to the employee for amendment.
- Discuss the incident with all parties, including any other managers/supervisors at the incident location, where appropriate.

After the above is carried out, you must:

- Complete the Manager's Assessment tab.
- List all actions you have taken, or intend to take, to prevent a recurrence and support the employee, where required.
- Ensure forms are submitted as quickly as possible to meet the timescales set out by RIDDOR.

FURTHER INFORMATION

FURTHER GUIDANCE & ADVICE

- Employees - should contact their line manager for advice in the first instance.
- Managers - should contact a member of the Health & Safety Team, or send an email to healthandsafetyenquiries@renfrewshire.gov.uk

Answer questions and remember if reporting a violent or aggressive incident YOU MUST complete the V&A section on the form.

Wellbeing Support for Staff

Those who have experienced an incident will require empathetic support. Some may require support to rebuild their confidence. Where required, employees should seek medical advice and may wish to contact a relevant agency such as Victim Support Scotland. Managers and employees should also consult Renfrewshire Council's Policy for Managing Critical Incidents and Trauma through Human Resources. [For an up to date list of support services, click here to access Renfrewshire's Signposting Resource for Staff.](#)

An employee can also access guidance and support through their trade union representative.

The employee experiencing violence and/or aggression should be encouraged to contact their appropriate trade union representative for further advice and support if required.

[AHDS Support for Members](#)

[EIS Member Support](#)

[Legal Advice Line | GMB Union](#)

[NASUWT Contact Us](#)

[SLS Support Services](#)

[SSTA Service to Members](#)

[Member support and services | Get help | UNISON National](#)

[Contact Us - Unite The Union](#)

[GMB Scotland | Contact](#)

Occupational Health

Heads of establishments or their designated deputies are encouraged to seek occupational health advice if they have any concerns regarding an employee's health.

An employee may need particular physical or mental health support to recover from an incident.

The council's occupational health provider can advise managers on all matters regarding employee health and fitness. In addition, they are uniquely positioned to give advice regarding an employee's capability to work in relation to their health. Advice given by occupational health can assist in employment decisions and this, in turn, can assist in making suitable arrangements in the workplace or to the employees working pattern or where an employee is absent, to initiate a return to work, where possible.

Further guidance is available from the Occupational Health Service who can be contacted at:

Sir James Clark building Abbey Mill Business
Centre Paisley
PA1 1TJ

or by telephone:
General Enquiries: 0141 212 6970

Counselling Support

“Timefortalking” operate a confidential counselling service which is available to all employees. This includes access to a free, confidential 24-hour telephone help line.

The telephone number is: 0800 970 3980

There is a downloadable app and a portal for employees on the timefortalking website.

Online Abuse

Social media has made it very easy for us to communicate quickly and easily with family, friends, and colleagues, as well as sharing experiences and letting others know of our opinions and beliefs. These opinions and beliefs may be about world events or local affairs, politics or religion, interests, affiliations, organisations, products, people, and a wide variety of other topics. Our conversations and comments can be closely targeted or widely broadcast to the point that depending on the subject, they can go viral.

Unfortunately, social media is also widely used by abusers, for exactly the reasons listed above. Many perpetrators 'hide' behind the fact that they may not be able to be readily identified, saying things that they wouldn't consider saying face-to-face, which could be regarded as cowardly.

Online abuse takes several forms, and victims are not confined to public figures. They can do any job, be of any age, gender, sexual orientation or social or ethnic background, and live anywhere.

Examples of Online Abuse

- Cyberbullying
- Cyberstalking
- Trolling
- Creeping
- Doxing

[Visit Rensafe Online for more advice.](#)

If you are worried about a child, you can report concerns to the [CEOP Safety Centre](#) (run by the National Crime Agency).

[Report, Remove](#) can help you if you shared an image and want to remove it from the internet. This service is available for children and those over 18.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 26 March 2024

Local Government Budget and Maintenance of Teacher and Support Staff numbers

Report by
Joint Secretary (Teachers' Side)

Background

Renfrewshire Council recently approved its annual budget at a meeting on 29th February, 2024. The report by the Director of Finance and Resources, Revenue Budget and Council Tax 2024/25 was approved at that full Council meeting.

In the statement it was made clear that elements of the budget downloaded to local Authorities by Scottish Government are contingent upon maintaining teacher numbers and support staff. The statement, presented by the Director of Finance and Resources and approved by the Council contained many statements relating to the current budget. In particular, the teachers' side wishes to highlight a few pertinent statements relative to the maintenance of staffing levels:

*“The settlement includes £145.5m to continue **to maintain teachers and support staff** as well as £242m to support teacher pay uplifts. ...funding is conditional upon the agreement that, by the end March 2024, the assurance framework being sought by the Cabinet Secretary for Education and Skills is in place and that the new joint Education Assurance Board has been established...”*

Par 4.2 (b) - bullet point 4

And

*In addition, the Council has received a letter from the Cabinet Secretary for Education and Skills which outlines a change of approach from the Scottish Government in relation to the £145.5 million in the settlement related to teacher numbers ... **the Cabinet Secretary is***

concerned with the reduction in teacher numbers nationally, and has therefore decided that this funding will be allocated to councils via specific resource grants, and those grants will be conditional on councils agreeing at the outset to maintain teacher numbers...The base budget outlined in ... this report is based on an assumption that this funding – estimated to be £4.801 million – will be received; however in the event the associated conditions of the grant are unacceptable, this funding will be at risk.

Para 4.4

And

Children's Services...

...Funding in relation to teacher numbers has been assumed within the grant allocation from the Scottish Government. This funding will however be formally ringfenced with associated conditions, ... the Council must remain alert to the possibility that some or all of this £4.801 million of funding may be retained by the Scottish Government if the associated conditions are not satisfied....

Para 5.11

And

As outlined ... there is a risk that the income related to teacher numbers is now subject to specific grant conditions. Should the Council not be able to satisfy these conditions, the estimated deficit above will increase....

Para 11.2

Action

- The Teachers' side is seeking assurances that all conditions related to maintaining of teacher numbers will be satisfied and are seeking an assurance that the numbers of teachers and associated support staff will be maintained in line with conditions linked to the download of the Council's budget allocation.
- The Teachers' side are seeking to be advised that by the end March 2024, the assurance framework being sought by the Cabinet Secretary for Education and Skills is in place and that the new joint Education Assurance Board has been established and the teachers' side is seeking further confirmation of this.
- The Teachers' side is seeking assurances that Renfrewshire Council has communicated an agreement to the Cabinet Secretary to maintain support staff and teacher numbers now that the budget has been agreed.