Renfrewshire Council

Notice of Meeting and Agenda
Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 13 November 2018	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

REPRESENTING RENFREWSHIRE COUNCIL MANAGEMENT

Provost Cameron; Councillor Paterson; S Quinn, Assistant Director (Education) / Chief Education Officer; G McKinlay, Head of Schools; J Trainer, Head of Child Care and Criminal Justice; M Dewar, Head Teacher, Parkmains High School; A Hall, Education Manager (Development); G Hannigan, Head Teacher, St Charles' Primary School; L McAllister, Acting Head of Early Years and Broad General Education; and L Mullin, Principal HR & OD Adviser (Finance & Resources).

REPRESENTING RENFREWSHIRE COUNCIL TEACHING STAFF

K Fella, A Howie, J McCusker, M McGlynn, JP Tonner J Welsh and H Whittle, (all EIS); M Greenlees (SSTA); J Stead (NAS/UWT); and S McCrossan (Adviser to the Teachers' side).

Further Information

This meeting is held in private and is not open to members of the press or public.
A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx
For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Items of business

Apologies

Apologies from members.

Declarations of Interest

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

1 Appointment of a Chairperson for the Meeting

Appointment of a Chairperson for this meeting of the Renfrewshire Joint Negotiating Committee for Teachers.

2 Minute of Previous Meeting

Minute of previous meeting held on 4 September 2018.

3 Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education

Report by Joint Secretary (Management Side).

4 Absence Statistics 2018/19

Report by Joint Secretary (Management Side).

5 Scottish Government/COSLA Letter

Report by Joint Secretary (Teachers' Side).

6 Teacher Workload

Report by Joint Secretary (Teachers' Side).

7 Violence and Aggression Policy

Report by Joint Secretary (Teachers' Side).

8 Date of Next Meeting

Note that the next meeting will be held on 5 February 2019.

Minute of Meeting
Renfrewshire Council Joint Negotiating Committee for Teaching Staff

Date	Time	Venue
Tuesday, 04 September 2018	14:00	Corporate Meeting Room 2, Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

Representing Renfrewshire Council Management

Councillor Paterson, S Quinn, Acting Director of Children's Services, G McKinlay, Head of Schools, J Trainer, Head of Early Years & Inclusion, G Hannigan, Head Teacher (St Charles' Primary School) (all Children's Services); and L Mullin, Principal HR & OD Advisor (Finance & Resources).

Representing Renfrewshire Council Teaching Staff

K Fella, A Howie, JP Tonner, J Welsh and H Whittle (all EIS); and S McCrossan (Adviser to Teachers' Side).

In Attendance

D Low, Senior Committee Services Officer (Finance & Resources).

Apologies

Provost Cameron; L McAllister, Education Manager (Curriculum and Early Years) and A Hall, Education Manager (Development) (both Children's Services); M McGlynn (EIS); J Stead (NAS/UWT); and M Greenlees and S Dargie (both SSTA).

Declarations of Interest

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

1 Appointment of Chairperson for the Meeting

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 Paterson would chair this meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff.

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

2 Minute of Previous Meeting

There was submitted the Minute of meeting held on 12 June 2018.

DECIDED: That the Minute be approved.

3 Update to SNCT Handbook

There was submitted a report by the Joint Secretary (Management Side) relative to a number of revisions that had been made to the SNCT handbook in June 2018 including SNCT/18/63: Conservation Arrangements; SNCT 18/64: National Leave and Pay Specification; SNCT/18/65: Reckonable Service for Family Leave Calculations in Relation to Probationary Periods; SNCT/1618/66: Changes to SNCT Handbook of Conditions of Service – Family Leave; and SNCT/18/67: Payment of Short-term Supply Teachers.

It was noted that SNCT changes were issued to all Head Teachers and sent to teachers' GLOW accounts. It was agreed that in future all SNCT circulars be sent to all schools.

DECIDED:

(a)   That the report be noted; and

(b)   That in future all SNCT circulars be sent to all schools.

4 PE Facilities (Park Mains High School)

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the transfer of the fitness suite from Erskine Sports Centre to the Park Mains Sports Complex at the High School. The report raised concerns relating to health & safety, child protection and the impact on teaching and learning.

In response, the JNC was advised that a similar arrangement operated safely and without detriment to child safety and teaching at Johnstone High School.

DECIDED: That further discussions take place between the Teachers' and Management sides on any outstanding matters of concern.

5   Scottish Attainment Challenge and PEF

There was submitted a report by the Joint Secretary (Teachers' Side) relative to the importance of consultation with teachers around the ongoing implementation of the Scottish Attainment Challenge and the Pupil Equity Fund.

S Quinn advised that books containing best practice examples were being issued to schools and it was noted that Head Teachers had been briefed to consult with staff, parents and pupils during implementation. He confirmed that engagement visits to schools would continue along with ongoing dialogue with teachers and parents.

DECIDED: That the position be noted.

6   Subject Forums

There was submitted a report by the Joint Secretary (Teachers' Side) relative to a reduction in social subject forum provision in Renfrewshire from three full days to one morning, one afternoon and a twilight session. The report suggested that this change would impact upon the ability of social subject teachers to collaborate and share good practice.

DECIDED: That the position be noted.

7   Date of Next Meeting

It was noted that the next meeting of the Renfrewshire Council Joint Negotiating Committee for Teaching Staff would be held on 13 November 2018 at 2.00 p.m.

Renfrewshire Joint Negotiating Committee for Teachers

To: **Renfrewshire Joint Negotiating Committee for Teachers**

On: **13 November 2018**

Report by
Head of Schools

Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education

1. Background

1.1. On 18 January 2018 the education and children's services policy board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken and that a revised strategy outlining proposals for a delivery model would be brought to a future meeting of the policy board.

1.2. This paper outlines proposals to deliver educational provision and approaches to children and young people with additional support needs by reorganising existing provision and staffing into a locality model. These proposed changes will enable services and support to be organised and delivered on a local basis in line with the principles of school empowerment, as well as ensuring best practice and best value.

1.3. These high level proposals were agreed at the education and children's services policy board on 1 November 2018.

2. Recommendation

2.1. Members of JNC are asked to:

- note the contents of this report; and
- agree to nominate members of the teachers' side to be involved in the ongoing development work.

To: Education and Children's Services Policy Board

On: 1 November 2018

Report by: Director of Children's Services

Heading: Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education

1. Summary

1.1 The Education (Additional Support for Learning) (Scotland) Act 2004 changed the way in which support for pupils with additional support needs was managed, and widened the definition of additional support needs. The local authority is required to have a range of supports and services to meet each child's educational needs by addressing barriers to learning and making reasonable adjustments. The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment.

1.2 The Scottish government strategy for closing the poverty related attainment gap *delivering excellence and equity in Scottish education* provides a clear focus for social justice by ensuring that education promotes and supports the rights and needs of all children and young people no matter what their background. Research shows that more children with additional support needs are affected by poverty, therefore it is crucial that a local strategy for supporting children and young people with additional support needs takes account of the principles of social justice, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap and building social capital.

1.3 On 18 January 2018 the education and children's services policy board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken and that a revised strategy outlining proposals for a delivery model would be brought to a future meeting of the policy board.

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1.4 This paper outlines proposals to deliver educational provision and approaches to children and young people with additional support needs by reorganising existing provision and staffing into a locality model. These proposed changes will enable services and support to be organised and delivered on a local basis in line with the principles of school empowerment, as well as ensuring best practice and best value.

1.5 The proposal will focus on ensuring that:

- additional support needs are identified as early in a child's educational journey as possible;

- supports are provided in the child's mainstream school where possible; and

- where a child needs support from outwith their mainstream school this is provided as close to home as possible.

1.6 A full engagement strategy will be developed to ensure parents, children and other stakeholders all have the opportunity to contribute to the development of the proposals.

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2. Recommendations

2.1 It is recommended that the education and children's services policy board agrees that:

[a] the proposed locality model for delivery of additional support needs support and services as outlined in this paper is further developed and implemented from August 2019 onwards;

[b] a further report providing fuller detail of the operation of the approach will be brought back in due course.

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3. Background

3.1 Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of these children and young people can be complex and they may require a range of different supports and interventions to help them make the best of their education experiences.

3.2 Although the presumption of mainstream means that many children with additional support needs are educated in mainstream schools within their own communities, Renfrewshire has a range of specialist provision for children with additional support needs including Riverbrae and Mary Russell schools. There are also currently 16 additional support needs bases for children each of which has been developed over the years to provide support for specific needs. A range of staff work in these bases to support these specific learning needs. These include:

- social, emotional and behavioural needs;

- language and communication difficulties including autism spectrum disorders;

- specific language difficulties;

- complex literacy needs; and

- chronic anxiety/school phobia and non-attendance.

3.3 It should be noted that the provision of Riverbrae and Mary Russell schools are not within the scope of the review.

3.4 In addition, there is a range of centrally deployed staff who work to support the learning of children with additional support needs in schools. These include:

- additional support needs assistants;

- home link workers and assistants;

- educational psychologists;

- peripatetic teaching teams (looked after children teachers; English as an additional language teachers; sensory support teachers); and

- the inclusion support team

3.5 It has been recognised that the current strategy relating to the educational provision for children with additional support needs required to be reviewed to ensure that the principles of inclusion, social justice and best practice are foremost in the way that services are delivered.

3.6 The current model of deploying additional support for children and young people in Renfrewshire education establishments is based on centralised deployment of resource. Deployment is overseen by a central team based on a staged intervention model which focuses on meeting additional support for learning legislation and getting it right for every child (GIRFEC) principles.

3.7 Within the current model much of the additional support needs staffing resource is deployed to specialist base provision rather than allocated to build capacity for inclusion in mainstream establishments.

3.8 A working group comprising head teachers from all sectors, depute head teachers, educational psychologists and central staff worked to develop a proposal for a revised model for delivering additional support needs services across Renfrewshire.

3.9 The proposal is to develop a new inclusive model with the following features:

- 4 locality areas as outlined in appendix 1;

- each locality would have a number of inclusion hubs which would, where appropriate, be developed around existing authority additional support needs bases;

- each inclusion hub would have the facility to provide in-reach support to pupils who cannot be supported in mainstream school and also outreach support to pupils who require an enhanced level of support for their mainstream placement;

- existing skilled staff would be based in inclusion hubs and would provide support to children and young people on both an in-reach and outreach basis;

- the role of specialist teaching and support staff will be enhanced by a programme of continuing professional development to ensure that best practice informs approaches to supporting children with additional support needs; and

- delivery of an enhanced transition model to ensure improved co-ordination and communication in relation to early years to primary/primary to secondary.

3.10 In redesigning a model which will meet the needs of all stakeholders, the locality model will take consideration of a range of factors which include:

- flexibility for head teachers to negotiate resources across a locality area or on a cluster basis;

- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision;

- shifting the focus from supporting children with additional support needs in a range of authority bases and with support from central teams to re-aligning supports to schools/localities;

- reviewing the focus of the services to ensure that they meet of the children and young people on an ongoing basis; and

- further develop the training and development programme for staff to ensure they have the skills required to meet the needs of children with additional support needs.

3.11 The vision of the locality model is to develop the ethos and expectation that support to children and young people is outcome-focused and time-limited, based on intervention and service delivery rather than placement. Assessment and intervention should be bespoke and individualised. Staff skills and confidence will be developed through a "coach-consult" approach.

3.12 The benefits of the locality model would include the following:

- children and young people with additional support needs being maintained within their local area for their education;

- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision; and

- a coherent inclusion model across all sectors.

3.13 Existing staff engaged in authority bases and specialist teams will have a key role in shaping the locality model as it develops through a number of working groups. (appendix 2) Parents of children with additional support will also have a key role in shaping the locality model through parent engagement and consultation meetings and events. The working group which will focus on transition will ensure that no child or young person currently being supported within existing arrangements experiences disruption to their existing educational placement.

3.14 The locality model is based on the core inclusive value of providing education for children within their own community as much as possible. The new model will build on the work begun by the Renfrewshire Nurturing Relationship Approach (RNRA). It will work on the premise that all schools will be: nurturing, communication friendly, trauma informed establishments. Multi-agency working and partnership will be key components of the approach as part of the ongoing process.

3.15 The locality model would provide primary and a secondary inclusion hubs in each locality which will be used as a base for additional support needs staff, as well as to provide a base for the education provision of some pupils (in-reach). These hubs would provide: professional learning, out-reach (coach & consult) support to teachers, and will have higher teacher / pupil ratios than mainstream school. Head teachers will work collaboratively to ensure the needs of children and young people are met within the locality. Individualised and specific learning environments would be developed within the inclusion hubs where required.

3.16 Support required would be provided in the mainstream environment by out-reach staff and upskilled mainstream staff. The objective would be to enhance inclusion by supporting a reduced number of children and young people on an in-reach basis and an increased number on an out-reach basis.

3.17 The development of a new model of inclusion support should not be constrained by historic roles therefore the locality model will include a review of the roles and responsibilities of support staff including:

- classroom assistants;

- additional support needs assistants;

- home link workers and home link assistants; and

- key workers

3.18 As operational proposals for the locality model develop and roles and responsibilities are redefined, VR/VER may be offered to identified support staff to ensure a consistent staffing model proportionate to the needs of the children and young people in the locality.

3.19   The locality model will require a clear governance structure which sets out lines of accountability and management to ensure equity and quality of provision. The revised policy for staged intervention in Renfrewshire will set out clearly the procedural and operational guidance for the revised model.

3.20   The inclusion support team will support the delivery of the new model. It is envisaged that each locality will be linked with an inclusion support officer who will provide guidance and support to the revised arrangements and who will ensure moderation of quality improvement across the   model.

3.21   Consistency of standards and quality will be of crucial importance. Inclusion support officers will work with education managers and head teachers to ensure that the model is understood and supported by all. A clear structure will be put in place to ensure ongoing quality improvement. This will link to the existing education quality improvement framework.

3.22   Following appropriate consultation and engagement with key stakeholders i.e. parents, staff, children and young people and other agencies, it is envisaged that the locality model implementation will begin on a phased basis from August 2019.

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Implications of the Report

1.   **Financial** – The review of the additional support needs strategy will result in better value for the council through the targeted deployment of support staff in an effective manner.

2.   **HR & Organisational Development** – The review of additional support needs strategy will consider the roles required to ensure that timely and focused support is provided to ensure children are able to continue in mainstream education. Roles and remits of support staff will reviewed as part of the staffing exercise, in conjunction with appropriate trade unions. A staff development and training programme will be considered as part of the review. VR/VER may be required for certain support staff to ensure a consistent approach across all localities.

3.   **Community/Council Planning –**

- Our Renfrewshire is well – the revised additional support needs strategy will ensure that the effective inclusion of children with additional support needs is in line with the principles of Getting it Right for Every Child which ensure the wellbeing of all children and young people

- Tackling inequality, ensuring opportunities for all –the revised additional support needs strategy will ensure equity of opportunity for children and young people with additional support needs

- Working together to improve outcomes – the revised additional support needs strategy will focus on the need for all relevant services to work together to meet the wellbeing needs of children and young people with additional support needs

4. **Legal** – the revised additional support needs strategy will be in line with the legal requirements of the Education (Additional Support for Learning) (Scotland) Act 2005; and the Children and Young People (Scotland) Act 2014

5. **Property/Assets** – N/A

6. **Information Technology** – N/A

7. **Equality & Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities 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 because for example it is for noting only.   If required following implementation, 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

8. **Health & Safety** – N/A

9. **Procurement –** N/A.

10. **Risk** – N/A

11. **Privacy Impact** – N/A

12. **Cosla Policy Position** – N/A

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List of Background Papers

(a) Background Paper 1
Education (Additional support for Learning) (Scotland) Act 2004.

(b) Background Paper 2

Getting it Right for Every Learner Policy
Renfrewshire Education Policy Board 2013

(c) Background Paper 3
How is Additional Support for Learning working in practice
Scottish Government 2017

(d) Background Paper 4
Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill 2017
Scottish Government

(e)   Background Paper 5
        Excellence and Equity for All: Guidance on the Presumption of
        Mainstreaming
        Scottish Government 2017

        The foregoing background papers will be retained within *(Children's Services)*
        for inspection by the public for the prescribed period of four years from the
        date of the meeting. The contact officer within the service is Susan Bell,
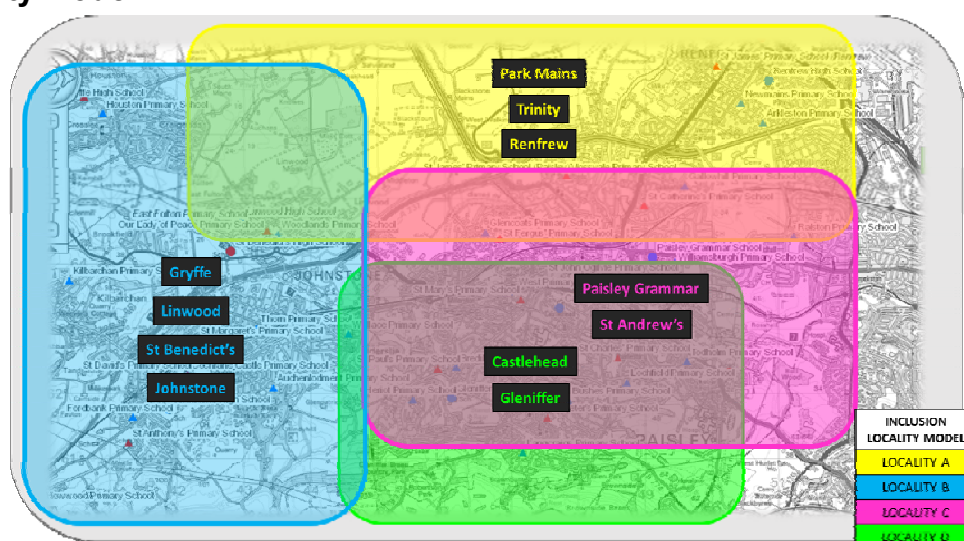   Education Manager, 0141 618 7221 susan.bell-hq@renfrewshire.gov.uk

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SB/GMcK/LG
17 October 2018

Author: Susan Bell, Education Manager on 0141 618 7221
                susan.bell-hq@renfrewshire.gov.uk

Locality Model

	LOCALITY
LOCALITY A	**PARK MAINS**
	RENFREW
	TRINITY
	Arkleston Primary School
	Bargarran Primary School
	Barsail Primary School
	Bishopton Primary School
	Inchinnan Primary School
	Kirklandneuk Primary School
	Langbank Primary School
	Newmains Primary School
	Rashielea Primary School
	St Anne's Primary School - Renfrew
	St Catherine's Primary School
	St James' Primary School - Renfrew
	St John Bosco Primary School

	LOCALITY
LOCALITY B	**JOHNSTONE**
	GRYFFE
	LINWOOD
	ST BENEDICTS
	Auchenlodment Primary School
	Bridge of Weir Primary School
	Cochrane Castle Primary School
	East Fulton Primary School
	Fordbank Primary School
	Houston Primary School
	Howwood Primary School
	Kilbarchan Primary School
	Lochwinnoch Primary School
	Our Lady of Peace Primary School
	St Anthony's Primary School
	St David's Primary School
	St Fillan's Primary School
	St Margaret's Primary School
	Thorn Primary School
	Wallace Primary School*
	Woodlands Primary School

	LOCALITY
LOCALITY C	**PAISLEY GRAMMAR**
	ST ANDREWS
	Gallowhill Primary School
	Mossvale Primary School
	Ralston Primary School
	Todholm Primary School
	Williamsburgh Primary School
	St Charles' Primary School
	St Fergus' Primary School
	St James' Primary School - Paisley
	St John Ogilvie Primary School
	St Mary's Primary School - Paisley
	St Paul's Primary School
	St Peter's Primary School - Paisley

	LOCALITY
LOCALITY D	**CASTLEHEAD**
	GLENNIFER
	Brediland Primary School
	Bushes Primary School
	Glencoats Primary School
	Heriot Primary School
	Langcraigs Primary School
	Lochfield Primary School
	West Primary School

Working Groups

WORKING GROUP	DESCRIPTION
WORKSTREAM 1	Design the Locality **Operating Model.** Define the **Governance** of the Locality model and the Inclusion Hubs
WORKSTREAM 2	Define the **Staffing Requirements** of the Inclusion Hubs and the relevant **Training** needs
WORKSTREAM 3	Define the **Transition Requirements** of pupils/staff from the existing model to the new model and the relevant **Transport** requirements
WORKSTREAM 4	**Physical Resource**, buildings / adaptations requirements
WORKSTREAM 5	Strengthening **Parental Engagement**
ENABLER 1	Ensure the Project has adequate **Resource** to successfully deliver
ENABLER 2	Developing and delivering the **Communications Programme**
ENABLER 3	Deliver the **Data** requirements to inform the Workstream activity Define and develop the **Data** requirements to support the new Locality model

To deliver the work involved within each of the above Working Groups and Enablers, the required representation will be sourced from:

- Children's Services Head Quarters staff
- Head Teachers
- HR
- Project Management
- Business Analyst
- Communications

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: **13 November 2018**

Report Heading: Absence Statistics – 2018/19 Quarter 2

1. Background

1.1 The Audit, Risk and Scrutiny Board agreed that absence levels will be reported on a quarterly basis. It was agreed that the report will include the following information relating to supporting attendance: -

- Absence statistics broken down by service and category of staff.
- Reasons for absence broken down by service and category of staff.
- Progress made by services in relation to their supporting attendance action plans

1.2 Further to this, it was agreed that the reports be shared across other Trades Unions forums, (JNC and JCB non-teaching) which promotes transparency and supports collaborative working.

2. Recommendation

2.1 It is recommended that the Board notes the content of the report and that this report reflects the absence statistics for the period 1July 2018 to 30 September 2018.

To: **Renfrewshire Joint Negotiating Committee for Teachers**

On: **13 November 2018**

Report by: **Director of Finance and Resources**

Heading: **Absence Statistics – 2018/19 Quarter 2**

1. Summary

1.1 The purpose of this report is to advise the Renfrewshire Joint Negotiating Committee for Teachers of the absence statistics for the period 1July 2018 to 30 September 2018. The report details the absence statistics by service and by category of staff.

1.2 The report provides information in relation to absence targets and how services have performed against them. An analysis of the reasons for absence has also been compiled and details are included within the report. Information is also provided on supporting attendance activity and the costs of sick pay.

2. Recommendations

2.1 It is recommended that the Board notes the content of this report and that this report reflects the absence statistics for the period 1July 2018 to 30 September 2018.

3. Background

3.1 The Scrutiny Board agreed that absence levels will be reported on a quarterly basis. It was agreed that the report will include the following information relating to supporting attendance: -
  • Absence statistics broken down by service and category of staff.
  • Reasons for absence broken down by service and category of staff.
  • Progress made by services in relation to their supporting attendance action plans.

4.   Absence Statistics - Quarter Ending 30th September 2018

4.1   Service and Council overall absence performance for the quarters are detailed in the table below. In line with the reporting requirements for Scottish Councils, absence is expressed as several work days lost per full time equivalent (FTE) employee.

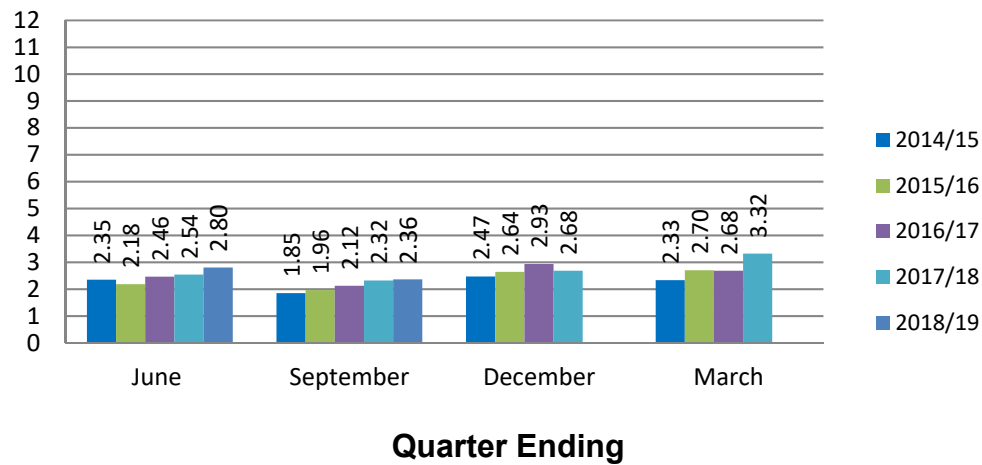| Service/Area	Quarter Ending September 2016	Quarter Ending December 2016	Quarter Ending March 2017	Quarter Ending June 2017	Quarter Ending September 2017	Quarter Ending December 2017	Quarter Ending March 2018	Quarter Ending June 2018	Quarter Ending September 2018
Chief Executive's Services	1.82	1.72	3.41	1.78	2.90	2.16	2.78	1.57	0.80
Children's Services	1.16	2.29	2.17	2.07	1.35	2.35	2.71	2.13	1.29
Environment & Infrastructure	2.49	3.75	3.34	3.67	3.28	4.33	4.49	3.75	3.18
Finance and Resources	2.29	2.59	2.37	2.29	2.16	2.20	2.59	2.56	2.62
Communities, Housing and Planning	2.78	1.75	2.18	1.73	2.40	2.63	1.88	2.04	2.72
Health and Social Care Partnership	3.95	5.03	3.65	2.36	3.88	5.13	4.34	4.02	4.64
Council Overall	**2.12**	**2.93**	**2.68**	**2.54**	**2.32**	**3.32**	**3.23**	**2.80**	**2.36**
Council Overall targets	**1.79**	**2.69**	**2.69**	**1.79**	**1.79**	**2.69**	**2.69**	**1.79**	**1.79**

5.   Analysis and Trends - Quarters Ending 30th September 2016 to 30th September 2018

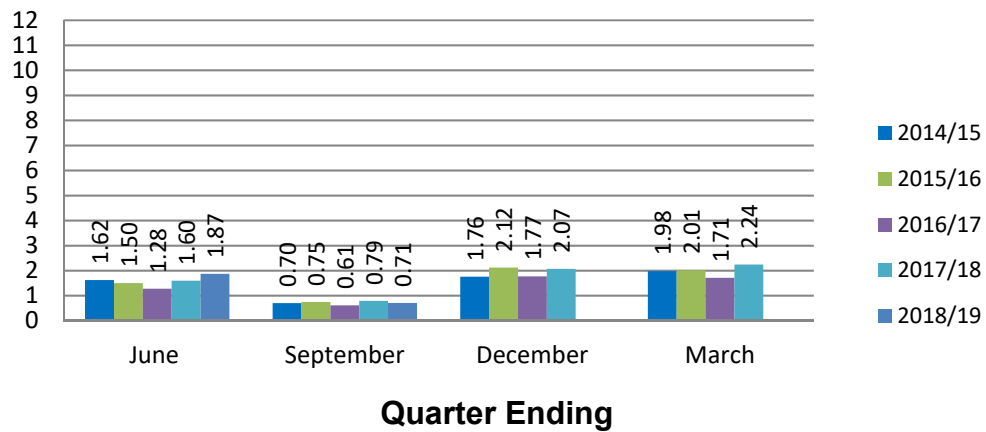5.1   The number of days lost per FTE employee due to absence is as follows: -

Quarter ended	Days lost per FTE	Quarter ended	Days lost per FTE	Variance
September 2016	2.12	September 2017	2.32	+0.20
December 2016	2.93	December 2017	3.32	+0.39
March 2017	2.68	March 2018	3.23	+0.55
June 2017	2.54	June 2018	2.80	+0.26
September 2017	2.32	September 2018	2.36	+0.04

5.2   The following tables detail the percentage absence levels by employee category for the quarter ending 30th September 2018 namely: overall, teachers and local government employees.
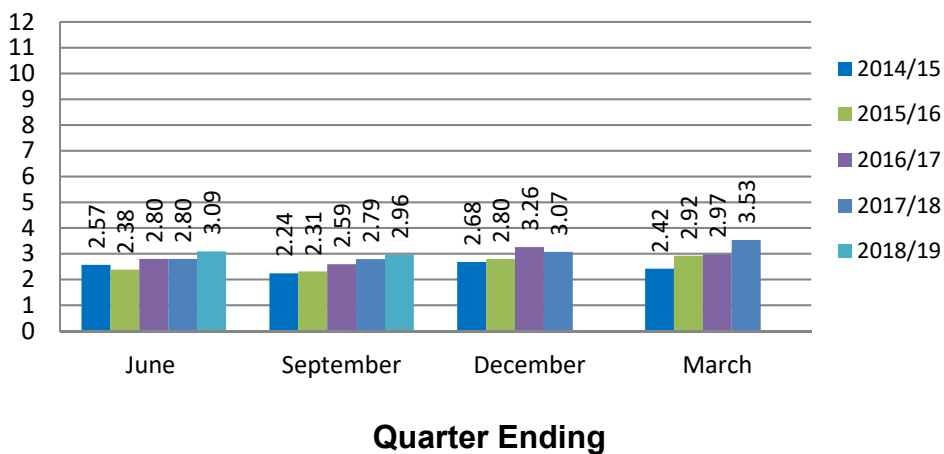
Overall Days Lost Per FTE Employee

Quarter Ending	2014/15	2015/16	2016/17	2017/18	2018/19
June	2.35	2.18	2.46	2.54	2.80
September	1.85	1.96	2.12	2.32	2.36
December	2.47	2.64	2.93	2.68	
March	2.33	2.70	2.68	3.32	

Days Lost Per FTE Teacher

Quarter Ending	2014/15	2015/16	2016/17	2017/18	2018/19
June	1.62	1.50	1.28	1.60	1.87
September	0.70	0.75	0.61	0.79	0.71
December	1.76	2.12	1.77	2.07	
March	1.98	2.01	1.71	2.24	

Days Lost Per FTE Local Government Employee

Quarter Ending	2014/15	2015/16	2016/17	2017/18	2018/19
June	2.57	2.38	2.80	2.80	3.09
September	2.24	2.31	2.59	2.79	2.96
December	2.68	2.80	3.26	3.07	
March	2.42	2.92	2.97	3.53	

6. Absence Targets Analysis: Quarter 2, ending 30 September 2017.

6.1 **Appendix A** details the absence performance of services, the Council overall and employee groups against the set absence targets for quarter ending 30th September 2018.

6.2 The Council has recorded an overall absence rate of 2.36 days lost per FTE employee, which is 0.57 days **above** the target figure of 1.79 days.

In addition the Teacher absence level of 0.71 days lost per FTE employee is 0.83 days below the target of 1.54 days.

The absence performance of Local Government employees at 2.96 days lost per FTE employee is 1.04 days **above** the target of 1.92 days.

7. Reasons for Absence overview

7.1 The illness categories with the highest level of absence, compared to the same quarter in the previous year are as follows:

Quarter Ending	Illness categories
September 2017	Psychological (non work related) – 30.8%, Musculoskeletal and Joint Disorders – 23.1%.
September 2018	Psychological (non work related) – 28.5%, Musculoskeletal and Joint Disorders – 24.5%.

7.2 To address Psychological (non work related) absences the Council continue to provide a range of support services that employees can be referred to at an early stage for assistance. 'timefortalking', the Council's employee counselling service provider, continues to be utilised. Presenting issues to the service relating to Psychological (non work related) continue to include;

- Loss/Bereavement
- Stress/anxiety/panic
- Depression/Self-worth
- Family Relationships

Further to this, the Council are using timefortalking to continue to deliver mindfulness courses. Feedback from those employees who have attended the courses continues to be very positive.

There are also Council policies, guidance and training to assist managers and employees that are specific to stress related issues.

The Scottish Mental Health First Aider courses started in September and have been very popular.

HR are currently investigating an employee assistance intervention programme called HEADTORCH.

7.3 In relation to addressing musculoskeletal and joint disorders the Council offers a physiotherapy service through the Council's Occupational Health Provider, and this service can be accessed by all employees.

As part of the Council's Health and Safety Management system, occupations which include manual handling activities as part of the role, the task risk assessments are reviewed on an ongoing basis to ensure that safe working practices are maintained.

8. Supporting Attendance Activity

8.1 Recent and planned actions to improve absence performance include the following: -

- HR operational teams continue to work closely with service's management teams to identify areas that require greater support. This will result in strategies to support the employees in those areas to return to work.

- Service absence champions continue to be provided with supporting attendance information from HR. This is cascaded to the managers within their service and discussed at 2 weekly meetings.

- RHSCP management team have been working with HR to address the issues within their service. Supporting attendance is a standing item on the SMT agenda every 2 weeks. The service absence champion, assisted by the HR team have met with the service managers to go through the absence information relating to their operational areas of responsibility.

- HR have worked with the Environment and Infrastructure SMT. As part of a supporting attendance strategy the service has initiated a pilot within the Underwood Rd depot. This involved a physiotherapist being based there for 1 day a week, running a programme of planned appointments and a drop in. This was fully supported by the Trades Unions.

Implications of this Report

1   **Financial Implications** - Improvement in attendance impacts on the financial costs of absence.

2   **HR and Organisational Development Implications** - HR and Organisational Development Practitioners will continue to work with service managers and consult with the Trade Unions, on the implementation of the Supporting Attendance at Work Policy and Guidance and initiatives detailed in this report.

3   **Community Planning**

        Children and Young People - none.

        Jobs and the Economy - none.

        Community care, health and wellbeing - provides for continuous improvement in health and attendance.

        Safer and Stronger - provides for improved service performance across the Council.

        Greener - none.

        Empowering our Communities - none.

4   **Legal Implications** - none.

5   **Property/Asset Implications** - none.

6   **Information Technology Implications** - none.

7   **Equality and Human Rights Implications** - none.

8   **Health and Safety Implications** - it is integral to the Council's aim of securing the health and well-being of employees.

9   **Procurement Implications** - none.

10   **Risk Implications** - Without continued effective supporting attendance focus, there is a risk that sickness absence levels will adversely impact on the Council both financially and in terms of service delivery. Consequently, supporting attendance activities are monitored via the Corporate Risk Register.

11   **Privacy Impact Implications** - none.

12.   **Cosla Policy Position -** none

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List of Background Papers - none.

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PERFORMANCE V TARGETS 2018/2019

Quarter 2   **June 2018 - September 2018**
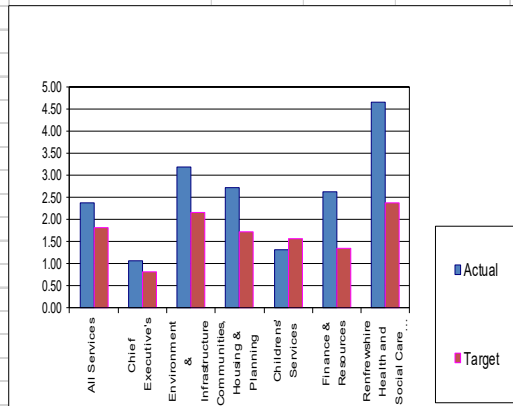
	Actual	Target	Difference
All Services	**2.36**	**1.79**	**0.57**
Chief Executive's	1.05	0.80	**0.25**
Environment & Infrastructure	3.18	2.15	**1.03**
Communities, Housing & Plannin	2.72	1.69	**1.03**
Childrens' Services	1.29	1.56	**-0.27**
Finance & Resources	2.62	1.34	**1.28**
Renfrewshire Health and Social Care Partnership	4.64	2.36	**2.28**

Quarter 2   **June 2018 - September 2018**
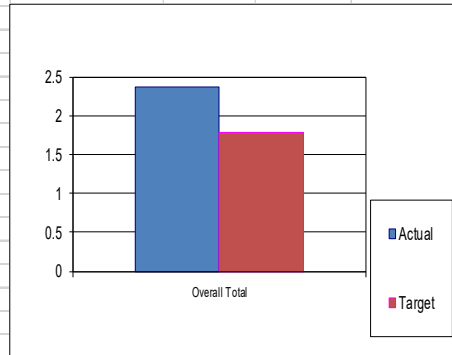
	Actual	Target	Difference
Overall Total	**2.36**	**1.79**	**0.57**

Quarter 2   **June 2018 - September 2018**
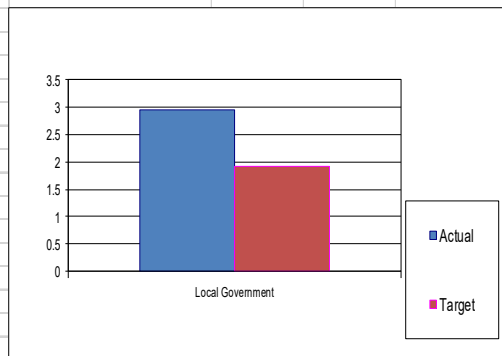
	Actual	Target	Difference
Local Government	**2.96**	**1.92**	**1.04**

Quarter 2   **June 2018 - September 2018**
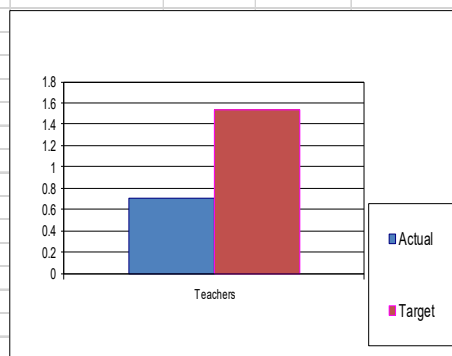
	Actual	Target	Difference
Teachers	**0.71**	**1.54**	**-0.83**

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 13 November 2018

Scottish Government/Cosla Letter

Report by
Joint Secretary (Teachers' Side)

Background

The Scottish Government and Cosla made the decision to contact teachers directly regarding the latest salary offer arising from SNCT negotiations undermining the agreed SNCT protocols around pay negotiations. Notwithstanding the fact that the Teachers' Side of the Renfrewshire JNC pointed out to Renfrewshire Council that the decision to issue this letter was contrary to the agreed protocols of the SNCT, Renfrewshire Council issued the letter directly to Renfrewshire teachers.

Action

The Teachers' Side of Renfrewshire JNC wishes to lodge its dissent at the Council's decision to contact teachers directly around pay negotiations thereby undermining the agreed SNCT protocols.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 13 November 2018

Teacher Workload

Report by
Joint Secretary (Teachers' Side)

Background

The ongoing pressure of teacher workload on the health and well being of teachers has been recognised at Scottish Government level and has been addressed through the SNCT. It is incumbent on Local Authorities to abide by the agreements endorsed by the SNCT and the accompanying guidelines from the Cabinet Secretary for Education.

Action

Renfrewshire Council to remind Headteachers that School Working Time Agreements must be adhered to and the workload advice issued by the Cabinet Secretary for Education through Education Scotland in 2016 must inform day to day practices within Renfrewshire schools.

Renfrewshire Joint Negotiating Committee for Teachers

To: Renfrewshire Joint Negotiating Committee for Teachers

On: 13 November 2018

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Violence and Aggression Policy

Report by
Joint Secretary (Teachers' Side)

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Background

A revised Violence and Aggression Policy was agreed at the Renfrewshire JNC in June 2018. It has become evident that not all Headteachers are aware of the protocols to be followed and there is an additional problem around the associated paperwork.

Action

Headteachers to be reminded that the protocols to combat violence and aggression towards staff in schools must be followed, principally risk assessments and action plans as laid out in the policy. Renfrewshire Council to ensure that the supporting reporting mechanisms are available to all staff.