**Policy and Procedure Staff Supervision and Appraisal (Performance Management)**

**REGULATIONS AND STANDARDS**

[The](http://qualitystandards.proceduresonline.com/homes/p_quality_standards.html#ch_views) Positive Relationship Standard  
The Leadership and Management Standard

Regulation 33

**SCOPE OF THIS CHAPTER**

To ensure that all staff have regular supervision and performance management from an appropriately trained individual.

To ensure that staff supervision enables staff to reflect and act upon how their own feelings and behaviour may be affected by the behaviour of the children they care for.

To ensure that the supervision of staff practice enables individual adults in the home to engage in the safeguarding culture of the home so they understand what they would need to do if they found other staff misusing or abusing their position to the detriment of the safety of a child.

To detail the process and timescales for supervision of practice and keep appropriate records for staff in the home.

**RELEVANT GUIDANCE**

Children’s Homes Regulations (2015)

13.2 The registered person must have systems in place so that all staff, including the manager, receive supervision of their practice from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children assigned to their care.

**RELATED CHAPTERS**

Staff Qualifications and Employment Checks Policy and Procedure

Training and Development Policy and Procedure

Employee Training Agreement

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**1. Introduction**

Benecare’s aim is to act in accordance with ‘The Guide to the Children’s Homes Regulations including the quality standards April 2015’ Supervision of staff practice should ensure that individual adults in the home are engaged in the safeguarding culture of the home so they understand what they would need to do if they found other staff misusing or abusing their position to the detriment of the safety of a child.

We also aim to provide professional supervision that provides the best possible support to children and young people in accordance with the organisation’s responsibilities and accountable professional standards. Organisations are likely to achieve this aim through workers who are skilful, knowledgeable, clear about their roles and assisted in their practice by sound advice and emotional support from a supervisor with whom they have a good professional relationship.

Our supervisions, appraisal and performance management systems are tailored to meet the wellbeing and job satisfaction of workers, not simply because satisfied workers may be more likely to remain in their jobs, but because a duty of care for staff working in difficult and challenging roles is important in its own right”. (Social Care Institute for Excellence, October 2012).

**2. Roles and Responsibilities of Supervision & Appraisals**

**2.1 Supervision**

Supervision is a partnership between the employee, the supervisee and the organisation. It is the line managers responsibility to ensure that an effective supervision framework is in place. It should support a learning environment that enables supervisees to evaluate their practice and reflect on the provision of care that young people receive. Supervision should:

* Ensure that staff are fully aware of their roles and responsibilities in accordance with legislative and organisational requirements;
* Ensure that the quality of care young people receive is continuously reviewed, in order to provide them with opportunities to achieve positive, sustainable outcomes;
* Provide supervisees with the opportunity to understand and manage their feelings and responses to the young people’s behaviour;
* Recognise good practice and any personal achievements, which may inform any performance management review;
* Be confidential, subject to the safety of children and young people or staff.
* Be a continuous process;
* Encourage and involve you;
* Be structured and focused;
* Be planned and private;
* Be a two way process;
* Focus on your individual needs and wellbeing;
* Be motivating;
* Address professional development including training;
* Deal with situations sensitively and clearly.

**2.2 Appraisals**

Like with supervision it is the line managers responsibility to ensure that supervisees have their appraisal at the scheduled time and that they are given the opportunity to develop and grow within their role. The appraisal should take into account, where reasonable and practical, the views of other professionals who have worked with the supervisee over the year and children in the home’s care. As part of the performance management process, poor performance should be addressed by a timely plan to bring about improvement.

**3. Frequency of Supervision and Appraisal**

**3.1 Frequency of Supervision**

Benecare Children’s Services expects residential staff to be supervised at fortnightly intervals for the first 3 months of their probation period. Supervision is then to be undertaken thereafter at a minimum of every six to eight weeks with all staff receiving a minimum of 1 hr per supervision.

Supervisors are to provide the written supervision to the supervisee within a timely manner.

Supervisees are expected to read and sign their supervision, and should they not agree with the content they are not to sign this document. Signature of the supervision will mean that you agree with the content.

Supervisions can be increased if there is a requirement for this, this could include staff welfare and support with development and performance.

It is essential all workers are aware who their supervisor is and whom to report to should any difficulties arise. The supervisor should also be able to discuss and understand the supervisee’s workload.

Supervision can be more or less frequent, longer or briefer by prior arrangement, or if either supervisor or supervisee feels this is necessary to achieve performance objectives or targets.

The supervisor is responsible for convening supervision sessions. Both supervisor and supervisee should plan supervision and treat it as a priority. Supervisors are responsible for rescheduling any cancelled sessions at the earliest opportunity.

The meetings must be held in private although it may on occasions be appropriate to invite another Manager or Consultant.

Whilst the continuous, consistent and relational aspect of professional supervision is acknowledged and valued there may be circumstances where this is not possible (for example, the prolonged absence of a supervisor through illness). In such circumstances alternative provision will be made to ensure staff receive the support required. This will be done in consultation with individuals as necessary.

Where staff require external supervision as part of the conditions of maintaining professional registration they must provide their line manager with details of these arrangements, including the dates of planned supervision and when this has occurred.

**3.2 Frequency of Appraisal**

The first appraisal/probation review will be completed after 3 months of service, this will determine if the staff member has met their targets from their fortnightly supervisions. If they are on track and there are no concerns highlighted from the appraisal the staff member will go to the frequency scheduled in 3.1.

If the employees line manager feels the staff member needs further support and development, they can suggest fortnightly supervisions continue and this will be reviewed again at the 6 months probation review/appraisal.

At the 6 months appraisal/probation review the line manager will review with the employee their targets over the 6 months and take into account feedback from colleagues, children and stakeholders towards the employees performance. This 360 approach will provide a summary as to whether the employee has passed their probation period and can be successfully signed off their probation. The staff member will then receive a letter from Benecare to state they have passed their probation.

If the line manager feels that the employee needs more support to be able to pass their 6 months probation period and appraisal they must discuss this with the Responsible Individual prior to the date of the probation review/appraisal. A clear plan must be put in place to support the staff member to successfully pass their probation and a 3 month extension can be granted by the Responsible Individual in agreement with the Registered/Home Manager. It must be explained clearly to the staff member why the probation is being extended and they must have the opportunity to share where they need further support and how this can be achieved. This can be recorded within the appraisal with clear targets and dates to achieve and support their development.

Once the employee has been signed off their probation period appraisals are then annually.

If the appraiser is not satisfied with progress, a performance meeting will be arranged with the staff member explaining this and clearly outlining the deficits identified and the expectations for improvement.

Following this meeting, if there is supportive evidence that insufficient progress has been made, the staff member will be notified in writing.

**4. Supervision Contract**

The contract between the supervisee and supervisor should clearly outline the responsibilities and expectations of both parties. This should be discussed, agreed and signed off at an early point in the supervisory arrangement. Evidence that this contract has been discussed should be included within the content of supervision records, and reviewed if there are any changes to the contract (e.g. change in supervisor, role etc.).

**5. Standard of Supervision**

The supervisor must keep a written Supervision Record detailing the following:

* Safeguarding.
* Equality and Diversity.
* Reviewing and reflecting on recent incidents and ensuring the staff member has an opportunity to debrief on any incidents they have been involved in.
* Responses to and methods of working with children.
* Work with their key child.
* Progress of the young people and further ways to support them.
* Role, including their accountability, in fulfilling the homes statement of purpose.
* Work in fulfilling the placement plan for individual young people.
* Degree of personal involvement, feelings, concerns and stress.
* Staff development and training.
* Feedback on performance.
* Guidance on current and new tasks, including setting and maintaining standards.
* Personal issues which may impinge on their ability to carry out their duties effectively, such as sickness, absences and health concerns.

There will be additional areas of discussion depending on the supervisees job role.

At the end of the supervision, the record should be signed by both supervisor and supervisee as an accurate reflection of the meeting. The supervisee is entitled to receive a copy of their supervision records and it is their responsibility to store these safely.

Records of supervision can include the main supervision template, an adhoc supervision record which can take place between supervisions and debrief records.

If the staff member believes that information contained in the supervision record is inaccurate, incorrect or misleading about a matter of fact, they may ask for it to be corrected or changed. If this cannot be resolved, the matter may need to be addressed via the “Dispute Resolution” section of this policy.

If the staff member remains unhappy, it may be appropriate to seek further action via the Grievance Procedure.

**6. Reflective Practice**

Morrison (2001) identified a “Reflective Practice Supervisory Cycle” that demonstrates how supervision can improve the knowledge and skills of staff. The cycle highlights how supervisors and supervisees can be influenced by their experiences of supervision.

Tony Morrison – Staff Supervision in Social Care (2001)

'At the heart of reflective practice is the idea that our actions should be informed by a knowledge base that we engage with actively, as opposed to forms of practice that are based on unthinking habits or routines or knee jerk reactions to situations. A reflective practitioner is someone who acts on the basis of understanding and a careful consideration of the situation being dealt with. That understanding is, in turn, based on knowledge and values. The knowledge is based on a mixture of formal study and professional development and the practical lessons learned from previous experience, while the values act as a safeguard to make sure that we are acting appropriately and ethically'. Developing Critically Reflective Practice - Neil and Sue Thompson 2009

In summary, reflective practice is a key part of effective social work and the opportunity for reflection is important in the supervision cycle:

* Experiencing: Engaging and observing - the story - what happened?
* Reflecting: Investigating experience - what was it like based on knowledge and feelings?
* Analysing: Seeking to understand, hypothesising, asking why, what does this mean?
* Action Planning: Preparing for action, trying things out - what next?

**7. Training in Supervision**

The registered person must have systems in place so that all staff, including the manager, receive supervision of their practice from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children assigned to their care.

All supervisees will be provided with training in ‘supervision, appraisals and managing staff’ to ensure that they are able to deliver effective supervision with their supervisee.

Supervision refresher training will also be provided to supervisees when required. For best practice Benecare will require supervisees to re do their supervision training every three years.

**8. Dispute Resolution**

It is important that staff take action to ensure they are receiving quality supervision and having their professional development needs identified and met. If it becomes apparent at any point during the year that staff are not receiving supervision to the standard required they should:

* In the first instance arrange a one to one meeting with the supervisor to discuss and resolve, where possible, the difficulties, which you feel, have arisen.
* If difficulties persist or it has not been possible to find solutions in the first instance, staff should:
* Request that a three way meeting between the supervisor, their line manager and the member of staff is arranged;
* The difficulties should be discussed and outcomes agreed;

It is the responsibility of the supervisor’s line manager to ensure that these difficulties are satisfactorily resolved.

**9. Performance Management**

Performance Management is a supportive and developmental process. The purpose is to support the professional development within the context of the home’s plan for improving outcomes for children, provision and performance, and the standards expected. It also sets out the arrangements that will apply when levels of competence fall below what is expected of the member of staff.

The annual appraisal of staff performance will include a review of the previous 12 months. This should include previously identified targets; areas of strength and need identified by the worker themselves, or as a result of any disciplinary processes. For residential workers and managers this will include feedback from the young people and any feedback received from other stakeholders (family members, professionals, etc.). For Registered Managers this will also include feedback from their teams. For the Responsible Individual / Senior Managers this will include feedback from their supervisors and other relevant stakeholders.

The process should include the identification of areas of learning or required improvement and this will form objectives for the next year. The objectives will be linked to the relevant required standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the specific job role and level of experience.

The appraiser and staff member will seek to agree the objectives and will determine the objectives, and any comments will be recorded in writing at the end the performance Management document. Objectives may be revised if circumstances change.

For residential staff (including Managers), a proposal will be made as to whether an incremental pay rise will be recommended to the Responsible Individual for approval.

For senior managers or staff members exceeding their set salary scale, any proposal for incremental rises will be recommended to the Managing Director for approval.

**10. Supervision for Agency Staff Members**

Agency staff members are often used to support each homes staffing levels. Regular agency staff members should be given the same opportunity as regular Benecare staff members and this should include supervision and appraisals.

Regular agency staff members can constitute as support workers who equate to completing part time to full time hours on a monthly basis. When this occurs the agency staff member must have scheduled supervision and appraisals and be encouraged to partake in the supervision process. A supervision agreement should be completed with them for good practice.

End

Amendments

**1st March 2023**

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| **Updated Contents** | |
| **Contents Title** | **Details** |
| 3. Frequency of Supervision and Appraisal  3.1 Frequency of Supervision  3.2 Frequency of Appraisal | Updates made to the frequency of supervision from monthly to every six to 8 weeks. |
| 4. Supervision Contract | Key areas to be addressed in supervision updated. |
| 5. Standard of Supervision | Types of supervision documents added. |
| 10. Supervision for Agency Staff Members | Information added about the frequency of agency supervisions and what constitutes as a regular agency staff member. |