

AGENDA

#	Item	Purpose	Paper	Action
1.	Apologies			
2.	AOB			
3.	Minute of Previous Meeting	Approval		PA
4.	Matters Arising			
5.	Benchmarking Corporate Functions	Info		NH
6.	OHOV Language Guide and SCRA Language guide support arrangements	Noting		LB/RBD
7.	EMT Development & Supervision Framework	Noting		PS
8.	Learning KPIs	Noting		PS
9.	Minor Works	Approval		RMack
10.	Glasgow Hearing Centre Refurbishment	Approval		RMack
11.	SCRA Board a) Update on chair and member appointments. b) Induction arrangements c) Agenda – June 2024 i. Annual Complaints Report ii. Inclusion & Diversity Annual Report iii. Influencing Report	Info Noting Review	Verbal	NH
Standing Items				
12.	Finance and Resource a) General Update	Update	Verbal	RMack
13.	Practice and Policy a) General Update b) Childrens (Care and Justice) (Scotland) Bill o Stage 3 conclusion o Implementation timetable o Investment strategy	Update	Verbal	AH
14.	Information Governance a) General Update b) April Breach Report	Update Noting	Verbal Attached	AH AH
15.	Digital Programme a) General Update b) Next Generation Audio Visual Hearing Room Technology	Update Update	Verbal	DC
16.	Keeping the Promise a) Hearings for Children b) Joint Redesign Board	Update Update	Verbal Minute	AH NH
17.	New Risks			
18.	Forward Plan a) Youth Justice Improvement Board – 06/06 b) Our Voice Our Language – 10/06 c) Children & Families National Leadership Group – 11/06			

#	Item	Purpose	Paper	Action
	d) CHS/SCRA SLT/EMT Meeting – 17/06 e) SCRA Board Meeting – 19/06			
19.	Date of Next Meeting Wednesday 03 July 2024, by TEAMS			

Present

Neil Hunter (NH)	PR/CE, Chair
Susan Deery (SD)	Head of HR
Douglas Cameron (DC)	Head of Digital
Paul Mulvanny (PM)	Senior Operational Manager (East & Central)
Heleb Etchells (HE)	Senior Operational Manager (North & West)
Lisa Bennett (LB)	Head of Strategy & OD
Alistair Hogg (AH),	Head of Practice & Policy
Pamela Armstrong (PA)	Governance Officer, Minute (By TEAMS)

	Item	Timescale	Action
1.	Apologies Ross Mackenzie		
2.	AOB None		
3.	Minute of Previous Meeting Approved		
4.	Matters Arising None		
5.	Audit and Risk Committee Draft reports were reviewed ahead of the May Committee meeting. Final versions to be submitted by 08 th May.		
6.	CHS/SCRA senior teams programme – future focus <ul style="list-style-type: none"> Joint senior teams meeting to be held ahead of a meeting with CHS and SCRA Boards. Outlook for the joint meeting of the Boards is early autumn, allowing for the new SCRA Chair and members to complete induction activities. Further consideration to be given to the current operating framework between both organisations. 		

	Item	Timescale	Action
STANDING ITEMS			
7.	<p>Finance and Resource</p> <ol style="list-style-type: none"> 1. 2023/24 statutory accounts 2. CHS shared services Memorandum of Understanding 3. Annual Accounts Performance Report 4. Capitalisation Threshold 5. Going Concern Guidance <p>Issues arising during discussion:</p> <ul style="list-style-type: none"> • Further discussion required around strategic HR services and if required moving forward. 		
8.	<p>Practice and Policy</p> <p>AH provided the following verbal update.</p> <p>Childrens (Care and Justice) (Scotland) Bill</p> <p>Stage 3 has been passed by Parliament and we are awaiting the timetable for Royal Assent and implementation.</p> <p>UNCRC</p> <p>A meeting will be arranged with SG to discuss the positive output of the recent self-assessment exercise. The practice Team is preparing for implementation and being ready for any challenge. This will include a full analysis, prioritising victims. Outlook for implementation is end of 2025. Significant investment is required around support adimin and a main focus on investment around reporters. Organiational comms to be issued once aware of implementation timetable.</p> <p>Bairns Hoose</p> <p>Pathfinder activity will be extended for a further year. The Lord Advocate will conduct review of guidelines. This will determine any joint agreement.</p>		
9.	<p>Information Governance</p> <p>AH provided the following general update.</p> <ul style="list-style-type: none"> • SOM's to engage with teams around improvement activity. Work is ongoing between LMT's and IG team. • Review of breach reporting form agreed with IG leads team. The proposal includes the name of person responsible for breach. There are strong views on this being problematic however this is primarily a supportive move and also allows for more robust reporting. This will be discussed 		

	Item	Timescale	Action
	<p>further at the HR Subgroup, NPF and offline with EMT.</p> <ul style="list-style-type: none"> The March Breach Report was noted. 		
10.	<p>Digital Programme DC provided a verbal update.</p> <p>Team structure - progress continues with developing the team plan/structure, stratifying digital activity and introducing flexibility.</p> <p>Hearing room technology – timeframe for commencement of the rollout is August 24. Options for other configurations within the current kit have been identified.</p> <p>Folding Space – Outlook for the Glasgow pilot is May. SIRO sign off will be required.</p> <p>MS TEAMS phone rollout – this is underway, and a plan will be brought to a future meeting. Impact assessment around the use of headsets will be considered by the Health and Safety Officer.</p>		
11.	<p>Keeping the Promise AH advised an anniversary meeting is to be arranged for publication of the report.</p>		
12.	<p>New Risks No new risks were identified.</p>		
13.	<p>Forward Plan The forward plan was reviewed.</p>		
	<p>Date of Next Meeting 5 June 2024, location tbc</p>		



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

SCOTTISH CHILDREN'S REPORTER ADMINISTRATION – Executive Management Team

SCRA's endorsement for Language Leaders and Language Guide

Accountable Director: Neil Hunter **Date:** 3 June 2024

Recommendation:	
1.	To note the launch of Articulate Animation by OHOV, the quality of its content and the power of its message
2.	To endorse and agree to promote the Language Leaders principles in SCRA
3.	To note the publication of the SCRA Language Guide (appendix 1)
4.	To agree the initial programme of work to support the SCRA Language Guide launch programme prepared by the Programme Manager (appendix 2)

Reason for Report	To Keep the Promise		
Resource Implications	Under assessment		
Strategy	In line with Corporate Plan and Programme Protect		
Equalities Duties	Indicate whether an Equalities and Human Rights Impact assessment (HRIA) is required and has been completed. Describe in the body of the report any issues/findings/adjustments that have been made.		
	Equalities Required/Completed	Impact	Assessment
	<input type="checkbox"/>	Yes	
	<input checked="" type="checkbox"/>	No	
	Issues/action points:-		
Consultation			
Document Classification	Open		

SCRA LANGUAGE GUIDE INTERNAL LAUNCH PLAN

MAY – JUNE 2024

FORMAT

2 X WEBINAR SESSIONS OF 1 HOUR LONG EACH

DATES

Language Launch Event 1	Tuesday 11 June 2024	14:00 – 15:00
Language Launch Event 2	Thursday 27 June 2024	10:30 – 11:30

SESSION PLAN / OUTLINE

1. Short presentation about the work of Language Leaders
2. Reflections from the Young people from OHOV – in person or video (and / or represented by Gordon / Amy) Quotes from the external launch event. Include the poems from Achilles / Zodie.
3. Short presentation about the SCRA guide and set it into a practical context for people – possibly some scenarios? Reference the CHS guide and alignment – collaborative improvement programme to drive forward. Summarise practical / future actions related – communications project / digital development
4. David Mackie video
5. Articulate Animation
6. Recorded message Neil Hunter / Call to action for people Neil / Alistair
7. Reflections / Q&A with the project team / leaders
8. Commitment to actions – mentimeter / mural

FOLLOW UP

- Describe the link to Business Change Manager role and Change Delivery Approach being developed – and what this means for localities – plan to follow up to ensure adoption / embedding and offer support to do so.
- Follow up with offering of more detailed locality based sessions.
- Record a version of the session to share on Connect for those who could not attend?

ACTIONS

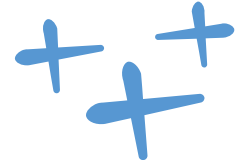
ACTION	RESPONSIBLE	TIMESCALE
1. Schedule the webinars and send invites to key participants including OHOV / Neil / Alistair / project team	RBD	28.05.24
2. Create a slide deck for the webinar – embed videos	RBD	31.05.24

SCRA EMT

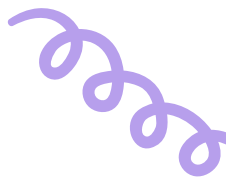
3. Test that the animation and videos will play on a test Teams call	RBD / KG	31.05.24
4. Comm for Connect about the sessions encouraging people to sign up	MM	05.06.24
5. Locality comm about the sessions	RBD / KG	05.06.24
6. Find out if OHOV YP could attend or provide a recording and if not confirm Gordon / Amy can attend to rep	GM	05.06.24
7. Set up a mentimeter / Mural to obtain the commitments from attendees	RBD	07.06.24
8. Check in / run through with Webinar presenters / Project team	RBD	07.06.24
9. Record a version of the session for those who could not attend	RBD / KG	TBC

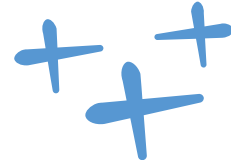


SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION



KEEPING THE PROMISE – SCRA'S LANGUAGE THAT CARES GUIDE





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To ensure children are involved use simple, plain language and avoid using abbreviations

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Introduction

Language is a powerful tool for communication, but sometimes the way that it is used in and around Hearings can create, continue and worsen stigma. The language we use can also create barriers to understanding. We are working with the Language Leaders to change the language used in and around Hearings. The 'Language that Cares' guide has been created to support SCRA staff in this journey.

Language evolves and changes and this is the 'first edition' of our Language that Cares guide. As we progress on our journey together with the Language Leaders, we will update this. In the meantime this guide provides some contextual information around why change is needed while recognising that this is the start of our journey together.

Neil Hunter, Principal Reporter/Chief Executive

"Systems develop language to serve the system. Childrens Hearings are no different. Over the years we have developed customised and codified language that we understand – but is not easily understood by others – particularly children and young people. At first base this can exclude and disempower children and young people from genuine participation and meaningful voice and influence on decisions about their lives.

The Promise we made to children and young people in February 2020 requires us to change the language we use every day – this won't be easy and there are some limits – as this guide highlights. But we must strive towards a respectful, inclusive, rights-focused language for all children and young people we have contact with.

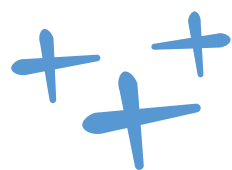
We will all have to unlearn terms and words that have become embedded in our day to day work – and relearn a new vocabulary that captures the kind of organisation we want to be.

We need to be thoughtful, reflective, careful, considered – but most of all willing to learn and to improve. I have huge faith that this first development on our language guide will really help us get there."



"I am a young person,
not a case nor a problem
I have the right to be heard,
I deserve a seat at the table
I may not attend hearings,
but that does not define me
I'm not broken,
I'm not unworthy of love
I will not be quiet! I will be seen
I deserve respect
I'm not anyone's mistake
Speak to me, not about me
I have thoughts, a heart and a voice"

Poem by Achillies
Our Hearings, Our Voice Board Member



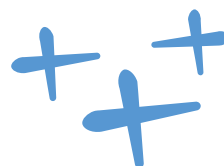
Practice Direction and Language



There is an ongoing review of Practice Direction as part of our ‘Language that Cares’ journey. In the meantime, when carrying out Reporter functions such as recording decisions, drafting grounds and recording decisions at Hearings, Reporters and Assistant Reporters must continue to follow Practice Direction. Similarly the purposes and decisions for records of proceedings, forms, letters and other documents currently on CSAS, which reflect the approach set out in Practice Direction, must continue to be used whilst these are reviewed. We will be working on a programme of work to update these.

Alistair Hogg, Head of Practice and Policy

“Legislation and legal requirements can create some limitations to how much we can change and modify the language we use. However, as much as possible we will review Practice Direction to reflect the purpose and intention of this guidance. Where we identify that we are restricted by legislation, we will seek statutory change to remove those restrictions. This intention is reflected in the Hearings for Children report.”



Who are the Language Leaders?



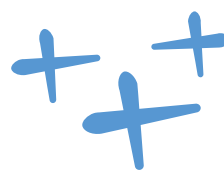
The Language Leaders is a co-design group made up of six young adults with lived experience of Hearings, and five professionals from across the Hearings System (SCRA, Children's Hearings Scotland, Social Work, Advocacy and Children's Rights) with facilitation by Our Hearings, Our Voice. We have been working with the group since November 2022. The work is fully supported strategically by all the key organisations involved in the Children's Hearings System.

The aim of the group is that:

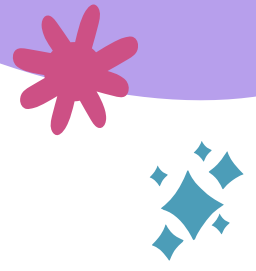
Everyone involved will recognise the power of language and use words, tone and body language in a way which supports children to feel **safe, included** and at the **centre** of their Children's Hearing.

You can read more about how this work evolved on the [CHIP website](#).

The work of the Language Leaders was welcomed by the Hearings System Working Group in the [Hearings for Children report](#) with a commitment from Sheriff Mackie to work with the group to support the group's aims.



Why language matters?

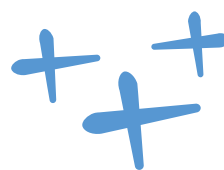


'Words can motivate and inspire. They can also damage and disempower. The words we are exposed to from birth not only drive our language development, but they shape the lenses through which we view the world. They form the narrative through which we think of ourselves. Words change lives'

One of the things the **Independent Care Review** highlighted was that we need to change the way we speak and write about care.

Consultation with hundreds of care experienced people led to a commitment to ensure 'language must be easily understood, be positive and must not create or compound stigma' (The Promise, p.87) and 'simple, caring language must be used' (p.69). The Promise reminds us that the "use of disrespectful language can lead to low self-esteem and compounds a self-stigmatisation as children realise that their peers do not use this type of language."

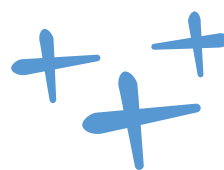
Language determines how people view themselves and how they relate to their world. We all play a role in shaping culture for the people who experience services' involvement in their lives.




Language Leaders Principles



To ensure children feel safe, included, and at the centre, the language we use must be personalised, balanced, non-stigmatising and allow children to be involved in decisions. The language principles interact with each other and have equal importance.



To ensure language is personalised listen to a child or young person's preferences



Children and young people will be supported to ensure professionals use the terms, names and words that the child or young person prefers when describing issues that relate to their lives and experiences" (The Promise, Plan 21-24, p19).

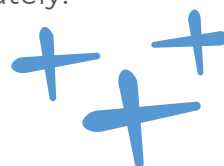
We should allow children and young people to choose how they would like to be described, as well as how they would like issues and people in their lives to be described. In particular, we should listen to a child or young person's preference of how they would like their parents and carers to be referred to. For example, many children and young people have told us they do not like the use of the terms like 'foster carer', 'biological parents', 'key worker' etc.

Children and young people may have different preferences about how they describe where they live or spending time with their family. For example one child shared they didn't like the use of the phrase 'family time' instead of 'contact' as they saw their foster parents as their 'family'.

Words like 'placement' or 'unit' should be avoided and instead we should ask the child or young person how they would describe where they stay; of course, if a child or young person's preference is to use the term 'placement' or 'unit' we should respect that child or young person's preference.

It must be ensured that the child or young person is not pressured to adopt a term they are uncomfortable with.

You should start to think about language at the point of scheduling and aim to include discussions with key people about a child or young person's preferences at this stage. Ensure that preferences are recorded accurately on our case management system in line with the Standard Operating Model to ensure consistency for the child or young person. This information should be shared appropriately.



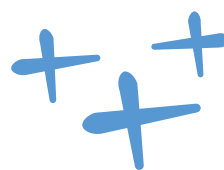
To be balanced and non- stigmatising - don't label




To be balanced and non-stigmatising we should avoid the use of labels. We should avoid labelling in all our communication with children, young people and their families, both formal and informal. It is also important to apply this to discussions with each other and other professionals.

The Children's Hearings System is focused on responding to the needs of children and young people, seeing their behaviour in the context of their wider circumstances. It should not be about placing blame on the child or anyone else. To avoid the use of labels, behaviour should be described and situated within its context and the assumption of motives avoided. For example, rather than describing a child as violent, we should describe what has been observed with context. We should expect the assessments provided by others to provide that wider context, focussing on strengths and positives as well as challenges and risks. This also fits with the principle of language being balanced.

We do however have a responsibility in carrying out Reporter functions, for example in drafting grounds, to clearly describe behaviour, even where that may be distressing for children and other participants at Hearings to read or hear. Those necessary descriptions of behaviour do not involve inputting any blame or motive - **Practice Direction 7** includes direction on the use of language in grounds and must be followed by Reporters.



To ensure children are involved use simple, plain language and avoid using abbreviations



If you can use a more straightforward word or phrase to describe something, do this. The glossary in this guide will help you.

A Note on Statutory Language


"There will be times where the statutory framework requires certain terms to be used, but this should be done sparingly, with the aim of the reduction of stigmatising language at every opportunity" (The Promise, Plan 21-24 , p19).

We acknowledge that there are times when statutory language should be used. It is important to recognise when this is the case, and steps must be taken to ensure that these terms are not used as acronyms under any circumstances when communicating with children, young people and their families.

A Note on Abbreviations

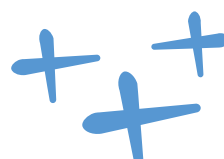
Young people have told us that using abbreviations makes it difficult to understand what is being discussed.

Abbreviations should always be avoided when speaking to young people, children and families.



'Abbreviations suit professionals more than children'

OHOV Board Member

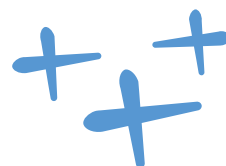


Language and Court



We acknowledge that in some circumstances particular language requires to be used, and an example of this is in court. At this stage, staff are not being asked to use the suggested alternative language whilst appearing in court, or in formal written communications for court such as appeal answers and submissions. The suggested alternatives should however be used in informal communications, for example with children and families, in the court setting.

The Language Leaders plan to engage with partners in the Scottish Courts and Tribunals Service to look at how we can influence language used in court.



Glossary



The glossary provides options that you may wish to use.

Word	Suggested alternative(s)
<p>Abscond</p> <p>Abscond is such a weird word, I'd never heard of that word before I was in care" Young person</p>	<p>Run away, went missing, left without permission</p>
<p>Accused</p>	<p>There is no need to refer to any individual using this term – use their name</p>
<p>Contact</p> <p>"Contact feels like a forceful or 'have to' word. It's sterile with no love involved. It should be about connection with family" <i>Our Hearings, Our Voice Board Member</i></p>	<p>Spend time with</p>
<p>Customer</p>	<p>Children, young people and families are not customers</p>
<p>Dispensed with</p>	<p>Does not need to come to a hearing</p>



Glossary cont ...



Word	Suggested alternative(s)
Excused	Does not need to come to a hearing
Implementation authority	Local authority responsible for giving effect to the order; name of local authority
<p>Looked After Child/ LAC/LAAC</p> <p>'This term needs removed altogether. All children should be looked after' <i>Our Hearings, Our Voice Board Member</i></p> <p>"LAC is a demeaning term. Abbreviations suit professionals more than children" <i>Our Hearings, Our Voice Board Member</i></p>	Care experienced
Offender	There is no need to refer to any individual using this term – use their name
Panel	Children's hearing, hearing, tribunal members
Perpetrator	<p>There is no need to refer to any individual using this term – use their name or a description of who they are</p> <p>"when this applies to someone who has caused the child harm, they may prefer to use the term perpetrator rather than that person's name. This needs to be discussed and personalised for each child" <i>Our Hearing, Our Voice Board Member</i></p>



Glossary cont ...



Word	Suggested alternative(s)
Residence/reside	Where you live/ who you live with
<p>Respite</p> <p>"I always felt respite was being used as a break for the carers, not me" Our Hearings, Our Voice Board member</p> <p>"The short break should always be described in a way that is meeting the child's needs, not those of the carer" Our Hearings, Our Voice Board member</p>	<p>a short break for the child to feel more relaxed and supported/Sleepovers/holiday/time away/a short break/visiting family or friends</p>
Required	Needs to
Service user	There is no need to refer to any individual using this term – use their name or a description of who they are
<p>Sibling</p> <p>"Why would you call my brothers and sisters siblings and not my brothers and sisters?"</p>	<p>Brother, sister, use their name (sibling may be appropriate in some circumstances for example to be non-gendered but should be avoided where there is a suitable alternative)</p>
Termination/terminate	To end/end
Vulnerable	Unsafe at times



Final thoughts




Consider the influence of your language used in both written and verbal communication and how that may alter the perspective and practice of any professional it is shared with.

The language you use can change the responses to and outcomes for a young person and can do so even when your involvement has ended.

If you have any feedback, or would like to discuss anything please contact

keepingthepromise@scra.gov.uk



'The language I hear, positive or negative, affects me at the time but some of it stays with me for life.'

Our Hearings, Our Voice Board Member

Further Resources

[Change the language of care – the British Psychological Society](#)

[Language guide | North Lanarkshire Council](#)

[Language that Cares - Language Policy Official Draft](#)

[Your Voice – language matters](#)

[Treehouse Practice – language matters](#)

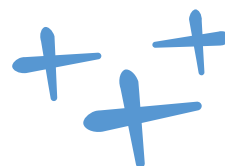
[Includem – getting your language right](#)

[Renfrewshire Council Language Policy](#)

[TACT Fostering and Adoption](#)

[The Promise Scotland Plan 2021-2024](#)

[Stigmatising Labels | OHOV Feedback Project](#)





SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

Head of Service Susan Deery, Head of HR

Date: 05th June 2024

Report Author: Patricia Stevenson, HR Manager

Recommendation:

1. It is recommended that EMT note the revised Development and Supervision Framework and the proposed implementation of the Framework including the learning to be provided to managers and staff as part of the launch of the Framework.

Reason for Report: *For noting*

Resource Implications: *None*

Strategy/Service Plan Implications *People Strategy*

Consultation: *EMT*

EHRIA Duties: *None*

Document Classification: *[Not protectively marked]*

1. Introduction

- 1.1 SCRA have undertaken a review of our Supervision Framework and Appraisal Policy updating our processes for supporting, developing, and managing our people ensuring these reflect our needs and aligns with best employment practice.
- 1.2 The review of this Policy aligns with SCRA People Strategy 2024 – 2027 which sets our how we want to be an employer that provides a positive employee experience, offers interesting and rewarding work, that respects and develops its employees and supports the health and wellbeing of our workforce.
- 1.3 The development of the new Development and Supervision Framework has sought to balance the key aims of the People Strategy along with providing a Framework which supports managers to manage development, performance and health and wellbeing by maintaining the key principles of the Supervision Framework and recognising the needs to support staff to maintain and develop their work performance.

2. Development and Supervision Framework

- 2.1 The key change to the revised Development and Supervision framework, which is attached at Appendix 1, has been to incorporate a development meeting at the start of the annual Development and Supervision cycle as illustrated below.



- 2.2 The Development meeting provides the opportunity for the manager and employee to take some time to reflect on the previous year, to review and assess performance over this period and agree areas of development or performance for the year ahead. This meeting in essence incorporates the traditional appraisal element of performance management but aligns this a key focus of the People Strategy to develop our people.
- 2.3 Incorporating development, supervision, and performance review into the Development and Supervision Framework is intended to provide a more integrated and holistic process which supports discussions on performance and development across the annual cycle and enable review of performance and/or development objectives within Supervision during the year.
- 2.4 The revised framework aims to place a greater emphasis on staff health & wellbeing by designating one Supervision meeting in the year to focus on health & wellbeing. This change is intended to articulate the importance we place on staff's health and wellbeing particularly in the context of the work we do and the increasing focus on taking a trauma informed approach to our work. This focussed session also aligns to SCRA health and wellbeing offerings including an Annual Wellbeing Review and Wellness Plans.

- 2.5 The Development meeting also includes the agreement of personal development objectives to be recorded on iTrent by staff. The iTrent process has been simplified and completion of PDPs will help to inform ongoing learning plans and needs as well as enable the HR Team to report on the Key Performance Indicator - percentage of staff with personal development plans in place.
- 2.6 The Framework also seeks to provide updated guidance for managers and staff on the purpose of development and supervision meetings and what to expect or cover at these meetings. This guidance will be supported by performance management training for managers and eLearning or webinars for staff.

3. Implementation

- 3.1 Following consideration of the Framework by the Senior Team the Framework will be circulated to all SCRA managers ahead of a launch of the Framework on Connect. Managers will be offered the opportunity to discuss the Framework at LMTs to that they are collectively clear on the expectations and their responsibilities regarding the Framework.
- 3.2 The launch of the framework will be supported by a short presentation highlighting the key changes which can be offered as a drop in webinar for staff.
- 3.3 The Development and Supervision Framework provides a mechanism to support ongoing conversations between managers and staff and has long been an important management tool to support development and performance.
- 3.4 From the information on iTrent it is known that participation in the process and recording of completed supervision is not consistent across the whole organisation. Support is sought from the Senior Team to implement the revised framework, including the recording of supervision, with their direct reports and to clarify with them the importance of full participation in the development and supervision process.
- 3.5 To support the implementation, the HR Team will monitor the completion of Supervision records and PDPs on iTrent, providing quarterly information to managers and Senior Team members on completion rates for their areas of responsibility.

4. Recommendation

- 4.1 It is recommended that EMT note the revised Development and Supervision Framework and the proposed implementation of the Framework including the learning to be provided to managers and staff as part of the launch of the Framework.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

Development and Supervision Framework

Date introduced: May 2024

Date of next review: May 2027

Revision History

Date of Amendment	Type of Change	Detail of Change
February	Revision	Development and Supervision Framework developed to include Appraisal, Personal Development Planning and Supervision

Development and Supervision Framework- Contents

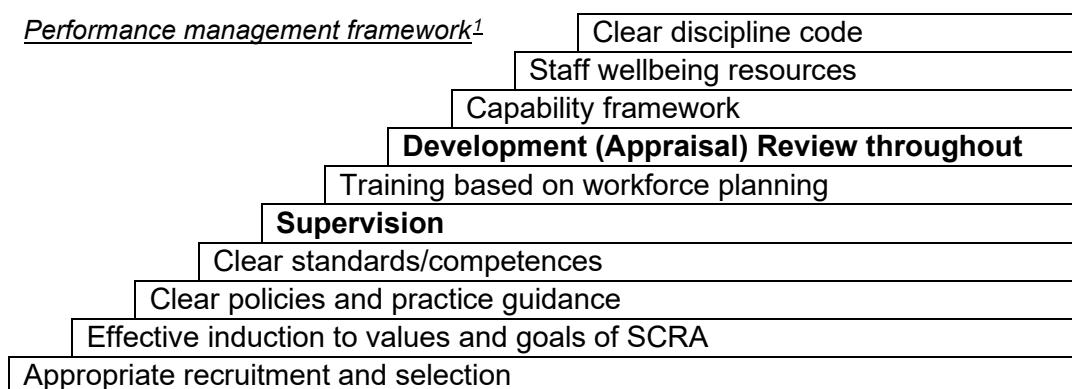
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1. Policy overview

SCRA are committed to providing staff with the support they need to perform at their best and to develop both professionally and within their role. The Development and Supervision Framework is designed to help colleagues do this by:

- developing and supporting all employees to do their job well and deliver our priorities for children, young people, and their families
- ensuring we are providing a consistent professional service and through our partners to provide effective and efficient services
- maximise the capacity, resilience and flexibility of staff and resources to deliver our priorities
- ensure that we can deliver services to agreed standards by having the right skills:
 - in the right place
 - at the right time
 - to the required capacity
- developing and retaining professional skills through development of career pathways

The Development and Supervision Framework forms part of SCRA's Performance Management framework which comprise the interlinked building blocks outlined below.



SCRA's Performance Management Framework comprises this Development and Supervision Framework alongside the undernoted policies and where performance does not meet SCRA's expected standards matters may be referred to be considered under these processes.

- disciplinary procedure
- grievance procedure
- staff code of conduct
- dignity at work policy
- capability procedure
- employment records management policy & procedures
- equal opportunities policy
- whistle blowing policy
- inclusive standards and behaviours framework
- probation policy

These Policies and further information can be found in [Employee Handbook](#) and further guidance can be sought from the Human Resources Team via hr.helpdesk@scra.gov.uk.

1. Tony Morrison, Staff Supervision in Social Care, © Pavilion 2005

2. Development and Supervision Framework

The Development and Supervision Framework provides an important opportunity for two way communication between line managers and employees regarding their performance and development.

The purpose of the Framework is to make sure that employee's responsibilities, development, and objectives:

- link with our corporate and business plan priorities
- reflect our values and behaviours as outlined in the Inclusive Standards and Behaviours Framework
- link to learning and development requirements
- promote development and progression opportunities
- are efficient and flexible; and
- help all employees understand how the work they do contributes to SCRA's success.

This framework operates on an annual cycle to ensure that all employees:

- have an annual development meeting to review the previous 12 months and to plan for the year ahead and identify learning and development needs and career aspirations;
- planned regular one to one meetings with their line manager to discuss their ongoing performance, wellbeing, progress on objectives, work activity, workloads, learning and development;
- receive regular feedback and recognition aimed at supporting staff to improve and develop their performance;
- are aware of the standards of performance expected and the supports that will be provided to them, at the beginning of their employment or on taking up a new role;
- agree appropriate, outcome-focussed objectives with their line manager, which are linked to SCRA values and behaviours as well as corporate, business and Locality plan priorities
- are made aware of any areas in their work that do not meet the agreed standards and the development support that will be provided

The development objectives and plans will be appropriate to the role and the manager and employee will determine how these are reviewed over the development and supervision yearly cycle. Managers must ensure that all discussions held as part of this process are fair and equitable for all staff and in line with our inclusion and diversity policies

3. Development and Supervision Cycle

At the heart of the framework is the aim of developing confident and competent employees who feel supported by SCRA and fully engaged in our activities.

The Framework operates through a cycle of interlinked meetings starting with a Development Review and Planning meeting in April and continues with Supervision meetings taking place throughout the remainder of the year to end of March in the following year.



3.1 Purpose of Development Meeting

The Development Meeting provides the opportunity for the line manager and employee to take some time to reflect on the previous development and supervision cycle to review and assess an employee's performance over this period and agree areas of development or performance which the employee should concentrate their efforts in the year ahead.

This meeting is intended to have a developmental focus which seeks to provide constructive feedback to an employee so that they have a clear understanding of their performance in their current role and support them to address any development or performance needs or to build on identified strengths.

The main objectives of the Development Meeting are to:

- review individual performance over the previous development and supervision cycle
- agree work priorities and set performance related objectives for the coming year
- identify development and learning needs as well as personal and career development planning
- give managers and employees opportunities to discuss how employees are progressing and to identify factors that may be influencing their performance.
- discuss the Inclusive Standards and Behaviour Framework to make sure employees understand their responsibilities and consider any supports needed.
- consider what sorts of measures and support might help the employee to build on their development areas and strengths to enable them to perform to their potential in their current role or to develop themselves in preparation for future roles.
- Recognise and celebrate achievements

These one-to-one discussions between employees and their line managers also provide an opportunity for both parties to share the responsibility for setting individual objectives and performance standards.

Agreed objectives should be recorded on the Development Meeting Record which is attached at Appendix 1. Personal Development objectives should be recorded on iTrent. Further guidance on recording these objectives can be found on Page 34. It is important to record development objectives on iTrent so that SCRA has a central repository of needs and can respond accordingly through the organisation's annual learning plan.

3.2 Purpose of Supervision

Supervision for all staff is mandatory and is an indispensable tool for helping line managers ensure that employees are managed, supported, and have opportunities to develop in their role; that services are delivered competently and effectively; enabling organisational, team and individual goals to be achieved.

The established Supervision framework focuses on 4 main elements:

- consultation with employees;
- discussion on employee's health, safety, and wellbeing;
- consideration of employee's educational, learning, and developmental needs;
- management of performance, inclusive behaviours, workload, and support needs, including any requirements for observation in Hearings.

The elements provide a structure to support discussion and while each element may not be present in every session, managers will balance discussions to ensure that each element is covered several times over the course of a year.

Supervision is a continuous process with managers and employees meeting on at least 5 occasions across the year, during which the agreed objectives and personal development plans will be discussed to enable amendments and updates to these throughout the year in light of any changing priorities. Supervision meetings will follow the guidance outlined in Section 4 and be recorded on the Supervision Record form attached at Appendix 2. One of the Supervision meetings in the cycle should focus specifically on wellbeing including reviewing Wellbeing Action Plans where appropriate.

3.3 The Link between Development and Supervision

It is important to emphasise that development and supervision discussions are inextricably linked. This is because the subject of development and supervision is the employee. Whilst similar subjects are discussed during these meetings, they do however fulfil a different purpose so discussions in supervision and at the development meeting may have a very different emphasis and feel.

Supervision is more frequent, less static and focussed on providing the employee with ongoing support to perform, develop and overcome difficulties where these arise – and to provide an opportunity to give feedback to their manager. The purpose of supervision is to ensure that employees can remain motivated and focussed even if they need help to overcome problems. It also gives the line manager a better insight into an individual's strengths so that their talents can be developed for the mutual benefit of the employee and the organisation.

Development meetings are an annual event which focuses on the previous year to review performance and development and looks ahead to make plans for the coming year.

Openness and honesty are the key to successful development and supervision, so it is important to work at building a trusting relationship. Consequently, it is important that line managers approach supervision as a way of supporting employees.

3.4 The link with Recruitment & Selection Policy and Probation

SCRA's Recruitment & Selection Policy is designed to support a robust selection process and the appointment of staff with the skills, competencies and values outlined in our role descriptions and person specifications.

In addition, our Probation Policy is designed to enable the SCRA managers to assess the skills, conduct, compliance with the Inclusive Standards and Behaviours Framework, capability, and attendance of an individual before deciding whether or not to confirm the

appointment. This process enables SCRA to commit to providing clarity of expectation, reasonable training and support needed for new employees to meet the required standards during their probationary period.

During the first 6 months of an employee employment with SCRA and during the induction process, Managers will meet with the new employee to be clear about SCRA's expectations in relation to all elements of performance and attendance. Managers should then hold regular supervision meetings with the new employee during the probationary period and ensure that the employee is clear about these expectations, their role, purpose, specific objectives, and progress to date which will be recorded in supervision and on the Probation documentation.

Once an employee's performance has been confirmed they should receive development and supervision meetings as outlined in this Framework.

4. Main Features of the Development and Supervision Framework

4.1 General

All staff must participate in development and supervision meetings as outlined in this framework.

Development and supervision meetings are always the responsibility of the line manager, although where circumstances necessitate, these may be delegated to another responsible manager.

Development and supervision sessions will be recorded using the agreed format detailed in this document and either the line manager or the employee can record the meeting, by agreement. Detail relating to case work, staffing or sensitive issues must be kept to a minimum, recorded in summary and, where appropriate, cross referenced to appropriate detailed case or personnel record/file and retained in accordance with the SCRA's Records Management Policy.

All new supervisors must either undertake or register for development and supervision training within six months of appointment. Current supervisors must complete on-line training every three years. This will be provided by the HR Team.

The Development and Supervision Framework is available on Connect and new employees will be directed to this as part of their induction by their line manager and within the first week of their employment. Employees must familiarise themselves with this document and arrangements for supervision will be clarified during the preliminary induction process between supervisor and supervisee.

Both employees and line managers are responsible for ensuring that actions agreed at either the development or supervision meetings are followed through.

Line managers and staff share responsibility for contributing constructively to the process of supervision and to be familiar with this guidance.

4.2 Nature of the Supervisory Relationship

Effective supervision requires a relationship of trust, openness, and respect. However, the supervisor and the supervisee must accept that the supervisor is accountable for the supervisee's work and must therefore be kept informed of workload, attendance, behaviours, and other performance issues through open information sharing.

Employees have a right to expect supervision at an appropriate level, standard and frequency and they should also have access to learning/development opportunities.

If the supervisory relationship is causing problems for either party, then the supervisor's line manager should be consulted to help resolve the problem. The resolution may, by agreement, involve the use of a third party as a mediator or consultant.

4.3 Confidentiality

A supervisee has the right, in disclosing matters of a personal nature, to request that such detail is neither recorded nor shared with other members of the organisation. So, any personal, sensitive information raised during either development or supervision meetings should never be divulged without an extremely good reason e.g., to protect another individual at risk.

Nonetheless confidentiality cannot be used to disguise issues of serious concern, and managers have a responsibility to make a judgement about what they must share with their line manager. This must be discussed with the supervisee, in line with SCRA's Records Management Policy and the Staff Code of Conduct.

The supervisor may find it necessary to disclose material discussed in supervision to third parties (usually in the first instance their line manager), however they should in normal circumstances discuss this with the employee.

Written records of supervision sessions may be reviewed as part of SCRA's Quality Assurance Framework, but access will only be available to the line manager or their line manager.

Before a manager passes over any supervision records to a new supervisor the employee must have the opportunity to request the destruction of records which they would not wish to share. In general, these would be records of a personal nature which the new manager would not require for supervisory purposes.

4.4 Security

The security of supervision files is the joint responsibility of the employee and the manager. Recording details relating to personal or sensitive issues must be kept to a minimum and recorded in summary.

Where security of information may be an issue the manager and employee must agree appropriate security arrangements and record these arrangements. All written records of supervision are retained by the line manager and the employee and must be stored in line with SCRA's Records Management Policy and the requirements under GDPR.

4.5 Group Supervision

An option available to managers and employees is group supervision

In group supervision members come together in an agreed format to reflect on their work by pooling their skills, experience, and knowledge in order to improve their own performance and that of the team.

Further details on this type of supervision can be found at Appendix 2 – section 6.6

4.6 Topics for discussion

The topics for discussion in development and supervision meetings would normally focus on the checklists described in this framework at Appendix 1 or 2. However there may be occasions where the line manager or the employee wishes to discuss something beyond this checklist. In those circumstances, and where possible, the topics should be shared in advance of the meeting to enable either party to prepare for the meeting.

This information can either be shared verbally or by e-mail and the manager or employee should provide sufficient detail to ensure that the detail and the reason for the discussion is understood in advance of the meeting.

4.7 Development and Supervision Documentation

The key document produced in relation to supervision is the Development or Supervision Record and a suggested proforma for which is appended to this framework document. The Supervision Record is not a minute of the meeting it is intended to provide a summary of items which were discussed and agreed together with actions and outcomes. It is particularly important that information relating to case work should be kept to a minimum with identifying characteristics omitted as far as possible. Records relating to personal and sensitive employee issues may be recorded but only by agreement.

The Development or Supervision Record must be signed and agreed as a true record of the session by both the manager and the employee within five working days, except in the event of a disagreement when the record will be signed, as appropriate, following resolution. Where there is a disagreement, the process outlined in section 5 should be followed.

4.8 Development and Supervision Monitoring Process

Senior managers are responsible for monitoring their manager's compliance with the Development and Supervision Framework ensuring that managers hold meetings in line with the guidance.

Managers should record each development or supervision event on iTrent as they occur. The HR Team will audit the frequency and numbers of supervision sessions, providing management information to appropriate line managers and EMT. Guidance on completing records on iTrent can be seen at Appendix 4 Page 33.

Where there is no record of supervisions having taken place, the senior manager will discuss this with the line manager to ensure that an appropriate plan is implemented so that all employees have access to regular supervision. As well as reviewing the number and frequency of supervision sessions undertaken, and in line with the managerial aspect of supervision, the senior manager may ask to see a sample of Supervision Records to ensure that these are being recorded according to the guidance.

4.9 Records Retention

Development and Supervision Records should be retained in accordance with the Records Management Policy. Records are the property of SCRA therefore if an employee leaves SCRA their Development and Supervision Records must be left with the line manager and not taken by the employee. Contents on file must be shredded or deleted in accordance with the Records Management Policy.

4.10 Physical Surroundings

Development and Supervision meetings should take place in a setting which:

- is appropriate to both parties,
- is accessible for any staff needs, for example in connection with any disabilities,
- affords confidentiality, without the presence of third parties,
- is without distractions (interruptions should only happen in exceptional circumstances),
- complies with relevant Health and Safety requirements.

Whilst it is entirely appropriate to hold supervision meetings virtually if both parties agree, in line with SCRA's Agile Working policy, SCRA recognise the importance of managers and staff meeting regularly on a face to face basis.

4.11 Frequency and Duration of Development and Supervision Meetings

All staff must receive an annual development meeting and regular supervision meetings. The frequency of the supervision meetings should be determined by agreement between manager and employee and will depend on such factors as the experience of the employee, the number of staff the manager is responsible for, whether or not group supervision also takes place, the

accountabilities or the tasks managers are dealing with etc. All employees must have one to one supervision regularly to meet their needs and no less than five times per year.

Arrangements for new staff must be agreed and recorded as part of the induction process and consider the individual's needs and circumstances. Where possible, it is recommended that staff new to the role have weekly supervision sessions for at least the first four weeks, or for a longer period if required by either party. This frequency may be varied or extended by agreement however, it is not intended to replace a manager's duty to ensure that they provide appropriate induction and management support outside supervision, in line with SCRA's Probationary Policy.

Supervision sessions will be of variable duration, according to the needs of the individual member of staff, however they are not expected to be overly time-consuming. Sufficient time must be allowed for preparation to ensure all supervision elements are covered adequately.

Frequent lateness, cancellations or interruptions caused by either party must be discussed and recorded in supervision notes.

4.12 Staff on Secondment

When a member of staff is temporarily seconded to another post their supervision will become the responsibility of the line manager of the seconded post.

4.13 Arrangements for Staff Working in Two Part-Time Posts

Where staff have more than one part-time job in different roles or the same role in 2 different Localities/Teams, it is essential that adequate development and supervision arrangements are made for each element of their employment. It may be possible for one line manager to take the lead in Supervision; however, they should liaise with the other line manager to make sure that all aspects of performance and development are covered in the discussions. It is the responsibility of all staff to recognise that they must receive supervision for each post they work to.

4.14 Temporary/Agency Staff

Development and supervision arrangements for temporary staff should in general be no different than those for other staff. Occasionally there may be areas which are not relevant e.g., long term objectives, discussion of career objectives etc. The line manager should agree what is relevant with each individual staff member.

4.15 Long-term Absence of Manager

In the event of the absence of a manager for more than one month, it is the responsibility of that manager's line manager to ensure that proper arrangements are made to support all supervisees.

5. Review Process

In the event of disagreement between the manager and employee regarding the development or supervision record, both parties should meet to review the record and seek to resolve the issue.

If, after reviewing the areas of concern, they cannot reach agreement and the reason for that is due to a difference of opinion, then the documents should be reviewed by the next level of management who should examine the contents of the record, speak to both parties requesting evidence to back up comments made on the record, where necessary, and provide feedback to both parties.

If necessary, for the purpose of moving beyond any impasse, the next level manager may have to record their judgement on the accuracy of the supervision record. If the employee

feels that they are being discriminated against, or they have some other grievance, then they have the right to follow the guidance laid out in the appropriate HR Policy/Procedure or contact the Human Resources team for advice.

6. Inclusion and Diversity

This policy applies to all staff irrespective of protected characteristics as laid down in the Equality Act 2010.

Development Meeting Guidance

At the heart of the annual Development Meeting is the aim of developing a confident and competent employee who feels supported by the organisation and fully engaged in the organisation's activities.

The main objectives of the meeting are to review individual performance and to identify development needs.

The meeting gives managers and employees the opportunity to discuss how employees are progressing and to identify factors that may be influencing their performance including any matters related to the Inclusive Standards and Behaviours Framework. The discussion can then develop into a dialogue about what sorts of measures might help the employee to build on their strengths and enable them to perform effectively in their current role and/or to develop themselves in preparation for future roles. These one-to-one discussions between employees and their line managers also provide a platform for both parties to share the responsibility for setting individual objectives and performance standards.

The main elements of the Development meeting are outlined below.

1. Review performance from the previous year

If one or two action points have been superseded and are therefore no longer relevant, Managers should acknowledge this early on to prevent the employee from worrying needlessly over the fact they have not been achieved.

Managers should take one issue or objective at a time and invite self-appraisal from the employee first and then give their own feedback before attempting to reach a consensus.

The intention is to provide positive feedback and should not allow a satisfactory performance to become distorted by allowing a disproportionate amount of time to be spent on one or two shortfalls or frustrations. If the employee's performance in any area needs a more thorough analysis, it may be appropriate to set some time aside at another time to look into this in more detail by arranging some diary time and the moving on to discuss the next objective.

If the review of performance highlights some areas of concern, the line manager should plan to discuss the concerns in Supervision. This should include exploring what training and supports can be provided to help the employee to help the employee to improve their performance. Where after discussion in supervision the concerns persist the line manager should refer to the Capability Policy for managing the performance concerns. They should also seek advice from their HR Business Partner to agree the next steps and timescales.

2. Review the Personal Development Plan

The Manager should explore to what degree any learning and development has been actioned and how useful it has been. The following questions can be used to focus the discussion.

- *How useful did you find it?*
- *Is there any further action or support that you need?*
- *Are there things that I could do to help you more?*
- *What expected outcomes were achieved?*
- *Are there things that we could change as a team that would help you more?*
- *Did you gain any additional benefits?*
- *Were there any expected outcomes that were not achieved?*
- *How appropriate was this training method for you?*

3. Encourage Upward Feedback

If this does not arise naturally in the discussion, managers should encourage the employee to give feedback on how the manager could help the employee to improve their performance or work together on a specific action.

4. Agree Performance Objectives for the Coming Year

In this element managers are aiming to ensure that the employee's individual objectives contribute to the overall team objectives which in turn are linked to organisational objectives and to SCRA's Corporate Plan. There should be a *golden thread* which ensures that achievement of individuals can appropriately reflect their contribution to the success of the corporate objectives and the Inclusive Standards and Behaviours Framework. Therefore, managers should familiarise themselves with all of the relevant planning documents. In addition, they should have a feel for the following:

- Changing trends e.g., new services, legislation, systems, and procedures coming on stream.
- Opportunities or areas for improvement (refer to any relevant performance indicators).
- The content of the employee's current job role (refer to the job description).
- How the employee's skills and behaviours are developing and what further development will assist.
- Relevant SCRA Policies and Procedures including Inclusive Standards and Behaviours Framework

In preparation for this meeting the manager will be expected to have developed some ideas on key objectives, (where it is the type of job where specific objectives are relevant) but managers should ask the employee for their views first, aiming to ensure that the employee has a sense of ownership for their own key objectives.

Managers should aim to agree a manageable number of action points for the coming year.

Performance objectives need to be precisely written to ensure everyone understands exactly what is required. A guidance document is available to help you entitled *How to write Performance Objectives*

5. Support For Development

It is important that the employee takes responsibility for their own personal development and the manager's role is to provide the necessary support for their development.

Three things need to be clear within the personal development plan:

1. The development area

The manager and employee should be clear on the desired outcome after the developmental activity takes place with the specific areas that need developed and why specified.

The manager and employee should consider what impact the learning outcome will have on the service, or the individual. Clarity at the outset will provide a more accurate focus for deciding the most effective solution and will also help in reviewing the effectiveness of the development after the event.

2. The most appropriate development activity

Consideration should be given to the wide variety of learning and development methods available. Employees have individual learning styles that need to be balanced with considerations about availability, time, location, and cost. So don't confine your thoughts to training courses, consider also on-the-job training, shadowing, mentoring, coaching, action learning sets, reading, distance learning, further education, secondment, job expansion etc.

3. Action required

Agreement should be reached on the actions required and there should be clarity on who is going to do what at the end of the meeting. Deadlines should be clear as should the joint expectations.

Further guidance on how to put together a personal development plan is available entitled *Personal Development Planning*.

The personal development plan Learning Objectives should be recorded on iTrent following the guidance which can be found at on Page 34.

Development Record (Blank Example)

Name _____ Date _____

Development/Performance Objective	Agreed Outcome/Comments	By Whom/When

Personal Learning Objective	Actions Agreed/Comments	By Whom/When
<u>This is a true record of this Development Session</u>		
Employee Name	Line Manager Name	
Signature	Signature	

Note: Before a manager passes over any development records to a new supervisor the employee must have the opportunity to request the destruction of records of a personal nature which the new manager would not require for supervisory purposes.

Supervision Meetings Guidance Checklists and Forms

SCRA's Supervision Framework comprises of four main elements:

- Consultative
- Learning & Development
- Health, Safety & Wellbeing
- Managerial.

The time dedicated to these elements will vary between sessions and between employees as the focus of the meeting will depend on current relevant issues and individual concerns.

Managers and staff are asked to designate one Supervision meeting in each annual development and supervision cycle to focus on Wellbeing. This will include reviewing any wellbeing plans, consideration of the impact of casework, discussion on secondary trauma supports and wellbeing support as well as agreeing actions and plan to support the member of staff as required.

Managers will ensure that the combination of the four different elements is maintained over the cycle year and that the discussion does not become focused on one particular element. Further details on the four main elements of supervision can be seen below.

If there are topics which require to be discussed with the employee which do not naturally fit into any of these 4 categories then it is reasonable to add them in, provided that this discussion does not conflict with existing SCRA policies or procedures e.g., disciplinary, grievance, whistleblowing etc. Discussion should include matters related to the Inclusive Standards and Behaviours Framework.

At the start of each supervision session the managers should take some time to review the supervision note from the previous meeting to review agreed actions as well as reviewing objectives, personal development plans, progress on qualifications, risk assessments etc.

Face to face discussions between line managers and employees via supervision is one of the very few methods by which you are able to get a sense of individual perspectives, and it provides the most convenient forum for staff to provide feedback

6.1 Consultative

Some of the main functions of the consultative element of supervision are:

- consult or brief staff about organisational developments or information.
- involve staff in decision-making
- deal sensitively, but clearly, with complaints about staff (out with the formal discipline and grievance policies)
- alert management about resource deficits or implications
- initiate, clarify, or contribute to the formulation of policies and procedures
- negotiate and clarify the individual's role within the team

Managers should ensure that staff properly understand organisational communications and provide them with the opportunity to respond and clear up any misunderstandings. Managers should be seen to support corporate decisions, having had an opportunity to express their views within their own supervision sessions.

Managers should also ensure that opinions, insights, and information from staff are properly considered and responded to, and where appropriate, these views should be shared with decision makers and with senior management.

6.2 Learning & Development

Line managers are pivotal in ensuring that policies and procedures are implemented and that individual learning needs are identified and properly addressed. Supervision is the mechanism by which they can achieve this as the aim is to motivate and develop employees to a level that gives them increased job satisfaction and encourages them to become or continue to be an engaged and productive member of staff.

Through the supervision process, supervisors should:

- discuss strengths and weaknesses openly and without judgement, and in so doing look for opportunities to support the employee to develop/improve
- identify individual skills and behaviours which meet the required standards and/or those which require some development/improvement
- discuss with employees the learning opportunities currently available within SCRA
- encourage employees to take responsibility for their own personal development plans
- ensure that identified learning needs are noted on the personal development plan agreed at the development meeting and subsequently recorded on iTrent by the employee
- help employees to select learning opportunities which suit their learning style and their current skill set
- look for imaginative solutions to development needs e.g., through coaching, mentoring, secondment, job swap, shadowing, placements, job expansion etc.
- help employees to make links between their own development and the achievement of locality and corporate objectives as well as their own career progression
- contact the HR Team to suggest areas of learning provision which could help with the successful achievement of organisational objectives
- review development activities to ensure that they were successful in meeting the requirements of the employee and the organisation.

Managers should discuss all forms of formal training with employees at supervision. In particular, they should discuss what the employee wants or needs to get out of the training and after the training, they should discuss whether the training met the identified needs. Where the training takes place over a period of time (weeks or months, for example) the line manager should regularly check the employee's progress.

For employees undertaking the Professional Development Award, progress should be monitored by line managers. In order to do this, development plans agreed between the employee and the assessor should be shared with the line manager and discussed at supervision. It is the manager's responsibility to ensure that employees are afforded appropriate learning opportunities (which may include one-to-one coaching) and are allocated sufficient time to allow them to make satisfactory progress through the qualification. Any difficulties should be explored, and solutions must be identified as a matter of priority.

Where Senior Practitioners are available, the Locality Reporter Managers may delegate aspects of the Learning and Developmental element of supervision to them. In particular, they may discuss practice development needs with Reporters, and they may help them identify appropriate learning opportunities, monitor progress, facilitate development activities etc.

6.3 Health, Safety & Wellbeing

This area of supervision offers the employee support to:

- ensure that any personal or professional issues which may affect health, safety and wellbeing or impede performance are responded to with care, in particular difficult cases or work issues may be discussed
- undertake a health and wellbeing review with the employee
- encourage and facilitate workload management.

This area of supervision offers the opportunity for supervisees to discuss any health, safety, and wellbeing concerns of a personal or general nature and for the manager to reinforce the importance of open discussions and early intervention. This can help the managers to gain a clearer insight into the supervisee's general state of health and wellbeing and can help the manager understand the context to any performance issues and help them to offer appropriate support.

Over time the manager may more easily identify changes to an employee's health and wellbeing however it is important to recognise that not all health and wellbeing issues are obvious. Some issues, like stress, personal or work related, can gradually build up over a period of time.

As well as safety issues of a general nature, the work that the SCRA does may sometimes expose employees to risks which are related to our specific client base. Potential threats of violence are occasionally cited as a specific example – a less often mentioned example is that of secondary trauma.

Individuals who work with, or have exposure to, trauma victims may experience similar traumatic stress symptoms and disorders as the victims, or they may find that concerns of their own are triggered or exacerbated by the traumatic situation. This is an issue that the supervisor should maintain an awareness of so that appropriate support can be highlighted or provided to the employee. Line managers will be provided with the appropriate training to support staff who may be subject to secondary trauma.

When giving support the manager should state in clear language their understanding of the employee's situation. This assessment includes the nature of the problem, their current understanding of the employee's feelings about the problem, and the manager's objectives and initial offers of support in working towards resolution of the problem. The goal is to listen to and engage the employee while communicating that this is a problem-solving process, and that support is available.

In supporting an employee, it is important to understand that there is a difference between supervision and counselling. Counselling is a therapeutic relationship between a therapist and a client. If a situation arises where the supervisor considers the employee to need therapeutic help then discussion must take place as to where the employee may receive such help e.g., via the Employee Assistance Programme or Occupational Health, through the individual's GP or some other appropriate support network.

Occasionally, particularly when discussing personal issues, it may seem appropriate for a manager to attempt to adopt a counselling role. In the long term however, this can put a strain on the line management relationship and so they will have to carefully consider the implications of their actions in the context of providing support.

6.4 Managerial

The main functions of the managerial element of SCRA's supervision framework are to:

- ensure that performance is at the expected standard
- ensure that performance objectives are being met
- ensure that SCRA policy, procedures and practice instructions are applied effectively
- ensure that SCRA Inclusive Standards and Behaviour Framework is being met
- maintain clarity and understanding as to key accountabilities
- ensure an appropriate workload
- assess and review work prioritisation and decision making
- ensure that employee records are maintained, and
- maintain clarity as to appropriate behaviours and actions.

The specific focus for the managerial aspect of supervision will vary depending on how the manager perceives that the employee is currently performing. There are an array of tools and indicators which may be used to inform this process e.g., performance indicators, case sampling, workload indicator, customer feedback etc. However, there is no single tool that should be used for every employee's supervision session. The manager will have a "toolbox" of techniques at their disposal, and they choose which tool(s) would be most useful depending on individual circumstances.

Where a line manager supervises a Senior Practitioner, Reporter or Assistant Reporter, there is an expectation that the line manager will undertake an observation of the employee in Hearings, which should be carried out every two years. The recording template for that exercise is attached at the end of this framework at Appendix 3

In certain circumstances, Senior Practitioners can undertake the observations if requested by the LRM and provide written feedback to the manager for discussion in supervision. Managers should discuss and agree within employees that the Senior Practitioner will undertake observations.

If during the Supervision cycle some areas of concern regarding performance arise, the line manager should arrangement to discuss the concerns in Supervision. This should include exploring what training and supports can be provided to help the employee to improve their performance and where appropriate to agree some performance objectives for the employee to work towards. Where after discussion in supervision the concerns persist the line manager should refer to the Capability Policy for managing the performance concerns. They should also seek advice from their HR Business Partner to agree the next steps and timescales.

6.5 Supervision checklists

Supervision checklists which can support managers and employees to prepare for and hold supervision meetings can be found on Pages 8 and 9.

6.6 Group Supervision

Some people think that group supervision is an alternative to individual supervision and to performance management. Unfortunately, it cannot substitute for those processes but what it can do is supplement those processes potentially making them more successful or a little less onerous. However, it is important to note that facilitating group supervision takes real skill which not every supervisor naturally possesses.

There are other potential benefits from group supervision. These include:

- The diversity of the group broadens perspectives.

- It can be a source of emotional support from peers.
- It can increase options, ideas, and innovations.
- Knowledge may be shared, and the skills-pool may be increased.
- It may promote greater consistency and greater transparency of practice.
- Team cohesion may be nurtured.
- Part of the supervisory function can be delegated.
- It can reduce over-dependence on the manager

Whereas these potential benefits may make group supervision seem attractive it is important to bear in mind what group supervision cannot do. It cannot in isolation resolve poor performance, a lack of competence or a level of dysfunction within a team. Neither can it replace the requirement to have regular 1:1 discussions with the employee. Also, group supervision has a number of associated pitfalls. If a manager enters into the process thinking that group supervision is easy and that it will relieve them of the burden of dealing with difficult employees on a one-to-one basis, then it is quite likely that these pitfalls will be realised. Such pitfalls include:

- There may be an increase in anxiety and insecurity – people behave differently in groups.
- It can be dominated by a few loud voices to the detriment of less experienced or quieter staff members.
- Over focus on a single intractable issue can turn it into a moaning session.
- Power games coupled with poor facilitation can leave individuals upset or deflated by the process.
- The process can actually magnify or endorse dysfunctional team behaviour.
- It can be difficult to maintain relevance to staff members who are at different stages of professional development.
- Sometimes participants spend too long going over the background to issues in an anecdotal manner so that very little is achieved.
- A lack of discipline in the process (e.g., latecomers, lack of preparation, poor time management, inconsistent membership etc.) can undermine the potential value from the meetings.

It is clear therefore that group supervision needs good facilitation, willing participants, and an appropriate focus. Training can be made available to managers who feel they would like to develop the key skills required. If managers do decide to implement group supervision in their area the following arrangements are vital:

- Clarify the purpose and focus of the group.
- Specify the frequency and duration of meetings.
- Specify the membership of the group.
- Agree how any meetings may be recorded.
- Agree rules about confidentiality.
- Agree how issues will be identified, presented, and discussed.
- Agree ground rules.

Amongst the ground rules are included the responsibilities of individual group members. Such responsibilities should include:

- Come on time and stay throughout.
- Come prepared.
- Specify the help you want from the group.
- Bring relevant material, and experience.
- Build on insights rather than focussing on criticism.
- Challenge processes or behaviours that undermine the group.

- Stay engaged even if you are not talking, noting your feelings and thoughts.
- Share any learning gained.
- Accept that your feelings, perceptions, and values are true for you, but not necessarily for others.
- Abide by the rules of the group, especially on confidentiality.

Group supervision is not a place for resolving individual performance issues. It may however be a good forum for discussing team performance i.e., questions like, what are the features underlying performance figures and what changes could the team make to improve performance?

There are a number of other examples of issues that may be addressed through group supervision e.g.

- Ensuring the team have an accurate and shared understanding of national policy or practice direction.
- Identifying the most significant factors that detract from achieving maximum efficiency.
- Sharing lessons from practice, including lessons from complex or rare cases.
- Ensuring a shared understanding of new processes or procedures.

When the subject of supervision includes reporter practice then it may be that the senior practitioner is best placed to facilitate the group. This is permissible under this supervision framework.

SUPERVISION DISCUSSION CHECKLIST

Note: Not all of the following areas need to be covered at every meeting, these are simply prompts. These should be agreed appropriate to the circumstances.

Recap

Review action points from previous meeting to ensure they have been followed through

Consultative

Areas to cover: -

- Important organisational communications.
- Areas of difficulty or concern.
- Feedback to manager.
- Processes/procedures - what is/is not working well.

Useful questions: -

- Did you have any questions about X or Y communication?
- Do you welcome the latest improvements?
- Is there anything that is giving you problems?
- Is there anything you need from me?
- Do you need to talk through any issues?
- Do you need additional support? What kind of support?
- Do you have any suggestions for anything that could be managed better?
- Does the work of the team require any additional support?

Feedback to include: -

- What can be done to assist with issues giving cause for concern.
- Clarification on anything which has been miscommunicated.
- Thanks for any honest feedback on management performance, either positive or negative.

Educational/Developmental

Areas to cover: -

- Strengths/weaknesses, skills/behaviours which may benefit from further development.
- Long term career plans.
- Current training and development needs – identify and link to locality/corporate objectives.
- Personal development plan – current progress, future development.
- Review of any recent learning/development activities.
- Current progress any study programme (such as the Professional Development Award)

Useful questions: -

- How are you progressing with your studies?
- What do you perceive to be your most significant contributions to the team?
- What do you perceive to be your contributions to the locality/team/corporate business plans?
- Which of your strengths could we build on to help you achieve excellence in that area?
- What are your current learning and development needs?

Feedback to include: -

- How you could help the post holder to progress with their studies.
- What you perceive to be their greatest strengths.
- Current and future learning and development opportunities available within SCRA.
- Progress on their personal development plan (agreed at appraisal).
- What effect any recent learning/development activity has had on their performance.

Health, Safety & Wellbeing

Areas to cover: -

- General state of health and wellbeing.
- Stress related issues e.g., secondary trauma, responsibility, workload.
- Safety related incidents or near misses.
- Perceived areas of significant risk.
- Safety policies/procedures.
- Violence, threats, or fear.
- Health and wellbeing review

Useful questions: -

- How are you feeling? Are you keeping well?
- Are there any specific health and wellbeing concerns you would like to discuss?
- Have you been involved in any violent incidents, received any threats, or felt vulnerable or frightened at any time?
- How have you been coping with the pressure of the job?
- Have you witnessed or been dealing with any traumatic cases? How has this affected you?
- Are you happy with the responsibility of the job?
- Are there any areas of significant risk which you feel that we do not deal with effectively as an organisation?

Feedback to include: -

- Any new health, safety and wellbeing related policies or procedures which will apply to the post holder.
- Support mechanisms in place to help with stress including training and counselling services (EAP).
- Reminder of any safety procedures which need to be adhered to.
- How you perceive they are coping with the pressures of the job.

Managerial

Areas to cover: -

- Work carried out/completed/in progress since last meeting including appraisal objectives or other relevant work plans.
- Casework, including ND/Rule 16 cases
- Court Work
- Adherence to SCRA's policies, procedures, and practices.
- Workload planning.
- Housekeeping – flexitime, time keeping, attendance etc.
- Inclusive Standards and Behaviour Framework

Useful questions: -

- What went well and why?
- What could have been better/didn't work?
- What could be done to make this work better in the future?
- Were there external influences?
- What could your supervisor have done to help you in relation to current work including appraisal objectives and other relevant work plans?
- What are your holiday plans?

Feedback to include: -

- Areas of work the staff member has achieved success in.
- Behaviours or skills which have benefited/contributed to the team or the people who use our services or those which do not meet the Inclusive Standards and Behaviours Framework
- Contributions which you particularly appreciate.
- Areas of concern about performance.
- Adherence to SCRA policy, procedures, and practice – what they have done well, what not so well.

Supervision Record (Blank Example)

Name			Date
Items/Actions Discussed	Actions Agreed/Comments	By Whom/When	

Items/Actions Discussed	Actions Agreed/Comments	By Whom/When
<u>This is a true record of this Supervision Session</u>		
Employee Name	Line Manager Name	
Signature	Signature	

Note: Before a manager passes over any Supervision records to a new supervisor the employee must have the opportunity to request the destruction of records of a personal nature which the new manager would not require for supervisory purposes.

Hearings Observation Form (Blank Example)

Name of Reporter:		Date of hearing:
BEFORE THE HEARING		
Did the reporter introduce self to child/relevant persons and explain role (where required)?		
Did the reporter check in the waiting room if hearing papers had been received by the child/relevant person		
Did the reporter check if there were any changes of address of the child and relevant person(s)?		
PRE HEARING CONTACT		
Note any pre-hearing contact with panel members in relation to the hearing?	What category of pre-hearing contact was this?	Comments on the appropriateness of this – can it be justified as per Practice Direction
	Administration matters Health and safety Exercise of rights Other	
	Administration matters Health and safety Exercise of rights Other	

	Administration matters Health and safety Exercise of rights Other		
	Administration matters Health and safety Exercise of rights Other		
	Administration matters Health and safety Exercise of rights Other		
IN THE HEARING			
What was the intervention about	What category of intervention was this	Was it proportionate and appropriate (comments)?	Was there a missed opportunity to intervene/ Any other comments
	Grounds Options Material issues Effective participation Views of others Decisions Reasons for decision Other		

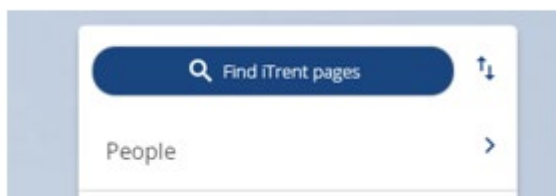
IN THE HEARING

What was the intervention about	What category of intervention was this	Was it proportionate and appropriate (comments)?	Was there a missed opportunity to intervene/ Any other comments
	Grounds Options Material issues Effective participation Views of others Decisions Reasons for decision Other		

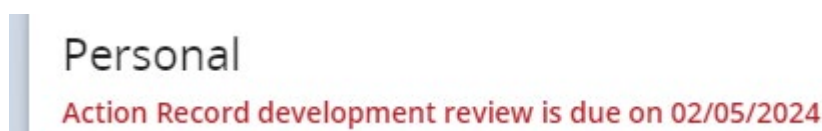
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Guidance on Recording Supervision on iTrent

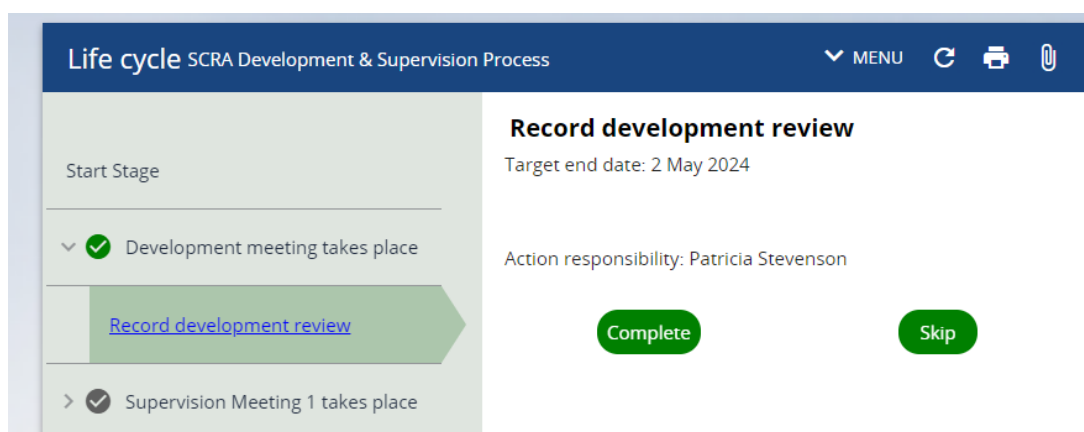
1. Log into Manager Self Service on iTrent - [iTrent - Login \(webitrent.com\)](https://webitrent.com) and select People from the menu on the screen.



2. You will see a list of staff reporting to you on the left of the screen. Select the member of staff whose supervision you are updating.
3. On the main employee screen, you will see an action or actions under the **Personal** heading.



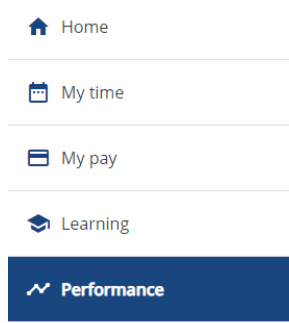
4. Click the action from the main employee screen and this link will take you directly to the screen to record the meeting.



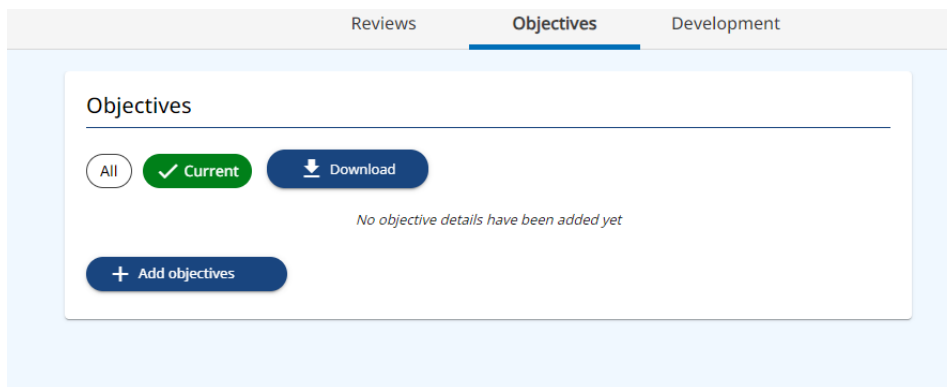
5. You should click either **complete** to confirm the meeting has taken place or **skip** if this meeting in the cycle has to be skipped. You would only skip the meeting if a member of staff has been on sickness, maternity leave unpaid leave or career break. Please note that date held on iTrent will be the date on which the meeting is recorded. This does not have to be the same as the date on which the meeting was held as this is a record that the meeting took place.
6. These steps should be completed for all stages of the development and supervision cycle.
7. Please note as line managers only you that can record that the meetings have been completed on iTrent. Therefore, we ask that managers keep this process up to date. This is important because the Development & Supervision Cycle auto renews on 1st April, and this will only happen if all the steps have been completed.

Guidance on Recording Learning or Performance Objectives on iTrent

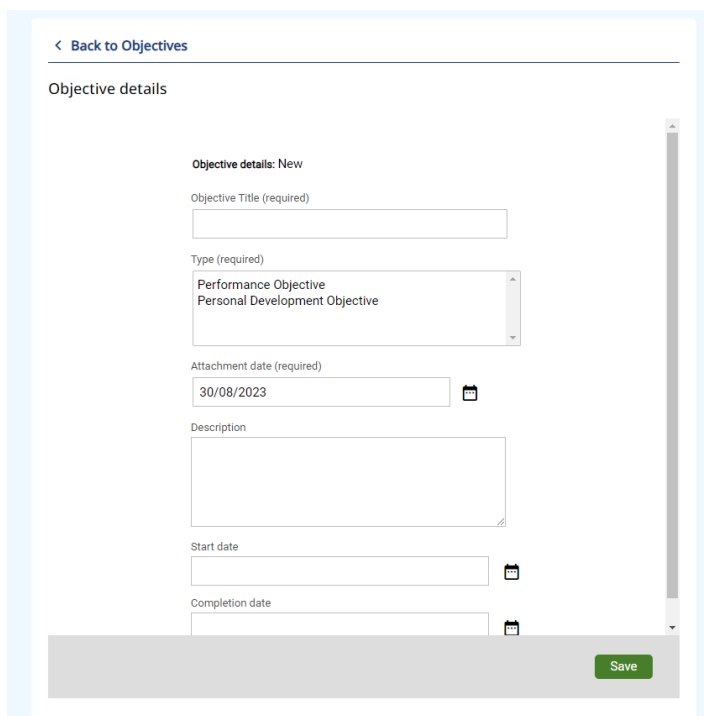
1. Log into Employee Self Service on iTrent [ESS - Login \(webitrent.com\)](https://webitrent.com) and select the Performance tab on the left-hand side of the screen.



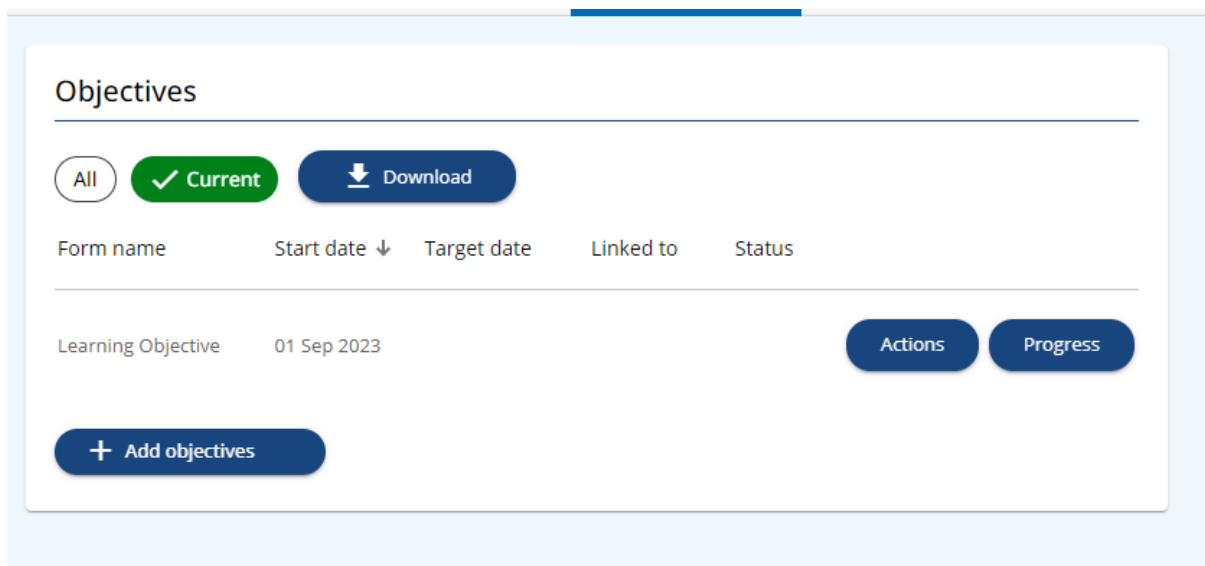
2. The select the objectives tab and you will see the following screen.



3. Click Add objective and you will see the following screen.



4. Add your Learning objective i.e., the type of learning or development you want to undertake, or the performance objective as agreed with your manager. For information on the types of learning opportunities that are available can be found on the Learning Hub on Connect.
5. Select Personal Development Objective and the attachment date will be shown automatically.
6. You can add a description of the type of learning or development that you want to undertake. Adding this information can help you manager understand what you are looking to gain from the learning as well as inform the Learning Team on the types of training to be included on SCRA's Learning Plan.
7. The last step is to add the date you want the training to commence, then click save.
8. Your Learning Objective will then be shown on the Objectives screen.



9. Please note that you will see Action and Progress button on this screen. These are not used for learning or development objectives; these sections are only used for performance objectives, so you don't need to complete these screens.



SCOTTISH
CHILDREN'S REPORTER
ADMINISTRATION

Head of Service Susan Deery, Head of HR

Date: 05th June 2024

Report Author: Patricia Stevenson, HR Manager

Recommendation:

1. To note the Learning KPI Data for 2023/4.

Reason for Report: *For noting*

Resource Implications: *None*

Strategy/Service Plan Implications *People Strategy*

Consultation: *EMT*

EHRIA Duties: *None*

Document Classification: *[Not protectively marked]*

1. Introduction

1.1 The paper provides an update on the Learning & Development Key Performance Indicators for the period 1 April 2023 to 31 March 2024.

2. Learning KPI

2.1 In 2023/24 staff attended 2377 learning events which equates to 4.9 events per employee. This meets the annual KPI of 4 learning events per employee per year.

2.2 Compared with 2022/23, there has been an increase of 13% in the number of learning events completed. The table below shows the annual comparison of the number of learning events completed and the no of events per employee.

	Learning Events	Events per employee
2022/23	2095	4.4
2023/24	2377	4.9

2.3 A further breakdown of the learning data can be seen at Appendix 1 which illustrates the range of learning events attended and the percentage of learning completed across SCRA staff roles for both 2022/23 and 2023/24.

2.4 The data shows that Staff attended events including mandatory GDPR sessions, e-Learning, Practice training, Professional Management Programme, Operational Development Training, Management Development and Inclusion and Diversity events. This data reflects the information held in iTrent and the e-learning system.

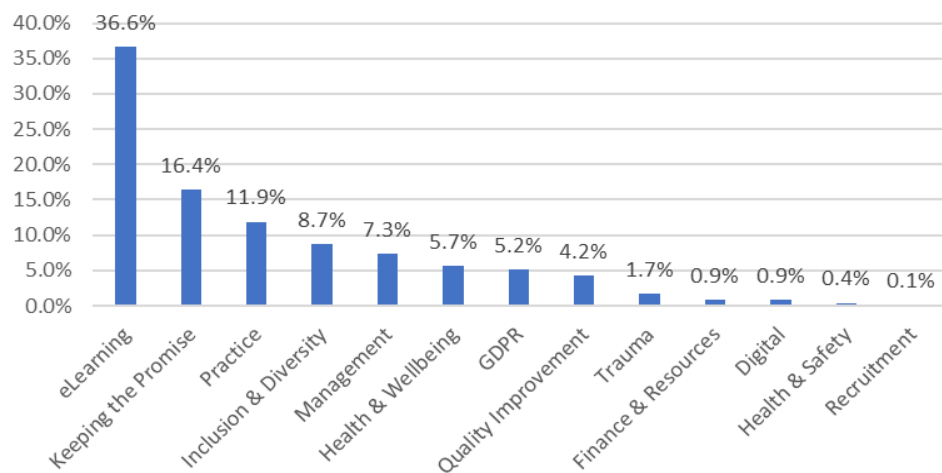
2.5 Work is continuing to enable the provision of data to measure the level of satisfaction with learning & development events. Information on the percentage of staff who have completed Personal Development Plans will be possible after the roll out of the new Development & Supervision Framework.

3. Recommendation

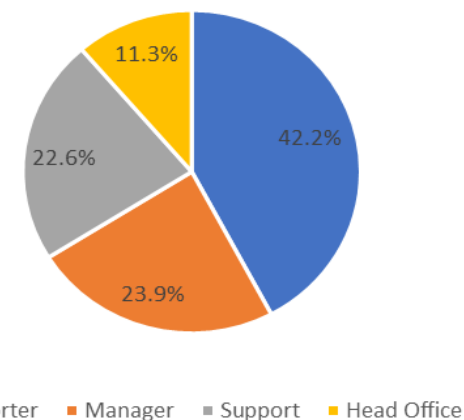
3.1 It is recommended that EMT note the Learning KPI Data for 2023/4.

Appendix 1

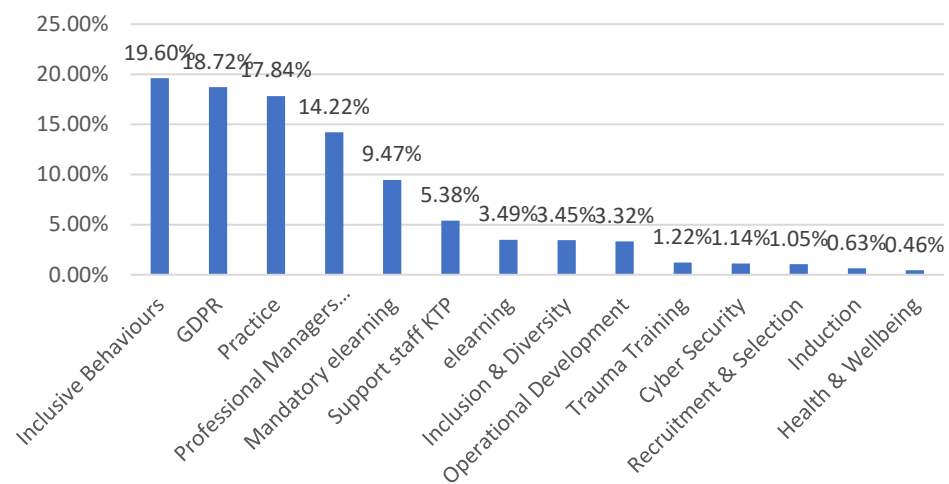
All Learning Events by Category 2022/23



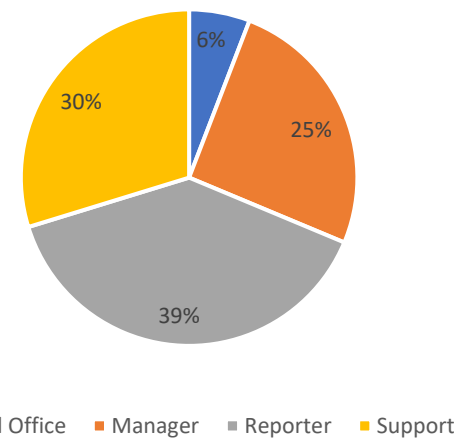
All Learning Events by Role 2022/23



All Learning Events by Category 2023/24



All Learning Events by Role 2023/24



	Item	Papers	Purpose	Lead
1.1	AOB			
1.2	Apologies			
2.	Declarations of Interest			
3.	Board Member Updates			
4.	Minutes/Committees			
4.1	Draft Minute of the meeting held on 20th March Board Draft Minute of Board Development Day held on 24 April Workplan Matters Arising	Attached Attached	Approval Noting	
4.2	Audit & Risk Committee			
4.2.1	• Draft Minute of Meeting held on 23rd May	Attached	Noting	JE
4.2.2	• Audit & Risk Committee Annual Report	Attached	Approval	JE
5	Accountable Officer			
5.1	Chief Executive's Report		Noting	NH
	Reports			
6.	Organisational Performance Report & introduction to official statistics		Approval	LB
7.	SCRA Programme Update Report		Noting	LB
8.	2023/24 Draft Budget Outturn		Approval	RMack
9.	Property Strategy		Approval	RMack
10.	Inclusion and Diversity Annual Report		Noting	SD/IK
11.	Communications Plan - Update		Noting	MMcl
12.	Annual Complaints Report		Noting	AH
13.	Influencing Report 01 June 2023 to 01 June 2024		Noting	AH
14.	Risk			
14.1	Strategic & Operational Risk Registers		Approval	RMack
14.2	New Risks			
	Date of Next Meeting: Wednesday 18th September 2024, by TEAMS			

