

**CHILDREN, YOUNG PEOPLE AND FAMILIES SERVICES**

**5. LEARNING, DEVELOPMENT & SUPERVISION**

**MECHANICS**

**Supervision and Appraisals**

Learning needs must be regularly discussed within **supervision and appraisals** and put plans in place to meet those needs. If Bournemouth Borough Council is to be a learning organisation, then this can only be achieved if appropriate training is identified and attended. Staff will be supported by managers to attend the training that has been identified and will ensure that teams are adequately covered to allow attendance without cancellation or disruption. Practitioners must also take responsibility for their own learning. Learning needs and feedback will inform the shape and development of the core training offer and the annual training plan. Learning is not only about attending training. **It is about applying learning to practice** and **sharing learning** with peers/colleagues. Ask yourself – how will what I have learnt inform my colleagues’ and my own future practice?

**PURPOSE**

Working with vulnerable children, young people and families can be a complex and challenging role. Practitioners should be given all the support they need to consistently achieve high standards of practice. Whilst there is no place in our services for a practitioner who does not take individual responsibility for their practice, our core principle should be that **we are a learning organisation** and we will work together to improve. Colleagues who struggle to achieve the standards that the children, young people and families we work with deserve will be treated fairly and there will be no ‘blame’ culture for staff who are genuinely giving their best. The important thing is to own mistakes and learn from them.

We are working to build and sustain a culture based on openness, honesty and integrity that values the workforce and encourages growth and learning so staff can build their careers in Bournemouth and do their best work.

We wish to create a climate of effective and continuous learning that **develops and values** practitioners and managers alike.

 Managers and Supervisors will be given the opportunity to attend supervision training. There are tools and models to use in supervision to facilitate reflection, analysis and planning. **See Resources icon on Biz**. There are standards and guidance for supervision. [See our Supervision policy](http://bournemouthcs.proceduresonline.com/chapters/p_supervision_pol.html) – Practitioners need to come to supervision prepared with current plans for their caseloads in order to ensure effective tracking. Anyone not getting the supervision they need must say something. Without the right supervision, it is not possible to practice safely. The role of supervision is vital:

* It should be a safe space to explore feelings, how a case or the work generally is affecting you and the families and how you are. Self-care and good quality support are essential for frontline practitioners to stay well and maintain emotional resilience and emotional intelligence at work.
* It is a safe space to help you reflect on your understanding of a case and to challenge your thinking – your analysis. It is this process, done well, that reduces the risk of biased thinking and error in judgement.
* It provides your supervisor with an insight about your strengths and areas for development as a practitioner, to identify your learning needs and meet those needs and allows them to exercise accountability for the work done.
* It’s a place to review case progress and plans and identify next steps to minimise “drift” for children and young people and maximise the opportunity for **better outcomes** for children and young people.

Annual appraisals and half-year reviews are undertaken for three reasons; to ensure everyone knows what is expected in that year (appraisal targets should be about the quality of practice and outcomes for children, young people and their families). It should give honest feedback on performance (drawn from your supervisor’s own experience in supervision and from management oversight and observation of practice) and to agree learning and development needs. Appraisal should take into account feedback from other colleagues such as partner agencies **and** **children, young people and families**. It should also note any concern about your practice, gaps in knowledge and any complaints.

**Most importantly** **it should recognise and celebrate strengths** and formally acknowledge any compliments received about work and achievements throughout the year.

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