



# **BARNFIELDS EXTRA BARNEY BEARS NURSERY**

## **PERFORMANCE MANAGEMENT POLICY**

### **Application of the Policy**

The policy applies to all staff employed by Barnfields Extra.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development needs within the context of the Company's improvement plan and their own professional needs.

### **Objective**

The objective of the Performance Management Policy is to drive individual performance, facilitate employees' personal and career development, training needs, managing poor performance and disciplinary actions.

### **Policy Details**

The Company uses performance management as a powerful tool to translate its expectations into actions and to develop the organisation culture to realise the business strategy and objectives. The performance assessment system will cover all staff.

Performance appraisal must be carried out in an open, fair, frank and orderly manner and be seen as a positive experience for the employee being assessed as well as for the reviewer.

If an employee works under the supervision of more than one manager then feedback must be sought and consolidated from all sources.

Both the manager and the employee should sign the performance appraisal form.

The Board must continually review, monitor and enhance the policy so that it needs the demands and requirements of the Company.

### **Monitoring and Evaluation**

The Board will monitor the operation and outcomes of performance management arrangements.

The managers of the Nursery and the Club will provide the Board with a document informing them of the Company's Performance Management Policy annually. The document will contain:

- the employees name;
- the operation of the Performance Management Policy;
- the effectiveness of the Company's performance management procedures;
- any training and development needs.

The Board is committed to ensuring that the performance management process is fair and non-discriminatory E.g. race, sex, disability, age and part-time contracts.

The managers will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

**The reviewer will be required to undertake an overall Performance Assessment for the review period. This must include:**

**(a) assessment of achievement of objectives for the review period**

An assessment must be completed by the reviewer after the discussion of each objective. Each objective should be coded 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed).

And

**(b) Overall assessment of behavioural attributes for the post as outlined in the person specification.**

The key behavioural attributes outlined in the person specification should be assessed and coded 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed).

At the conclusion of the assessment the reviewer should consider all assessments and make an overall recommendation.

	<b>Objectives</b>		<b>Behavioural Attributes</b>
<b>Exceeded</b>	All objectives are achieved. Performance is exception in all respects and always in excess of the standards required by the job.	and	Behaviour exceeds expectations
<b>Achieved</b>	All objectives are achieved. Performance in key tasks meets the standards required.	and	Behaviour meets the required standards.
<b>Progressing</b>	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.	and/or	Your behaviour falls short of the required standard on some occasions.
<b>Underperformed</b>	The majority of the objectives were not achieved and the requirements of the job have not been met.	and/or	Behaviour is unacceptable

**The Performance Management Cycle**

The objective setting, performance management planning and review processes run on an annual cycle.

The performance management cycle consists of:

- An annual meeting to assess the reviewee's overall contribution and performance against the previous year's agreed level of competency, behaviour and objectives, and where available, examine evidence collected by the reviewee throughout the year; to clarify the job role where any changes or revisions to the job description are identified, so that appropriate priorities and performance objectives for the following year can be identified; to formulate a 'Performance Development Plan' by agreeing development requirements and future development objectives for the coming year which all provide an opportunity to discuss and plan future career aspirations within the organisation.
- An interim meeting formally to review progress of performance against objectives and where appropriate set new (or revise existing) targets.

### **Levels of Authority**

The reviewer will be the reviewee's immediate line-manager.

Where a member of staff reports to more than one line-manager there will need to be an agreement between the parties as to which manager undertakes the process (both managers should input).

**Note:** In these cases needlessly subjecting the employee to separate reviews with each of their line managers should be avoided except where the area of service delivery is substantially different.

Where an individual is of the opinion that the reviewer is unsuitable for professional reasons, s/he may submit a written request to the Chair for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Chair may perform the duties himself/herself or delegate them in their entirety to another member of staff.

Where this member of staff is not the reviewee's line-manager the employee will have an equivalent or higher status in the staffing structure as the individual's line-manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line-managers to whom the Chair has delegated the role of reviewer will receive appropriate preparation for that role.

### **Objective Setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, they will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. They should be such that, if they are achieved, they will contribute to improving the progress of children at the Nursery or Club.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

Though performance management is an assessment of overall performance of staff, objectives cannot cover the full range of individuals' roles/responsibilities. Objectives will therefore, focus on the priorities for an individual for the cycle.

At the review stage it will be assumed that those aspects of the job description and person specification not covered by the objectives or any amendment to the statement which may have been necessary (including the behavioural attributes) have been carried out satisfactorily.

## **Evidence**

The evidence considered for the assessment of achievement of goals may include data, written documentation or evidence from others with professional knowledge. The evidence used for assessment purposes will be clear/appropriate and fit for purpose. Classroom observations may be appropriate for those staff working in the classroom with pupils but is not a requirement and will be undertaken in accordance with the nursery's agreed classroom observation policy.

## **Appeals**

Every effort will be made by the reviewee and reviewer to reach agreement on the completed performance review. However, in those circumstances where despite all efforts agreement has still not been reached; either party may refer the case to a more senior manager in order to find resolution. If a resolution cannot be reached the employee is entitled to appeal utilising the Company's Grievance Procedure. Where the Chair is the reviewer the appeal will be made to a panel of 3 Board members set up for the purpose of hearing the grievance

## **Confidentiality**

Performance reviews are strictly confidential and will be stored according to the requirements of the Data Protection Act. This will include all paper copies kept in a locked cupboard or drawer and electronic copies kept in a secure file accessible only to the reviewing manager and others with appropriate access.

## **Training and Support**

The Company will put in place any training necessary to bring the employee up to the required standard.

## **Disability**

The manager must take account of the duties of the employee and, where appropriate, make 'reasonable adjustments' to the work or system of work in order to potentially scale down or modify what constitutes full contribution for the person concerned.

## **Long-Term Absence (including work break)**

The assessment to determine full contribution must be based on the current review period. Therefore, it follows that if the employee is missing for a significant part of the review year, it may be advisable to defer full assessment to the following year.

## **Underperformance**

If a person is underperforming the manager must not wait until the formal review takes place. Managers are expected to address underperformance at the time it comes to light. This will include supporting the individual to help them achieve satisfactory performance.

## **Induction**

To ensure staff are fully conversant with the performance management arrangements, all new staff will be briefed on arrangements as part of their introduction to the Company.

## **Annex 1**

### **Classroom Observation Protocol**

The Board is committed to ensuring that classroom observation is developmental and supportive.

Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

The total period for classroom observation arranged for any member of staff will not exceed three hours per cycle having regard to the individual circumstances of the member of staff. There is no requirement to use all of the three hours. The amount of observation for each member of staff should reflect and be proportionate to the needs of the individual.

In this Company 'proportionate to need' will be determined by:

**Pauline Heath**, Barnfields Primary School's Early Years Co-ordinator.

The arrangements for classroom observation will include the amount of observation, specify its primary purpose, any particular aspects of the performance which will be assessed, and the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's performance which gives rise to concern during the cycle of performance management, it may be necessary to suspend the performance management cycle whilst support and assistance is provided.

In keeping with the commitment to be supportive and developmental those being observed will be notified in advance of the classroom observation.

Classroom observation will normally be undertaken by the reviewee's line-manager but in any case will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that are not part of the focus of the observation as recorded in the planning and review statement these will also be covered in the written feedback and the appropriate action will be taken in accordance with the regulations and guidance.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The Board has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Chair has a right to 'drop in' to monitor the quality of learning. Clearly the performance management arrangements are integral to fulfilling this duty and the Chair may consider the classroom observations agreed for performance management are sufficient and that 'drop in' will not be needed.

## **Frequently Asked Questions (Reviewee)**

### **Why do we need a performance management process?**

In order to help employees understand and recognise the part they play in achieving the Company's aims through them raising their own performance and attaining their full potential.

Reviewees are encouraged to feedback any comments regarding their performance management, job or career that they wish to express. It is also an opportunity for reviewees to add any other information that will assist their reviewers in their development.

### **Whose responsibility is it to communicate Company priorities?**

All managers are responsible for ensuring that all employees receive relevant information about what performance the Company collectively needs to achieve.

### **How do I effectively reflect Company priorities into my own objectives?**

Firstly, you need to make sure that you fully understand Company priorities in order to understand what will impact upon success, what opportunities they provide, and how you can participate in their delivery.

### **What is the Planning and Review Statement?**

The planning and review statement is a written record of the Performance Management Review meeting. It will focus on the priorities for the individual for the coming year. It will identify objectives which are time-bound, challenging and achievable.

### **Do my career aspirations get formally reviewed?**

All employees should discuss career aspirations and match them against their current performance and career position as part of the performance management process.

### **How do I evidence my achievements during the last review period?**

Many people record day-to-day work activity in a diary and this can be helpful in providing a record of meetings and events that have been attended during the last review period, prompting discussion at your performance review around achievements and successes. It may also be helpful to keep copies of correspondence or paperwork that clearly shows your involvement/success in projects or programmes of work against which objectives were set. Your reviewer may seek additional information from other individuals with professional knowledge of your work.

### **What happens if I do not agree with my review outcome?**

You and your reviewer should make every effort to reach agreement on your performance management objectives/review outcome. Having exhausted this procedure, if you are unable to reach agreement then you may wish to refer to the Grievance Policy (a copy is available from the Company).

### **What will happen to information gathered during the Performance Management Reviews?**

The information will be used to improve individual and Company performance. At a Company level the performance management information will be used to ensure that everyone has the right objectives to help to achieve Company goals and to identify common areas of strength and areas for development.

Individuals and managers will be able to use specific data to improve individual and team performance based on delivery against objectives, by identifying and delivering development activities, and where possible, by supporting the individual career aspirations.

### **Frequently Asked Questions (Reviewer)**

#### **What support resources will the individual need?**

In practical terms an individual will need your time and confidentiality to carry out an effective review.

#### **What will be included in the review of the past year?**

The review of the past year will be based on progress towards the achievement of objectives and will take into account the reviewee's job description, relevant professional standards and what can reasonably be expected of the employee taking into account the hours worked. The review will consider the evidence available.

In the review of the past year you should:

- record what has gone well - some key successes
- record what went less well and what suggestions there are for improvement if relevant, raise problems, difficulties and discuss solutions
- review the contribution to Company requirements in the last year, including overall job performance (use the job description in doing this and update if necessary)
- review objectives set last year and actual performance
- review overall effectiveness
- review of learning and development activity undertaken
- establish an overall performance rating

## **Who is responsible for completing the Performance Management forms?**

This is something to be agreed between the reviewer and reviewee to suit your individual circumstances. The ultimate responsibility however, rests with the reviewer.

## **What should I consider when giving feedback?**

We all need feedback - otherwise how do we know for sure how we are doing. You are, after all, giving the employee your assessment of their performance and listening to their assessment of their own performance. During the review the employee will give you feedback by their response to what you say.

Feedback is important because people are probably their own worst critics. The comments of other people, particularly those we respect, help us to be more objective. When we combine other people's assessment with our own it allows us to make relevant decisions about a change of behaviour.

When giving feedback there are three important points to remember:

- be specific;
- be descriptive;
- spell out exactly what happened and the result, impact or effect.

A particularly effective model is to think in terms of WWW (what went well) and EBI (even better if). When used effectively this structure avoids the common situation of the "feedback sandwich" where the recipient is waiting for the "bad news" in the middle of receiving the "good news". WWW/EBI also avoids the damaging words 'but' and 'however' that undermine the positive feedback we have just given.

Useful guidelines for giving feedback:

- focus on what you observe
- focus on behaviour
- keep it neutral/factual
- use it to inform
- make it supportive
- keep it simple
- not on what you perceive
- not on personality
- do not make judgments
- not to advise
- rather supportive than threatening
- do not over do it!

## **What happens if a reviewee does not agree with my ratings?**

Ideally, you and your reviewee should agree their performance management objectives and/or assessment. Where this is not the case, a reviewee can appeal to you, as the reviewer in the first instance, and then pass this to a more senior manager if they can't resolve it with you. If a resolution cannot be reached, the reviewee is entitled to appeal utilising the Company Grievance Procedure.

## **What will happen to information gathered in the Performance Management Reviews?**

Individuals and reviewers will be able to use specific data to improve individual and team performance based on delivery against objectives.

Necessary training will be identified.

## **How much detail should I write?**

You should aim to write just enough to summarise the main parts of the discussion, giving examples where it makes the point clearer to understand. Reviewers often find that it helps to summarise their notes, writing one sentence for a whole topic discussed.

## **What happens to the performance management forms after they have been completed?**

Once completed, the manager should keep a copy of the performance management forms for safekeeping in a secure place. Sample copies of the forms may be collected to ensure consistency across the Company.

## **What is the performance management appeals process?**

You and your reviewee should make every effort to reach agreement on their performance management objectives/review outcome. If, having exhausted, this procedure you are unable to reach agreement then they may wish to refer to the Company Grievance Policy (a copy is available from the Company).

## **If someone has not achieved an objective because of circumstances outside of their control, will they be able to attain achieved as their assessment category?**

Yes. Reviewers should take extenuating circumstances into account when reviewing performance.

It is worth noting that these circumstances should already have been discussed on a one-to-one basis prior to the interim or end of year review.

## **Glossary of Terms**

### ***Performance Management***

Performance management is the process for assessing the overall performance in the context of the individual's job description and occupational standards.

### ***Performance and Review statement***

The planning and review statement is a written record of the performance management review meeting. It will focus on the priorities for the individual for the coming year. It will identify objectives which are time bound, challenging and achievable.

### ***Appeal***

An appeal is when an individual can ask for a review of the outcomes. A grievance is an expression of dissatisfaction with some aspect of your contract of employment, or job, or the operational environment in which the job exists.

### ***Line-manager***

The individual who has formal line-management authority to make decisions including decisions with regard to remedial action.

### ***Supervisor***

The person who works with an individual on a day-to-day basis and co-ordinates their day-to-day activities.

### ***Reviewee***

The member of staff having their performance reviewed.

## **Behavioural Attributes**

### **What are Behavioural Attributes and Operating Levels?**

Performing well is not just about whether tasks are completed but the way in which they are done.

These “ways of doing things” are known as behavioural attributes.

Barnfields Extra has developed behavioural attributes to help individuals understand what they need to do to be effective in achieving priorities. The benefit of having behavioural attributes is that they help individuals understand their role better.

It enables the Company to develop clear and consistent personal development plans.

## **Overall Assessment**

All performance management reviews should be completed with the line-manager. Towards the end of the meeting, the reviewer will summarise the level of success made in achieving tasks and objectives, and demonstrating behavioural attributes. They will then rate the overall performance as one of four assessment levels; Exceeded, Achieved, Progressing or underachieved.

### **What do these assessment levels mean?**

#### **Exceeded**

All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job and behaviour exceeds expectations

#### **Achieved**

All objectives are achieved. Performance in key tasks meets the standards required and behaviour meets the required standards.

#### **Progressing**

Some objectives were achieved A number of key tasks may not have been achieved to the required standard, and/or behaviour falls short of the required standard on some occasions.

## **Underperformed**

The majority of objectives were not achieved and the requirements of the job have not been met, and/or behaviour is unacceptable. Performance is unacceptable and formal procedures are implemented to support the individual to reach acceptable standards.

## **Career Development Review**

This is an opportunity for an individual to discuss career aspirations with their line manager. The review form looks at four steps:

- describe where they are now (their work, position, etc)
- describe where they want to be – say in 5 or 10 years time
- establish what the options are for them to achieve their aspirations; and the actions they are going to take, with the agreement of the Company, to get there.