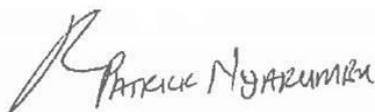




Appraisal and Development Policy

Policy number and category	HR17	Human Resources
Version number and date	6	February 2026
Ratifying committee or executive director	Transforming our Culture & Staff Experience Sub Committee	
Date ratified	March 2026	
Next anticipated review	March 2029	
Executive director	Executive Director of Strategy, People and Partnerships	
Policy lead	Senior business partner (learning and Development)	
Policy author (if different from above)	As above	
Exec Sign off Signature (electronic)		
Disclosable under Freedom of Information Act 2000	Yes	

Policy context

This policy ensures all staff receive fair, supportive, and developmental appraisals that promote inclusion, support talent management, encourage personal development, and embed a coaching style in leadership and feedback. Values based appraisals will support staff engagement and the delivery of our strategic objectives.

We are committed to developing all staff through regular coaching conversations, underpinned by our Trust values to ensure that we have a highly motivated and professional workforce.

Policy requirement

- **Everyone should understand what needs to be achieved**

All BSMHFT employees should know what the Trusts key priorities are for delivering mental health services. The Trusts vision and key priorities will be discussed in the annual appraisal.

- **Everyone will know what is expected of them**

All BSMHFT employees should be clear about what 'expected performance' looks like for their job and should be supported to meet those expectations. Employees will be expected to deliver against their job description; they may also be set objectives that will represent specific work-related tasks that need to be achieved in the year.

- **Individual's work objectives will be agreed**

Any additional objectives will be agreed with the individual. They will be stretching but achievable using the SMART format.

- **There will be regular management supervision**

All BSMHFT employees should have regular reviews every 6-8 weeks. This feedback will ensure that all individuals have feedback and coaching conversations

- **We value what people achieve**

The Trust will recognise and value what gets done (the achievement of objectives) and how it is done (the behaviours exhibited in line with the-behavioural profile).

CONTENTS

1	INTRODUCTION.....	4
1.1	Rationale (Why)	4
1.3	Principles (Beliefs)	5
2	POLICY (What)	5
3	PROCEDURE	7
4	RESPONSIBILITIES.....	9
5	DEVELOPMENT AND CONSULTATION PROCESS	10
6	REFERENCE DOCUMENTS.....	12
7	BIBLIOGRAPHY.....	11
8	GLOSSARY	11
9	AUDIT AND ASSURANCE	12
10	APPENDICES.....	14

Appendix 1 Equality Analysis Screening Form

Appendix 2 Coaching conversation guide

Appendix 3 SMART objectives guide

Appendix 4 Values based appraisal form template (2026)

Appendix 5 Management supervision (1-2-1) form template

Appendix 6 BSMHFT Every day and detailed behaviours guide

1: INTRODUCTION

1.1 Rationale (Why)

The values-based appraisal (VBA) process intended to support our staff to develop and contribute to the Trust's strategy to the best of their ability. To support this, VBA and 1-2-1 (management supervision) review system is linked to the Trust values, behaviours profile and Trust strategic objectives of *People, Sustainability, Quality and Clinical Services*:

To ensure that all staff, wherever they work in the Trust, have a clear understanding of their role, how they contribute to the delivery and improvement of services and an understanding of their own development needs to achieve this.

By raising and maintaining the performance of everyone in the Trust we can ensure that:

- Our vision is delivered and that our service users experience continuous improvements.
- Our staff are able to perform their current role to the best of their ability, develop their career potential and work individually and within teams in safer and more effective ways.
- Our staff feel that they are using their skills and expertise fully and effectively. This will promote a more engaged workforce and an inclusive culture.

1.2 Scope (when, where and who):

The content of this policy is based on the key contractual elements of the terms and conditions of the Agenda for Change agreement and therefore this policy is compulsory and all employees who are employed under Agenda for change agreement must follow this policy. Therefore, this policy applies to all substantive including clinical and non-clinical staff, with the exceptions of:

- Medical doctors who are covered by separate job planning and revalidation processes.
- Bank staff and individuals employed on fixed term contracts
- Summerhill supplies staff
- Trainees- Medical staff in training
- Nurses in training
- Trainee clinical psychologists
- honorary roles -Staff with zero WTE recorded on ESR (i.e. staff not directly employed by the Trust),
- Staff working for Express Signs

Exclusions will also be applied for **reporting purposes** for:

- Staff on Long term sick
- Staff suspended with or without pay

- Staff on career break
- Maternity leave
- Staff on external secondment

1.3 Principles (Beliefs)

In order to support staff, develop highly functioning teams, meet Trust strategic objectives and provide the best care for service users:

- Everyone will know what is expected of them via the Trust's Behavioural profile (see appendix 6)
- Inclusive Practice: Appraisals will consider individual needs, cultural diversity, and reasonable adjustments.
- Development Focus: Emphasis on growth, learning, and wellbeing alongside performance.
- Coaching Approach: Managers act as coaches—facilitating reflection, goal-setting, and problem-solving. (See Appendix 1- Coaching conversation guide)
- Transparency & Fairness: Clear criteria, equal access to opportunities, and documented outcomes.

2: POLICY (What)

The National Agenda for Change agreement recommends each member of staff employed under agenda for change terms and conditions must have an annual appraisal. The initial appraisal should normally take place within the first three months of employment and will be an opportunity to agree work priorities, ensure understanding of the new starter's role within the team and organisation, identify relevant personal development and discuss health and wellbeing. A full appraisal should take place 12 months later. [NHS Terms and Conditions of Service Handbook | NHS Employers](#). This policy is in alignment with the National Agenda for Change agreement and sets out the Trust's expectations for the completion of impactful values-based appraisals. The policy also aligns to the NHS leadership competency framework for board members [NHS England » NHS leadership competency framework for board members](#) and Knowledge and Skills Framework (KSF) [78642-DoH-Knowledge & Skills 14](#)

the policy provides a standardised process to ensure consistent approach to staff development.

The standardised approach will allow:

2.1 Everyone to understand what needs to be achieved

All BSMHFT people should know what the Trust's key priorities are for delivering mental health services. The Trusts vision and key priorities will be discussed during the annual appraisal and objectives will be expected to link to these strategic priorities.

Everyone will know what is expected of them

All BSMHFT employees should be clear about what expected performance and behaviours looks like for their job and should be supported to meet those expectations.

Individual's work objectives will be agreed

The appraisal is an opportunity for staff and their managers to jointly discuss and reflect on the success and achievement of the past year and to explore any reason why some work targets or objectives have not yet been achieved. It ensures that staff and their managers have time to discuss and determine what work based and other learning opportunities would support the individual to successfully achieve their objectives and career aspirations, leading to an individually tailored personal development plan for all employees.

Each staff member will have an annual review, preceded by 6 weekly 1-2-1 management supervision sessions. The 1-2-1 sessions will give an opportunity to discuss workload, develop and review objectives before and after the formal values-based appraisal (VBA) meeting, so that regular management discussions become routine for staff and manager.

2.2 Both staff and managers should have awareness of basic coaching conversation techniques, so that the VBA and 1-2-1 discussions are effective.

2.3 The VBA template should be used to guide the conversations so that key elements are discussed without exception such as:

- Health, wellbeing and Inclusion discussion and action planning (Managers should refer to the Trust's Health, Wellbeing & Attendance Policy (HR03) for any matters relating to health and wellbeing which are raised as part of the appraisal process)
- Completion of Fundamental training
- Developmental needs
- Performance against agreed SMART objectives (see appendix 2)
- Assess behaviors are aligned with organisational values and behavioral profile
- Talent Management Discussion – Exploring career pathways and development support
- Capture what personal development they have undertaken in the previous 12 months and confirm what development needs individuals have in order to reach their peak performance
- Record current professional competencies required by their job role

2.4 Documentation will be completed using formal templates and stored using ESR platform. Advice and guidance to support with the VBA process will be accessible on the Trust Intranet pages.

Please note that managers within the employee's team hierarchy will be able to access VBA documentation on ESR. It is imperative that documentation is completion as fully as possible as are admissible in Human resources process. The quality of appraisal form completions will be monitored on an annual basis

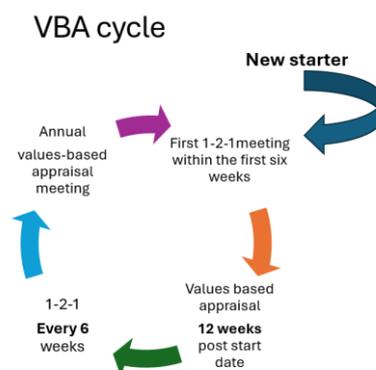
2.5 If employee requires reasonable adjustment regarding accessibility of the value base appraisal template format, they can contact Bsmhft.appraisal@nhs.net for sign posting. For more information about what reasonable adjustments please see [People and Culture Knowledge Base](#)

2.6 If employees require any support in regard to health and wellbeing whilst completing their appraisal they can refer to the wellbeing and attendance policy or contact People team by emailing the HR support in box bsmhft.hrsupport@nhs.net

3: PROCEDURE

3.1 Values based Appraisal Cycle

- Annual VBA meeting to be recorded on ESR system, using standardised templates.
- Regular management Supervision (1-2-1): 6 weekly meetings to review progress and health and wellbeing. 1-2-1 meeting to record on the ESR platform, using standardised templates



Please note-

Appraisal documentation will be accessed by logging on to their ESR staff portal . Guidance documents and resources are accessible on the Trust intranet pages [People and Culture Knowledge Base](#)

3.2. Value based appraisal process

All employees will be given the time to have an annual appraisal with their line manager (or delegate).

3.2.1 New starters will have a one-to-one with their line manager within the first **six weeks** of employment to discuss and agree objectives and will have their first full appraisal no longer than **12 weeks** later.

3.2.2 All reviewers will be expected to be competent in undertaking appraisals and to be responsible for participating in any update training or learning activity required to develop or maintain their competence.

3.2.3 Staff who are due to be appraised will also be offered the opportunity for training in how to undertake the new appraisal so that they can maximise the benefit of undertaking their appraisal.

3.2.4 All staff are expected to take an active role in the appraisal process, including preparing for the discussion, working towards agreed objectives and implementing their personal development plan. (See appendix 3 -Values based appraisal form template) (See Appendix 2-SMART objectives guide)

3.2.5 The 1-2-1 management supervision meeting would normally be conducted separately to clinical supervision or caseload review however these 3 elements could be combined into one meeting if appropriate and when agreed with the employee being supervised. (See Appendix 4- Management supervision (1-2-1) form template)

Please note- there is a separate recording system for Clinical supervision completion that must also be completed, so that compliance is recorded.

3.3 Monitoring of values-based appraisal and 1-2-1

All managers are able to access to compliance data for both VBA and 1-2-1 using insight reports appropriate for their role.

3.4 Performance management

Employees will be recognised by their managers and feel valued for delivering quality services that deliver our Trust vision of improving mental health wellbeing and consistently demonstrating our values; compassionate, inclusive and committed.

3.4.1 In circumstances where, despite management support, employees are performing below the expected requirement for the job and there is clear evidence to question their capability to do the job then employees will, after careful review, be referred to the capability process noted in the Disciplinary Policy (HR01)

3.4.2 For professional staff groups covered by separate fitness to practice policies, advice should be sought as to whether performance concerns sustained over a period of time, should be dealt with under those policies.

3.5 Pay Progression

Managers are required to review pay progression based on staff performance. Managers should complete this process as per policy as employees pay can be affected if don't complete correctly. For more information see the **Pay Progression policy** (HR23) for details.

3.6 Appeals

Should colleagues be unhappy with a decision made in relation to this policy or an outcome that has resulted from it, they should consult with the Trust's appeal procedure, about what steps they need to take in order to have their concerns addressed. As the Trust's procedure outlines, any appeals or requests for review, need to be properly reasoned and substantive, so that concerns can be considered properly. For more information, please refer to the Resolution of Grievance and Disputes Policy.

3.6.1 Managers will record any issues regarding the completion of the VBA in the employee's personal record. Actions taken to resolve the matter will also be documented in the personal record.

4: RESPONSIBILITIES

Post(s)	Responsibilities	Ref
All Staff	<p>All Staff will be expected to take responsibility to achieve the requirements of their job by:</p> <ul style="list-style-type: none"> • Create their appraisal form within ESR and prepare for their appraisal meeting • Taking up the opportunity to participate in relevant appraisal training • Ensuring they fully understand their job responsibilities and the knowledge and skills requirements • Recording that their appraisal has taken place via ESR and completing the relevant documentation • Take responsibility for undertaking actions agreed in the appraisal and work to progress agreed SMART objectives. Furthermore, alerting their line manager to any barriers in achieving their objectives or learning activities in the agreed time frames • Developing and maintaining evidence of competence and achievements • Take responsibility for their own learning as identified in their personal development plan and keep up to date CPD/training records • Raise any concerns regarding the appraisal process with their Line Manager in the first instance and escalate if required 	

	<ul style="list-style-type: none"> • Acting in a way that reflects the Trust's values and behavioural profile 	
Managers	<p>Managers will be expected to:</p> <ul style="list-style-type: none"> • Undertake 1:1 review meeting with their direct reports • Make clear the expectations of the job role, objectives and behaviours • Set clear and measurable objectives with clearly defined success criteria • Make provision for appropriate and relevant development and coaching to support employees becoming the best they can be • Manage talent where appropriate by utilising the Trust Talent management and succession strategy • Ensure that ESR accurately reflects the current structure of their team • Ensure that all reviewers in their areas are competent to carry out appraisals and that they undertake relevant training to maintain their competence • Delegate responsibility for undertaking appraisals, if appropriate, to staff within their team structure • Understand the link between corporate/departmental/directorate and team objectives and the work of individuals in their teams • Ensure that appraisals are completed in a timely fashion and are accurately recorded within ESR • Actively manage performance that is below standard • Managers are accountable for enabling discussion and following up appraisal outcomes e.g. development needs, wellbeing concerns. 	
Divisional Directors /Deputy Directors/Heads of Service	<ul style="list-style-type: none"> • Implementing and monitoring the appraisal process in their area to ensure that every member of staff has an appraisal conversation on an annual basis • Ensuring that their individual VBA objectives are clearly linked to Strategic/Corporate and Divisional/Department/team objectives • Ensuring all staff in their Division/ Directorate/Department have up-to-date job descriptions, KSF outlines and clear objectives /work plans. • Identifying managers /supervisors in their Division/Directorate/Department, who will be responsible for carrying out the appraisal meetings. Ensure each reviewer is aware of which staff they are responsible for reviewing. • Ensure that all reviewers are competent in undertaking appraisals before reviews are undertaken. 	

	<ul style="list-style-type: none"> Ensuring that the completion of each appraisal is accurately recorded using standard templates and recorded on ESR. 	
Others	<ul style="list-style-type: none"> The Associate Director of Equality, Diversity, Inclusion and Organisational Development will make clear the organisations goals and priorities and communicate them clearly. The post holder will also be responsible for the renewal of policy. The Head of People and Culture will be responsible for providing support and advice to managers and staff on the application of the policy and procedure. The post holder will also be responsible for ensuring that the policy is implemented and monitored. 	

5: DEVELOPMENT AND CONSULTATION PROCESS

Consultation summary		
Date policy issued for consultation	January 2026	
Number of versions produced for consultation	1	
Committees / meetings where policy formally discussed	Date(s)	
<ul style="list-style-type: none"> JOSC & Staff side Local CGCs. PAC AHPAC NAC PDMG Transforming culture and staff experience 	January 2026 February 2026 March 2026	
Where received	Summary of feedback	Actions / Response

6: Reference documents

- Our Trust five-year strategy
- Our Trust Values
- Every day and detailed behaviours guide

This policy links to the following policies:

- Dignity at Work Policy (HR07)
- Disciplinary Policy (HR01)
- Health, Wellbeing & Attendance Policy (HR03)

7: Bibliography:

The National Agenda for Change agreement (2020) [NHS Terms and Conditions of Service Handbook | NHS Employers](#)

8: Glossary:

Values based appraisal (VBA)

Management Supervision (1-2-1)

9: AUDIT AND ASSURANCE

Assurance that the policy is being complied with will be measured by:

Element to be monitored	lead	Tool	Frequency	Reporting committee
Trust wide VBA compliance	Learning and Development	Insight reports	Monthly	Transforming culture and staff experience
Quality of documentation	Learning and Development	Randomised audit. 1% of eligible appraisals	Annual	Transforming culture and staff experience
Diversity and inclusion metrics. Feedback surveys to assess quality and impact	Learning and Development	Insight reports Feedback surveys	Quarter	Transforming culture and staff experience

10. Appendices consisting of:

Appendix 1 Equality Analysis Screening Form

- Appendix 2** Coaching conversation guide
- Appendix 3** SMART objectives guide
- Appendix 4** Values based appraisal form template (2026)
- Appendix 5** Management supervision (1-2-1) form template
- Appendix 6** BSMHFT Every day and detailed behaviours guide

Appendix 1- Equality assessment (Equality Analysis Screening Form and Full Equality Analysis Form)

Equality Analysis Screening Form

Title of Policy	Values based Appraisal Policy		
Person Completing this policy	Diane Phipps	Role or title	Senior Business partner L&D
Division	Learning and Development	Service Area	People, strategy and partnerships
Date Started	December 2025	Date completed	February 2026
Main purpose and aims of the policy and how it fits in with the wider strategic aims and objectives of the organisation.			
To Ensure all substantive agenda for change employees have regular management supervision and annual values-based appraisal. To improve staff, development, experience and to improve patient outcomes.			
Who will benefit from the policy?			
Staff, managers and service users			
Does the policy affect service users, employees or the wider community? <i>Add any data you have on the groups affected split by Protected characteristic in the boxes below. Highlight how you have used the data to reduce any noted inequalities going forward</i>			
VBA focusses on the development and engagement of staff predominantly			
Does the policy significantly affect service delivery, business processes or policy? <i>How will these reduce inequality?</i>			
Successful appraisals should improve the motivation of staff which in turn should reduce staff absence, turn over, disciplinarys etc. Inequalities should also be reduced in terms of race and disability when VBA executed correctly.			
Does it involve a significant commitment of resources? <i>How will these reduce inequality?</i>			
Manager and direct report will take approximately 60 minutes every 6 weeks out of the service to complete 1-2-1 and approximately 90minutes annually to complete annual VBA			

Does the policy relate to an area where there are known inequalities? (e.g. seclusion, accessibility, recruitment & progression)

In the 2025 WRES report it was highlighted that White colleagues are 1.04 likely to undertake non-mandatory training and development opportunities compared to Global Majority colleagues. (+ive) 0.89 .

Impacts on different Personal Protected Characteristics – Helpful Questions:

<p><i>Does this policy promote equality of opportunity?</i></p> <p><i>Eliminate discrimination?</i></p> <p><i>Eliminate harassment?</i></p> <p><i>Eliminate victimisation?</i></p>	<p><i>Promote good community relations?</i></p> <p><i>Promote positive attitudes towards disabled people?</i></p> <p><i>Consider more favourable treatment of disabled people?</i></p> <p><i>Promote involvement and consultation?</i></p> <p><i>Protect and promote human rights?</i></p>
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Please click in the relevant impact box and include relevant data

Personal Protected Characteristic	No/Minimum Impact	Negative Impact	Positive Impact	Please list details or evidence of why there might be a positive, negative or no impact on protected characteristics.
Age			X	It is anticipated that age will not have an negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them

Including children and people over 65
 Is it easy for someone of any age to find out about your service or access your policy?
 Are you able to justify the legal or lawful reasons when your service excludes certain age groups

Disability			X	It is anticipated that Disability will not have a negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them. Reasonable adjustments will be made for staff that have accessibility issues in regard to system or process where able.
Including those with physical or sensory impairments, those with learning disabilities and those with mental health issues Do you currently monitor who has a disability so that you know how well your service is being used by people with a disability? Are you making reasonable adjustment to meet the needs of the staff, service users, carers and families?				
Gender			X	It is anticipated that Gender will not have a negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them
This can include male and female or someone who has completed the gender reassignment process from one sex to another Do you have flexible working arrangements for either sex?				

Is it easier for either men or women to access your policy?				
Marriage or Civil Partnerships			X	It is anticipated that Marriage or Civil Partnerships will not have a negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them
People who are in a Civil Partnerships must be treated equally to married couples on a wide range of legal matters Are the documents and information provided for your service reflecting the appropriate terminology for marriage and civil partnerships?				
Pregnancy or Maternity			X	It is anticipated that pregnancy and maternity will not have a negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them
This includes women having a baby and women just after they have had a baby				

Does your service accommodate the needs of expectant and post natal mothers both as staff and service users? Can your service treat staff and patients with dignity and respect relation in to pregnancy and maternity?				
Race or Ethnicity			X	It is anticipated that Race or Ethnicity will not have an negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them
Including Gypsy or Roma people, Irish people, those of mixed heritage, asylum seekers and refugees What training does staff have to respond to the cultural needs of different ethnic groups? What arrangements are in place to communicate with people who do not have English as a first language?				
Religion or Belief			X	It is anticipated that religion and belief will not have an negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them

Including humanists and non-believers				
Is there easy access to a prayer or quiet room to your service delivery area?				
When organising events – Do you take necessary steps to make sure that spiritual requirements are met?				
Sexual Orientation			X	It is anticipated that sexual orientation will not have an negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This enables managers to identify inequalities and take targeted action to address them
Including gay men, lesbians and bisexual people				
Does your service use visual images that could be people from any background or are the images mainly heterosexual couples?				
Does staff in your workplace feel comfortable about being 'out' or would office culture make them feel this might not be a good idea?				
Transgender or Gender Reassignment			X	It is anticipated that Transgender or Gender Reassignment will not have an negative impact in terms of discrimination as this policy ensures that all employees should be treated in a fair, reasonable and consistent manner irrespective of their age. There is active monitoring of all groups with protected characteristics to ensure fair and equitable treatment. The organisation remains committed to identifying and removing barriers, as well as adapting underlying processes where required. Information relating to staff VBA compliance and non-compliance, including protected characteristic data, is recorded and triangulated with other relevant datasets. This

				enables managers to identify inequalities and take targeted action to address them
This will include people who are in the process of or in a care pathway changing from one gender to another Have you considered the possible needs of transgender staff and service users in the development of your policy or service?				
Human Rights			X	<p>This policy is written to promote equality and remove any discrimination to ensure that everyone can fulfil their full potential within a Trust that is inclusive, compassionate, and committed. This is keeping in line with our Trust values, the NHS People's Plan commitment to equality, diversity and inclusion and reflects the provisions of the Equality Act 2010.</p> <p>This policy applies to all, including applicants applying for a job, staff including agency, bank and volunteers, services users and carers, visitors, stakeholders, an any other third-party organisations who work in partnership with the Trust</p>
Affecting someone's right to Life, Dignity and Respect? Caring for other people or protecting them from danger? The detention of an individual inadvertently or placing someone in a humiliating situation or position?				
If a negative or disproportionate impact has been identified in any of the key areas would this difference be illegal / unlawful? I.e. Would it be discriminatory under anti-discrimination legislation. (The Equality Act 2010, Human Rights Act 1998)				
	Yes	No X		
What do you consider the level of negative impact to be?	High Impact	Medium Impact	Low Impact	No Impact
				X
If the impact could be discriminatory in law, please contact the Equality and Diversity Lead immediately to determine the next course of action. If the negative impact is high a Full Equality Analysis will be required.				

If you are unsure how to answer the above questions, or if you have assessed the impact as medium, please seek further guidance from the **Equality and Diversity Lead** before proceeding.

If the policy does not have a negative impact or the impact is considered low, reasonable or justifiable, then please complete the rest of the form below with any required redial actions, and forward to the **Equality and Diversity Lead**.

Action Planning:

How could you minimise or remove any negative impact identified even if this is of low significance?

Continuous reporting and monitoring of staff with protected characteristics to ensure they are not disproportionately affected

How will any impact or planned actions be monitored and reviewed?

In trust Board and its sub committees

How will you promote equal opportunity and advance equality by sharing good practice to have a positive impact other people as a result of their personal protected characteristic.

Please save and keep one copy and then send a copy with a copy of the policy to the Senior Equality and Diversity Lead at bsmhft.edi.queries@nhs.net. The results will then be published on the Trust's website. Please ensure that any resulting actions are incorporated into Divisional or Service planning and monitored on a regular basis

Appendix 2- Coaching conversation guide

Coaching conversations Guide

Purpose: This guide equips managers with practical tools and techniques to adopt a coaching style in appraisals and everyday interactions, fostering inclusion, wellbeing, and professional growth.

Coaching Principles:

- Active listening and empathy.
- Empower staff to find solutions.
- Focus on strengths and development.
- Maintain confidentiality and trust.
- Encourage reflection and ownership of goals.

GROW Model Steps:

- Goal: Define what the individual wants to achieve.
- Reality: Explore the current situation and challenges.
- Options: Identify possible strategies and solutions.
- Way Forward: Agree on actions and timelines.

Practical Tips for Coaching Conversations:

- Create a safe, non-judgmental space.
- Ask open-ended questions.
- Avoid giving direct solutions—guide instead.
- Summarize and reflect back what you hear.
- Agree on clear next steps and follow-up.

Sample Coaching Questions:

- What would success look like for you?
- What's working well right now?
- What challenges are you facing?
- What options do you see?
- What's your next step?

Do's & Don'ts:

- Do listen actively and validate feelings.
- Do encourage self-reflection.
- Don't impose your own solutions.
- Don't rush the conversation—allow time for thinking.

To access training available clinic on link BSMHFT [Monthly Prospectus](#)

Appendix 3- SMART objectives guide

SMART Objective Template

SMART stands for:

- **Specific** – Clearly define what you want to achieve.
- **Measurable** – Include criteria to track progress and success.
- **Achievable** – Ensure the goal is realistic given resources and constraints.
- **Relevant** – Align with broader objectives or priorities.
- **Time-bound** – Set a deadline for completion.

Use this template to create clear and actionable SMART objectives.

Objective Statement

Write a clear statement of what you want to achieve.

Specific

What exactly do you want to accomplish? Who is involved? Where will it happen?

Measurable

How will you measure success? What metrics or indicators will show progress?

Achievable

Is these realistic given resources and constraints? What steps will you take to achieve it?

Relevant

Why is this important? How does it align with team/organisational goals?

Time-bound

What is the deadline? Are there milestones along the way?

Example SMART Objective

By March 31, implement weekly 30-minute team meetings with at least 90% attendance to improve collaboration and project delivery.

Appendix 4- Values based appraisal form template (2026)

To support meaningful conversations

Appraisals in BSMHFT

Introduction

A **best practice appraisal form** is designed to support meaningful, constructive conversations between staff and their managers, focusing on performance, development, wellbeing, and future goals. It's especially important that the form aligns with our values of Compassionate, Inclusive and Committed.

Appraisal conversations are a vital part of fostering a supportive and high-performing workplace culture. They provide a structured opportunity for staff and managers to reflect on achievements, identify development needs, and align individual goals with the wider objectives of the Trust. These conversations encourage open dialogue, strengthen relationships, and promote wellbeing by recognising contributions and addressing challenges in a constructive way. When done well, appraisals empower staff to take ownership of their growth, feel valued in their roles, and contribute meaningfully to the Trust's mission of delivering compassionate, high-quality mental health care.

Appraisal document

Wellbeing and Development
<i>Use the following prompts to support the discussion</i>
Wellbeing Check-In <ul style="list-style-type: none">• How have you been feeling at work over the past 12 months?• What wellbeing resources or support have you accessed (e.g. EAP, peer support)?• Are there any barriers to your wellbeing that we can help address?
Personal Development <ul style="list-style-type: none">• What development activities have you undertaken (training, mentoring, CPD)?• What skills or knowledge would you like to develop further?• Are there any opportunities or roles you're interested in exploring?
Summary notes of the discussion

Review of Previous Objectives

Use the following prompts to support the discussion

Summary of Objectives

- List of previously agreed objectives
- Status (Achieved / In Progress / Not Met)

Reflections

- What went well?
- What challenges did you face?
- How did your work contribute to Trust Strategic goals?

Feedback

- Feedback received from colleagues, service users, or managers
- Self-assessment of strengths and areas for improvement

Summary notes of the discussion

Future Objective Setting

Use the following prompts to support the discussion

SMART Objectives for the Next Cycle

- Objective 1:
- Objective 2:
- Objective 3:

3.2 Alignment with Trust Values

- How do these objectives support our values (e.g., compassionate, inclusive, committed)?
- How will you measure success?

3.3 Support Required

- What support or resources do you need to achieve these goals?
- Are there any adjustments or accommodations that would help

Summary notes of the discussion

Sign-Off

- **Employee Signature & Date**
- **Appraiser Signature & Date**
- **Next Review Date**

Appendix 5- Management supervision (1-2-1) form template

Thinking about your own health and wellbeing. How are things? Is there anything that you want to or that you feel is important to talk about regarding your health and wellbeing? This can also be things that are working well. If you don't feel able to speak about the area highlighted in full now, would you like to discuss it at another time?
Are you up to date with your Fundamental Training?
Review outcomes, Priorities and the Trust Values Think your main priorities, including development objectives and reflect on how you will use the Trust values in your role. How do you show Compassion, Inclusivity and Commitment in the work you do?
Explore the reasons behind your progress. What's going well for you and why? What could be going better for you and why?
Your Development Thinking about your future: are you happy in your current role, seeking more responsibility, promotion, a new role or something else? Have a think about what you can do to achieve this:
What support, if any, could help you improve further and achieve your goals? Would things like; Coaching, Mentorship, functional skills, shadowing, apprenticeship, internal or external courses or a secondment help? Is there anything that you would like to discuss that hasn't been covered?
Review outcomes, Priorities and the Trust Values Think your main priorities, including development objectives and reflect on how you will use the Trust values in your role.
How do you show Compassion, Inclusivity and Commitment in the work you do? Explore the reasons behind your progress.
Is there anything that you would like to discuss that hasn't been covered? Are you happy that this 1 to 1 has met your needs? Do you feel that your health and wellbeing has been fully considered? Do you feel that you have had enough opportunity to explore your development?

Appendix 4- BSMHFT Every day and detailed behaviours guide

Everyday behaviours guide

Our Values	Compassionate	Inclusive	Committed
<p>Supporting statements</p> <p>These statements expand on the values to broaden their meaning.</p>	<ul style="list-style-type: none"> • Supporting recovery for all and maintaining hope for the future • Being kind to ourselves and others • Showing empathy for others and appreciating vulnerability in each of us 	<ul style="list-style-type: none"> • Treating people fairly, with dignity and respect • Challenging all forms of discrimination • Valuing all voices so we all feel we belong 	<ul style="list-style-type: none"> • Striving to deliver the best work and keeping service users at the heart • Taking responsibility for our work and doing what we say we will • Courage to question to help us learn, improve and grow together
<p>5 Core Behaviours</p> <p>The behaviours describe what our values look like in practice, i.e. it's how we demonstrate our values.</p> <p>These are the core top 5 behaviours for each of our values.</p>	<ol style="list-style-type: none"> 1. Use strategies to manage my emotions to avoid creating a negative atmosphere 2. Offer forgiveness and do not judge others or myself harshly when we get things wrong 3. Notice when someone is struggling and offer help 4. Focus on finding a solution and do not blame the person responsible 5. Look for, and praise, the achievements and contributions of other people 	<ol style="list-style-type: none"> 1. Treat everyone with respect irrespective of their perceived difference (i.e. beliefs, background, characteristics, culture, role or circumstance) 2. Respect other people's personal space, privacy and dignity 3. Privately and sensitively challenge my own behaviours or those demonstrated by others, that are not in line with our values 4. Involve others to develop a shared understanding of what needs to change 5. Proactively and willingly share relevant information with others 	<ol style="list-style-type: none"> 1. Proactively identify what needs to happen to get the job done 2. Own up to my mistakes without delay, apologise and take responsibility for putting them right 3. Share my concerns with appropriate people to find a resolution 4. Balance service user (or internal customer) needs with resources available when making decisions 5. Check to ensure service users (or internal customers) are happy with the service received
<p>Leadership Behaviours</p> <p>These are for our people leaders in addition to the core behaviours above.</p>	<ol style="list-style-type: none"> 1. Enable people to work in a way that balances BSMHFT's objectives and suits them as an individual 2. Put people's wellbeing and needs ahead of my goals 3. Check in regularly with direct reports, to ask how things are and to offer support 	<ol style="list-style-type: none"> 1. Include those affected when creating plans 2. Coach people to identify issues and create their own solution without imposing my own ideas 3. Ensure people have the required training, knowledge, skills, time and space to do their work comfortably and safely 	<ol style="list-style-type: none"> 1. Build a strategy that is clearly aligned with anticipated future service user needs 2. Find opportunities for people to use and develop their strengths 3. Seek regular feedback on my leadership style and make adjustments to suit my people
<p>Negative Impact Behaviours</p> <p>These behaviours describe things that often have a negative impact on others and therefore, are what we don't want to see or experience.</p>	<p style="text-align: center;">Non-compassionate behaviours</p> <ul style="list-style-type: none"> ➤ Not listening to others ➤ Failing to realise and accept, or ignoring the negative impact of your behaviour on others ➤ Using force, coercion or power to bully or impose 	<p style="text-align: center;">Non-inclusive behaviours</p> <ul style="list-style-type: none"> ➤ Dismissing other people's experiences or views, as untrue or unimportant ➤ Being rude, using inappropriate banter or making discriminatory/derisory comments about others ➤ Pretending other people's work was done by you and taking the credit for it. 	<p style="text-align: center;">Non-committed behaviours</p> <ul style="list-style-type: none"> ➤ Ignoring issues, saying they are somebody else's problem ➤ Dismissing feedback about service user or staff care ➤ Not involving service users and their families in care and service decisions

Compassionate	
<ul style="list-style-type: none"> • Supporting recovery for all and maintaining hope for the future • Being kind to ourselves and others • Showing empathy for others and appreciating vulnerability in each of us 	
<p>Core Compassionate Behaviours</p> <ol style="list-style-type: none"> 1. Use strategies to manage my emotions to avoid creating a negative atmosphere 2. Offer forgiveness and do not judge others or myself harshly when we get things wrong 3. Notice when someone is struggling and offer help 4. Focus on finding a solution and do not blame the person responsible 5. Look for, and praise, the achievements and contributions of other people 6. Only take on work that I have the resources and ability to do 7. Ask for and accept help when needed 8. Take other people's feelings into account and adapt my approach accordingly 9. Do not gossip about my role, BSMHFT or other people 10. Take care of my physical and mental health and well-being 11. Notice other people's feelings and offer emotional support and comfort 12. Notice conflict and help those involved to resolve and move on 13. Make things as easy as possible for the service user or internal customer 14. Encourage others to take care of their physical and mental health 15. Help others when their reactions are negative to find balance 16. Patiently help people understand the reasons for and benefits of change by addressing their individual concerns 	<p>Negative Impact Behaviours Non-compassionate behaviours</p> <ul style="list-style-type: none"> • Not listening to others • Failing to realise and accept, or ignoring the negative impact of your behaviour on others • Using force, coercion or power to bully or impose • Ignoring facts and data that do not fit with your pre-conceived views • Taking out frustrations or anger on others
<p>Leadership Compassionate Behaviours (In addition to the core behaviours above)</p> <ol style="list-style-type: none"> 1. Enable people to work in a way that balances BSMHFT's objectives and suits them as an individual 2. Put people's wellbeing and needs ahead of my goals 3. Check in regularly with direct reports, to ask how things are and to offer support 4. Support and encourage people to achieve their goals 5. Share people resources and skills for the benefit of the individual and BSMHFT 6. Keep people informed about changes of direction and the reasons why 	<p>Leadership non-compassionate behaviours (In addition to those above)</p> <ul style="list-style-type: none"> • Avoiding necessary conversations • Reinforcing hierarchy, intimidating and pulling rank against others • Becoming angry and or defensive when your opinion is challenged

Inclusive	
<ul style="list-style-type: none"> • Treating people fairly, with dignity and respect • Challenging all forms of discrimination • Valuing all voices so we all feel we belong 	
<p>Core Inclusive Behaviours</p> <ol style="list-style-type: none"> 1. Treat everyone with respect irrespective of their perceived difference (i.e. beliefs, background, characteristics, culture, role or circumstance) 2. Respect other people's personal space, privacy and dignity 3. Privately and sensitively challenge my own behaviours or those demonstrated by others, that are not in line with our values 4. Involve others to develop a shared understanding of what needs to change 5. Proactively and willingly share relevant information with others 6. Keep my manager updated on my progress 7. Get feedback on my impact from a range of sources, identify common themes and use them to improve 8. Use simple, jargon free language 9. Listen with care and without judgement and acknowledge what I have heard 10. Acknowledge other people's concerns and address them sympathetically 11. Promote the internal and external services we offer to those who might benefit from them 12. Share my time, knowledge and expertise willingly to help others 13. Only give work to others if they have the capacity and capability to do it 14. Build collaborative solutions using the experience of whoever is best placed to solve the issue 15. Ask for feedback from a range of sources on our processes and services and use it to make them better 16. Keep those affected by change, included in each stage and updated on progress 	<p>Negative Impact Behaviours Non-inclusive behaviours</p> <ul style="list-style-type: none"> • Dismissing other people's experiences or views, as untrue or unimportant • Being rude, using inappropriate banter or making discriminatory/derisory comments about others • Pretending other people's work was done by you and taking the credit for it. • Speaking to others in a belittling, insensitive or condescending manner or undermining others • Withholding important and relevant information from others/wider team
<p>Leadership Inclusive Behaviours (In addition to the core behaviours above)</p> <ol style="list-style-type: none"> 1. Include those affected when creating plans 2. Coach people to identify issues and create their own solution without imposing my own ideas 3. Ensure people have the required training, knowledge, skills, time and space to do their work comfortably and safely 4. Agree goals together to provide clarity on expectations of the role 5. Give regular updates on what is happening within the department and BSMHFT and progress made 6. Share the strategy and vision and check understanding 	<p>Leadership non-inclusive behaviours (In addition to those above)</p> <ul style="list-style-type: none"> • Blocking opposing views because they are uncomfortable • Failing to spot or ignoring tensions/conflicts in the team • Putting other teams or professionals down to boost your own team

Committed

- Striving to deliver the best work and keeping service users at the heart
- Taking responsibility for our work and doing what we say we will
- Courage to question to help us learn, improve and grow together

Core Committed Behaviors

1. Proactively identify what needs to happen to get the job done
2. Own up to my mistakes without delay, apologise and take responsibility for putting them right
3. Share my concerns with appropriate people to find a resolution
4. Balance service user (or internal customer) needs with resources available when making decisions
5. Check to ensure service users (or internal customers) are happy with the service received
6. Identify my struggles and find ways around them to achieve successful outcomes
7. Create my development plan based on my strengths to maximise my performance
8. Report threats to BSMHFT’s reputation or service
9. Research, benchmark and use best practice to share ideas for improvement
10. Take time to explore, understand, and assess service user (or internal customer) need and share options available
11. Take responsibility for and deal promptly with queries
12. Offer non-judgmental specific evidence-based feedback, to help others understand their impact
13. Address both the cause and symptoms of the problem
14. Implement easy quick wins to improve things
15. Question how and why we do things to find opportunities to improve
16. Accommodate change positively to suit the needs of service users and BSMHFT

**Negative Impact Behaviors
Non-committed behaviors**

- Ignoring issues, saying they are somebody else’s problem
- Dismissing feedback about service user or staff care
- Not involving service users and their families in care and service decisions
- Manipulating or taking advantage of vulnerable individuals for personal gain
- Putting up barriers to change

Leadership Committed Behaviors (In addition to the core behaviors above)

1. Build a strategy that is clearly aligned with anticipated future service user needs
2. Find opportunities for people to use and develop their strengths
3. Seek regular feedback on my leadership style and make adjustments to suit my people
4. Set realistic targets and monitor them to ensure they remain realistic
5. Make links between people’s current development needs and their career aspirations
6. Translate strategy into meaningful operational plans

**Leadership non-committed behaviors
(In addition to those above)**

- Stifling creativity with unnecessary processes and control
- Pursuing exciting new projects to the detriment of providing the services needed
- Creating panic and a false sense of urgency when under pressure

