**Wellbeing Assessment Training**

**Single Agency - Education**

**Book of Forms**

**Version Date: December 2015**



## Wellbeing Assessment

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Protected from abuse, neglect or harm, at home, school, and in the community** |
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| Healthy | **Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy choices** |
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| Achieving | **Being supported and guided in their learning and in the development of their skills, confidence and self-esteem** |
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| Nurtured | **Having a nurturing place to live, in a family setting with additional help if needed or where this is not possible, in a suitable care setting** |
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| Active | **Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development** |
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| Respected | **Having the opportunity, along with carers, to be heard** |
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| Responsible | **Having opportunities and encouragement to play active and responsible roles in their schools and communities where necessary** |
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| Included | **Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn** |
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| Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?**  |
| *(summary analysis of wellbeing assessment)* |
| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to GIRFEC Pathway)* |
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| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
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| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
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| **What additional help, if any, may be needed from professionals in another agency?** |
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| **If additional support is identified, do you need to complete a My World Assessment Triangle to provide a more detailed picture of the needs of the child/young person?** | **Yes** | **No** |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
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| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
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## Wellbeing Assessment - Guidance Notes

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Protected from abuse, neglect or harm, at home, school, and in the community** |
| * Safe from immediate harm
* Protected and guided by parents/carers
* Living in a safe and secure home environment
* Improved hygiene in the home
* Safe from bullying in the home/school/community
* Reduced risk of bullying/violence/drug or alcohol use/sexual exploitation
* Protected from risk of exploitation by others (i.e. Internet)
* Consistent and positive contact with parents/siblings/carers
* Reduced/safer parental consumption of controlled substances
* Protected from domestic abuse/violence
* Reduction in/cessation of anti-social/ offending behaviour
* Protected from anti-social/ criminal activity within the community
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| Healthy | **Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy choices** |
| * Receives a nutritious/improved diet
* Weight is within appropriate limits
* Parents/carers take responsibility for meeting child’s health needs, specifically…
* Age appropriate physical development in fine and gross motor skills
* Age appropriate language and communication skills
* Emotional and developmental needs met
* Independent hygiene habits established
* Cessation of smoking/drinking/eating to excess
* Reduced parental stress
* Improved mental health and well-being
* Improved family relationships
* Ability to express feelings appropriately
* Improved management/cessation of self harm
* Reduction in impact of trauma/bereavement/loss
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| Achieving | **Being supported and guided in their learning and in the development of their skills, confidence and self-esteem** |
| * School attended regularly
* Positively engaged in learning
* Positively responds to additional support
* Improved confidence as a learner, specifically in…
* Plays and works co-operatively with peers
* Follows class routines and instructions
* Works well independently
* Confident when faced with new challenges
* Copes well with change (planned and unplanned)
* Manages changes to routine and/or transitions
* Age appropriate self-care skills/independence established
* Practical life skills developed
* Successful transition to nursery class/primary school/secondary school/post school provision
* Enters and sustains employment/ education/ training
* Vocational skills acquired
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| Nurtured | **Having a nurturing place to live, in a family setting with additional help if needed or where this is not possible, in a suitable care setting** |
| * Basic needs met (food, accommodation, clothing)
* Appropriate care and guidance from parents/carers
* Experiences appropriate boundaries and supervision at home
* Experiences love, emotional warmth and attachment
* Loved and cared for by a trusted adult
* Well-developed sense of self-esteem and self-respect
* Well-developed sense of identity and belonging
* Developmental needs understood and met by parents/carers
* Receives additional support and care when required
* Remains with birth family
* Improved family routines
* Positive contact with birth family
* Improved knowledge of parenting/caring role
* Improved attachment to carer
* Improved capacity to prevent abusive/harmful behaviours
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| Active | **Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development** |
| * Explores his/her environment safely
* Physically fit and active
* Interests and talents developed through opportunities and encouragement
* Positively engaged in play
* Positively engaged in recreation/sport/activities
* Appropriately engaged in social activities
* Sense of achievement obtained from engagement in activities
* Actively and appropriately involved within the family/ social network
* Actively and appropriately involved within the school/community
* Risks assessed and managed well
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| Respected | **Having the opportunity, along with carers, to be heard** |
| * Parent/carer/child involved in the planning/decision making process
* Listened to and views taken seriously
* Works with others to resolve problems/conflict
* Understands and accepts the consequences of his/her choices and actions
* Trusted by/trusting of significant adults and friends
* Does not express/experience discrimination
* Improved family relationships and communication
* Respects other cultures and faiths
* Cares about and respects others
* Regular praise and encouragement received
* Other children’s possessions respected
* School materials and equipment respected
* Privacy and personal space respected
* Consistent level of intimate/personal care provided
* Treated with dignity and respect
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| Responsible | **Having opportunities and encouragement to play active and responsible roles in their schools and communities where necessary** |
| * Caring and considerate towards others
* Behaves responsibly at home/school/community
* Works co-operatively with other children/adults
* Understands right and wrong (appropriate to age and stage of development)
* Accepts responsibility for his/her actions/behaviour
* Understands and accepts the consequences of his/her actions
* Parental responsibility taken for child’s wellbeing
* Copes with challenges/difficulties
* Assesses and manages risks appropriately
* Makes positive choices
* Improved behaviour
* Improved communication skills
* Improved social skills
* Understands plans for his/her future (appropriate to age and stage of development)
* Takes pride in his/her personal hygiene and appearance
* Travels independently to and from school/college/other
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| Included | **Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn** |
| * Listened to and views taken seriously
* Lives in stable accommodation suited to family size and needs
* Lives in a well-maintained, safe and secure home environment
* Family have enough money to live on
* Lives safely within his/her own community
* Accepted and valued by parents/friends and peers/ school/ community
* Included in a positive peer group
* Meaningful and supportive friendships established
* Included meaningfully in class/year group
* Improved social networks
* Improved behaviour/reduced exclusions
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| Guidance Notes - Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?**  |
| *(summary analysis of wellbeing assessment)*Are there any particular issues which are getting in the way of this child/young person’s wellbeing? Using all evidence gathered against the wellbeing indicators and your professional knowledge and experience, summarise the current situation for this child/ young person. |
| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to GIRFEC Pathway)* |
| What supports are in place within the school to develop the child/young person’s wellbeing, i.e. support for learning strategies, relationship strategies, social supports such as buddying or mentoring, home-link support or parent/carer support? |
| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
| If it is possible from the information contained in this assessment to act then Yes should be circled and action taken. If this is not the case, information should be requested from colleagues. |  |  |
| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
| Are there any other services within education resources that would benefit the child/young person’s wellbeing such as additional support for learning, alternative approaches to the curriculum, specialist support from another service within education (e.g. communication and language outreach, home-link, educational psychology). Help should be appropriate and proportionate; if a child/young person’s wellbeing is developing without the need for further intervention, this should be encouraged. |
| **What additional help, if any, may be needed from professionals in another agency?** |
| Are there any other services you think may help the child/young person’s wellbeing at this time? |
| **If additional support is identified, do you believe a Single Agency Assessment Part II (My World Assessment Triangle) might help provide a more detailed picture of the needs of the child/young person?** | **Yes** | **No** |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
| Parents/carers should be made aware that information is being gathered against the wellbeing indicators to support the child/young person’s wellbeing. Part of this process must be to ask for the parent/carer’s own view on their child/young person’s wellbeing. Their own words and perceptions should be recorded in this section rather than paraphrasing what they say. In line with Getting It Right For Every Child (GIRFEC) parenting strategy, educationalists should make every attempt to include the other parent/carer’s views wherever possible. |
| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
| The child/young person’s views must be encouraged and recorded. Support may be required for them to express their views. The child/young person’s own words and perceptions should be captured wherever possible. The Wellbeing Web, Nurturing Me and What I Think Tool are available to help practitioners gather children/young people’s views. |



## Wellbeing Assessment – Exemplar Peter

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Protected from abuse, neglect or harm, at home, school, and in the community** |
| Peter has consistent, caring adults in his life, who have a good understanding of his additional support needs. The family has an appropriate awareness of Peter’s needs and provide adequate supervision for his age and stage of development. |

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| Healthy | **Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy choices** |
| Peter is physically healthy and takes regular exercise. Peter’s diet is restricted as he struggles to tolerate some food textures. Peter has a disturbed sleep pattern which means that he is often tired in school. Peter dislikes loud noise. Peter can become anxious around large groups and this impacts on his ability to engage fully with life and also impacts on his interactions with peers. |

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| Achieving | **Being supported and guided in their learning and in the development of their skills, confidence and self-esteem** |
| Peter is in primary 7 and enjoys computing. He is highly motivated in this area of the curriculum. He also has very good organisational skills. Peter requires additional support when working in groups and for more imaginative aspects of writing. Peter can find it difficult to ask for help when he is stuck and at times this can lead to him becoming frustrated and upset. |

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| Nurtured | **Having a nurturing place to live, in a family setting with additional help if needed or where this is not possible, in a suitable care setting** |
| Peter is well-presented, supported and cared for by his family. Although Peter is keen to have friends, he can find it difficult to form and sustain friendships. This has led to difficulties with peer relationships and friendship groups particularly arising from social media. |

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| Active | **Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development** |
| Peter enjoys P.E. and physical activities. He loves to play football. Peter prefers organised activities and he can experience difficulty in less structured settings (e.g. at playtime / lunchtime). |

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| Respected | **Having the opportunity, along with carers, to be heard** |
| Peter has made a friend in school. With encouragement, Peter has joined the Eco Committee school group. He contributes well within this group and shows respect for others.Peter can find it difficult to share his opinions with others and this can impact on his confidence and ability to participate in social/group activities in school.  |

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| Responsible | **Having opportunities and encouragement to play active and responsible roles in their schools and communities where necessary** |
| Peter has 100% attendance and is always on time for school. Peter is willing to take on roles and responsibilities in school and, with support, can manage this well. Although Peter’s behaviour in school does not give cause for concern, he can be easily led by his peers and this can impact on his ability to follow school rules at times. |

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| Included | **Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn** |
| Peter has an extended supportive family who actively involve him in family activities and holidays. Peter’s wider experiences in the community are more limited and this can impact on his sense of belonging within his peer group. Peter is reluctant to try new experiences and finds it hard to adapt to new situations. This can lead to Peter feeling isolated at times.Peter struggles to communicate appropriately with his peers and this could place him in a vulnerable position. |

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| Exemplar - Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?**  |
| *(summary analysis of wellbeing assessment)*Peter’s core difficulties lie in his ability to interact appropriately with his peers. This means that Peter can become anxious when he is asked to interact with peers and this can impact on his behaviour in class. Peter can be easily led and can struggle to follow school routines. Peter has some sensory issues with regard to noise and food textures and performs best at more structured times of day.Peter also shows many positive signs of wellbeing in relation to his health, safety and his potential to achieve. Peter can behave responsibly in the context of supported school groups and has shown respect for his peers.  |
| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to stages of intervention)* |
| The school work closely with Peter’s mother to help develop Peter’s capacity to understand verbal communication and instruction through the use of visual cues. Peter is encouraged to develop in his areas of strength, (i.e. physical play, IT, numbers, etc.). School staff actively encourage Peter to engage with adults and peers although sometimes he will become anxious. Staff regularly expose Peter to new textures and tastes in the hope that his tolerance to food will increase. Staff respect Peter’s need for consistency, predictability and routine. Staff are in regular contact with Peter’s mother in order to share information (e.g. reporting observations and any progress or new challenges as they emerge). |
| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
|  |  |  |
| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
| The school would benefit from a collaborative meeting with educational psychology for advice. |
| **What additional help, if any, may be needed from professionals in another agency?** |
| The school has made a referral to health and speech and language therapy for an assessment of Peter’s additional support needs. |
| **If additional support is identified, do you believe a Single Agency Assessment Part II (My World Assessment Triangle) might help provide a more detailed picture of the needs of the child/young person?** | **Yes** | **No** |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
| The head teacher has completed the wellbeing assessment prompts with Peter’s mother. Peter’s mother is concerned about him achieving and being included in school. Peter’s mother worries that he has no close friends. Peter’s mother is happy for school staff to seek any advice or help to understand her son’s needs. Peter’s mother is concerned that *“if his needs are not identified and addressed at this stage, his rate of progress may be affected”.* She reports that she is *“eager for strategies to be put in place for Peter”.* |
| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
| Peter’s teacher has explained to him that there are other adults who may be able to help him. However, Peter may not respond well to this additional support as he struggles to communicate with adults he is not familiar with.There needs to be further information gathered around Peter’s views of school – perhaps using Nurturing Me. |



## My World Triangle Assessment

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| My wider world |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Comfortable and safe housing***e.g. access to comfortable and safe environment to live, both at home and in the community* |
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| Achieving | **School***e.g. participation in activities outwith school hours, access to school resources, study support*  |
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| Active | **Work opportunities for my family***e.g. expectations of work and employment, ambition and aspiration for children, financial concerns* |
|  |
| **Enough money***e.g. adequate income to ensure that the child benefits from activities and interests*  |
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| Included | **Support from family and friends***e.g. support around the child, relationships with family and extended family, neighbours and friends* |
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| **Local resources***e.g. involvement in local community, access to resources and support from other agencies* |
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| **Belonging***e.g. accepted into the community without prejudices or tensions*  |
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| How I grow and develop |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Healthy | **Being healthy***e.g. diagnosed conditions, developmental concerns, physical health, emotional health*  |
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| **Being able to communicate***e.g. speech, understanding of language, expression of thoughts and emotions*  |
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| Achieving | **Learning and achieving***e.g. attainment, achievement and wider assessment information, approaches, attitudes and motivation to learning*  |
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| Respected | **Confidence in who I am***e.g. resilience, confidence in my own ability, strong identity*  |
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| Responsible | **Learning to be responsible***e.g. for own behaviour, appropriate social skills, accountability, sense of right and wrong*  |
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| **Becoming independent, looking after myself***e.g. able to look after myself, dress and feed myself, get along with others, awareness of own limitations and how to overcome them*  |
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| Included | **Enjoying family and friends** *e.g. relationships with family members, adults, peers, friends* |
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| What I need from the people who look after me |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Keeping me safe***e.g. exposure to danger or harm, aggressive or violent behaviour, parenting capacity* |
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| **Everyday care and help***e.g. basic care needs being met – food, clothing, warmth, shelter, hygiene* |
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| Nurtured | **Being there for me***e.g. attachment to family members, emotional warmth, comfort, understanding family background, beliefs*  |
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| **Knowing what is going to happen and when***e.g. stable and predictable life, help in preparing me for changes in my life, consistent carers who are honest and reliable* |
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| Active | **Play, encouragement and fun***e.g. having someone who spends time with me, stimulates and responds to my curiosity* |
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| Responsible | **Guidance, supporting me to make the right choices***e.g. support to make good choices, have values, consistent routines, appropriate boundaries, good role models*  |
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| Included | **Understanding my family’s history, background and beliefs***e.g. informed about family relationships, background and associated racial, ethnic and cultural heritage* |
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| Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?** *(summary analysis of the my world triangle)* |
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| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to GIRFEC Pathway)* |
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| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
|  |  |  |
| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
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| **What additional help, if any, may be needed from professionals in another agency?** |
|  |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
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| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
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## My World Triangle Assessment - Guidance Notes

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| My wider world |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Comfortable and safe housing***e.g. access to comfortable and safe environment to live, both at home and in the community* |
| * Is the accommodation suitable for the needs of the child/young person and family – including adaptations needed to meet additional support needs?
* Is the accommodation in a safe, well maintained, resourced and child-friendly neighbourhood?
* Have there been frequent moves?
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| Achieving | **School***e.g. participation in activities outwith school hours, access to school resources, study support*  |
| * Is there access to positive experiences of school and peer networks and relationships?
* What aspects of the learning environment and opportunities for learning are important to the child/young person?
* Is there availability of study support, out of school learning and special interests?
* Can the school provide what is needed to meet the particular educational and social needs of the child/young person?
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| Active | **Work opportunities for my family***e.g. expectations of work and employment, ambition and aspiration for children, financial concerns* |
| * Are there local opportunities for training and rewarding work?
* Are there positive cultural and family expectations of work and employment?
* Are there supports for the young person’s career aspirations and opportunities?
 |
| **Enough money***e.g. adequate income to ensure that the child benefits from activities and interests*  |
| * Has the family or young person adequate income to meet day-to-day needs and any additional support needs? Have problems of low income and disadvantage affected opportunities?
* Is income adequate to ensure the child/young person can take part in school and leisure activities and pursue special interests and skills?
* Is household income managed for the benefit of all?
* Are there problems of debt?
* Do benefit entitlements need to be explored?
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| Included | **Support from family and friends***e.g. support around the child, relationships with family and extended family, neighbours and friends* |
| * Are there positive networks of family and social support?
* Are there positive relationships with grandparents, aunts and uncles, extended family and friends? Are there reliable, long term networks of support which the child/young person or family can reliably draw upon?
* Are there significant people in the child/young person’s wider environment?
 |
| **Local resources***e.g. involvement in local community, access to resources and support from other agencies* |
| * Are there resources which the child/young person and family can access for leisure, faith, sport, active lifestyle?
* Are there projects offering support and guidance at times of stress or transition?
* Is there access to and local information about health, childcare, care in the community, specialist services?
 |
| **Belonging***e.g. accepted into the community without prejudices or tensions*  |
| * Are they accepted in the community, feeling included and valued?
* Are there opportunities for taking part in activities which support social contact and inclusion, e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents’ and residents’ groups, faith groups?
* Are there local prejudices and tensions affecting the child or young person’s ability to feel included?
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| How I grow and develop |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Healthy | **Being healthy***e.g. diagnosed conditions, developmental concerns, physical health, emotional health*  |
| * Has the child/young person achieved all the physical and emotional developmental milestones?
* Has s/he had any major illnesses, hospital admissions, any impairment, disabilities, conditions affecting development and health?
* Has there been adequate health care, including nutrition, exercise, physical and mental health issues, sexual health, freedom from substance abuse?
 |
| **Being able to communicate***e.g. speech, understanding of language, expression of thoughts and emotions*  |
| * Has the child/young person developed appropriate language and communication skills?
* Is s/he able to communicate constructively with others?
* What is the child/young person’s preferred language or method of communication?
* Is s/he able to express thoughts, feelings and needs?
* Are there particular people with whom the child/young person communicates that you will need to involve?
* Are aids to communication required?
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| Achieving | **Learning and achieving***e.g. attainment, achievement and wider assessment information, approaches, attitudes and motivation to learning*  |
| * Has the child/young person developed and achieved in his/her learning and wider interests?
* Are additional needs supported appropriately?
* Has the child/young person achieved appropriately in leisure, hobbies, sport?
* Has the child /young person achieved their social development milestones? (Learning plans and other educational records should provide evidence of what has been achieved and what supports are required or being provided for.)
* Is the child/young person’s progress with formal education in line with expectations?
* Do we have appropriate plans for further educational or training needs and potential employment opportunities for young people moving or who have moved towards semi or full independence?
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| Respected | **Confidence in who I am***e.g. resilience, confidence in my own ability, strong identity*  |
| * Is the child/young person confident and resilient?
* Do they have supportive and consistent attachments from their parents/carers?
* What was the quality of their early attachments?
* How is their emotional and behavioural development? Do they have a strong sense of self-esteem?
* Are they able to express views and is there an expectation that their views will be sought?
* Do they have an ability to understand and relate to the position of others, able to accept opinions and differences in others?
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| Responsible | **Learning to be responsible***e.g. for own behaviour, appropriate social skills, accountability, sense of right and wrong*  |
| * Is the child/young person learning appropriate social skills and behaviour?
* Do they have a set of values and a sense of right and wrong?
* Do they have consideration for others?
* Are they able to understand what is expected and act on it?
* How does the child/young person respond to key influences on social and emotional development at different ages and stages (e.g. collaborative play in early childhood, peer expectations at school and outside?)
 |
| **Becoming independent, looking after myself***e.g. able to look after myself, dress and feed myself, get along with others, awareness of own limitations and how to overcome them*  |
| * Is the child/young person gradually acquiring the skills and confidence required to move from dependence to independence?
* Do they have early practical skills of feeding, dressing etc?
* Are they engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy?
* What are the effects of any additional support needs on social circumstances and how might these be addressed?
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| Included | **Enjoying family and friends** *e.g. relationships with family members, adults, peers, friends* |
| * How is the child or young person responding to relationships that support, value, encourage and guide her or him?
* Do they have opportunities to make and sustain lasting significant relationships?
* Are they encouraged to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly?
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| What I need from the people who look after me |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Keeping me safe***e.g. exposure to danger or harm, aggressive or violent behaviour, parenting capacity* |
| * Is the child/young person safe within the home and is appropriate guidance and protection exercised when outside?
* Are there adequate home safety measures such as fire guards and stair gates?
* Is care given to hygiene?
* Is the child/young person protected from physical, social and emotional dangers such as bullying and anxieties about friendships?
* Is the care giver able to protect the child/young person consistently and effectively?
* Do the parents/carers seek help with solutions to domestic problems such as mental health needs, violence, and offending behaviour?
* Is a responsible interest taken in the child/young person’s friends and associates and use of the internet?
* Is there adequate supervision around exposure to situations where sexual exploitation or substance misuse may present risks,e.g. staying out late or staying away from home?
* Are there identifiable risk factors?
* Is the child/young person being encouraged to become knowledgeable about risks and confident about keeping safe?
* Are the child/young person’s concerns being listened to?
 |
| **Everyday care and help***e.g. basic care needs being met – food, clothing, warmth, shelter, hygiene* |
| * Are the child/young person’s day-to-day physical and emotional care, food, clothing and housing needs met?
* Are healthcare and educational opportunities met? Are the child/young person’s changing needs met over time?
* Do parents/carers encourage growth or responsibility and independence?
* Is the child/young person listened to and are adults in their life able to respond appropriately to their likes and dislikes?
* Do parents/carers seek support in meeting parenting tasks where required?
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| Nurtured | **Being there for me***e.g. attachment to family members, emotional warmth, comfort, understanding family background, beliefs*  |
| * Is the child/young person provided with love, emotional warmth, attentiveness and engagement? Do parents/carers recognise and respond to the child/young person’s emotional needs?
* Who are the people with whom the child/young person has a particular bond?
* Are there issues of attachment? Who is of particular significance? Who does the child/young person trust?
* Is there sufficient emotional security and responsiveness in the child/young person’s current environment?
* What is the level of stability and quality of relationships between siblings, other members of the household? Do issues between parents/carers impact on their ability to parent?
 |
| **Knowing what is going to happen and when***e.g. stable and predictable life, help in preparing me for changes in my life, consistent carers who are honest and reliable* |
| * Is the child/young person’s life stable and predictable?
* Are routines and expectations appropriate and helpful to age and stage of development?
* Are the child/young person’s needs given priority within an environment that expects mutual consideration?
* Who are the family members and others important to the child/young person?
* Is there stability and consistency within the household?
* Can the people who look after her or him be relied upon to be open and honest about family and household relationships, about wider influences, needs, decisions, and to involve the child/young person in matters which affect him or her?
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| Active | **Play, encouragement and fun***e.g. having someone who spends time with me, stimulates and responds to my curiosity* |
| * Do parents/carers provide adequate stimulation and encouragement to learn and to enjoy life?
* Are they responsive to the child or young person’s unique needs and abilities?
* Do they spend time with the child/young person, communicating, interacting, responding to the child’s curiosity, providing an educationally rich environment?
* Is the child/young person’s progress encouraged by sensitive responses to interests and achievements, involvement in school activities?
* Is there someone to act as the child/young person’s mentor and champion and listen to their wishes?
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| Responsible | **Guidance, supporting me to make the right choices***e.g. support to make good choices, have values, consistent routines, appropriate boundaries, good role models*  |
| * Do parents/carers provide values, guidance and boundaries?
* Do parents/carers make it clear to the child/young person what is expected and why?
* Are household roles and rules of behaviour appropriate to the age and understanding of the child/ young person?
* Are sanctions constructive and consistent?
* Are responses to behaviour age and stage appropriate?
* Is the child/young person treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment?
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| Included | **Understanding my family’s history, background and beliefs***e.g. informed about family relationships, background and associated racial, ethnic and cultural heritage* |
| * Is the child/young person provided with their family and cultural history, issues of spirituality and faith? Are these discussed?
* Do the child/young person’s significant carers foster an understanding of their own and the child/young person’s background – their family and extended family relationships and their origins?
* Is their racial, ethnic and cultural heritage given due prominence?
* Do those around the child/young person respect and value diversity?
* How well does the child understand the different relationships (e.g. with step-relationships, different partnerships etc.?)
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| Guidance Notes - Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?** *(summary analysis of the my world triangle)* |
| Are there any particular issues which are getting in the way of this child/young person’s wellbeing? Using all evidence gathered against the wellbeing indicators and your professional knowledge and experience summarise the current situation for this child/young person. |
| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to GIRFEC Pathway)* |
| What supports are in place within the school to develop the child/young person’s wellbeing i.e. support for learning or relationship strategies, social supports such as buddying or mentoring, home-link support or parent/carer support? |
| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
| If it is possible from the information contained in this assessment to act then Yes should be circled and action taken. If this is not the case, information should be requested from colleagues. |  |  |
| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
| Are there any other services within education resources that would benefit the child/young person’s wellbeing such as additional support for learning, alternative approaches to the curriculum, specialist support from another service? Help should be appropriate and proportionate; if a child/young person’s wellbeing is developing without the need for further intervention, this should be encouraged. |
| **What additional help, if any, may be needed from professionals in another agency?** |
| Are there any other services you think may help the child/young person’s wellbeing at this time? |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
| Parents/carers should be made aware that information is being gathered against the wellbeing indicators to support the child/young person’s wellbeing. Part of this process must be to ask for the parent’s own view on their child/young person’s wellbeing. Their own words and perceptions should be recorded in this section rather than paraphrasing what they say. In line with Getting It Right For Every Child (GIRFEC) parenting strategy, educationalists should make every attempt to include the other parent/carer’s views wherever possible. |
| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
| The child/young person’s views must be encouraged and recorded. Support may be required for them to express their views. The child/young person’s own words and perceptions should be captured wherever possible. The Wellbeing Web, Nurturing Me and What I Think Tool are available to help practitioners gather children/young people’s views. |



## My World Triangle Assessment - Exemplar

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| My wider world |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Comfortable and safe housing***e.g. access to comfortable and safe environment to live, both at home and in the community* |
| The family have a comfortable home, which they have lived in for the last five years. They get on well with the neighbours they have had during those years, but they prefer to avoid the many newcomers who can be noisy. |

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| Achieving | **School***e.g. participation in activities outwith school hours, access to school resources, study support*  |
| Cathy’s school provides for her needs and is accessible to her physically. The difficulty is that she has disengaged from all school services except the school nurse and the home tutor. Provisions to support Cathy’s social development are limited unless she returns to school. |

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| Active | **Work opportunities for my family***e.g. expectations of work and employment, ambition and aspiration for children, financial concerns* |
| Cathy’s dad always believed she could follow a career in law, as she can be clear thinking and determined. He has been employed in an insurance office for many years, following the collapse of the family business. He has always wanted Cathy to do something really interesting, following her interests and talents. Cathy’s mum has been unsuccessful in finding work in recent years and she has been enjoying Cathy’s company at home. |
| **Enough money***e.g. adequate income to ensure that the child benefits from activities and interests*  |
| No information but no known difficulties. |

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| Included | **Support from family and friends***e.g. support around the child, relationships with family and extended family, neighbours and friends* |
| Cathy’s dad has relatives and friends in the neighbourhood. His mother has dementia and lives close by, receiving support from home carers. His sister also lives nearby with her partner and children. She has a history of mental health issues, including hospital treatment. Cathy and her mum have very limited local contacts. |
| **Local resources***e.g. involvement in local community, access to resources and support from other agencies* |
| No information to contribute. |
| **Belonging***e.g. accepted into the community without prejudices or tensions*  |
| In the past, Cathy’s mum helped volunteer with the local summer play scheme, but she no longer associates with that group. No other information available about connections to the community. |

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| How I grow and develop |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Healthy | **Being healthy***e.g. diagnosed conditions, developmental concerns, physical health, emotional health*  |
| Cathy attended CAMHS only once in 2015, and refused to return. Family GP has suggested she may be depressed and is keen to refer her again. Cathy still says she will not attend CAMHS. The school nurse has started to visit her at home, and has been encouraging her to develop routines in her eating and sleeping. Cathy appears tired, and tends to sleep during the day, staying awake at night. |
| **Being able to communicate***e.g. speech, understanding of language, expression of thoughts and emotions*  |
| In primary school, Cathy was involved in the drama club. In S1 at secondary school, she contributed to the pupil forum. Cathy has been finding it hard to talk about her feelings just now, but she has been communicating with others through social media. |

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| Achieving | **Learning and achieving***e.g. attainment, achievement and wider assessment information, approaches, attitudes and motivation to learning*  |
| Cathy has been a capable girl with good potential. In primary school, Cathy was confident in reading and maths. Cathy participated in a range of activities in primary school, though attendance most years was below 90%. Achievements have been especially affected by poor attendance at secondary school. Cathy has not attended school regularly since Easter 2015, apart from six days during February 2015, when a particular programme was organised by her home tutor and school staff. |

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| Respected | **Confidence in who I am***e.g. resilience, confidence in my own ability, strong identity*  |
| Cathy appears really positive when in school. She works hard in order to catch up with work she has missed. Friendship groups have changed during times of Cathy’s absence from school. |

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| Responsible | **Learning to be responsible***e.g. for own behaviour, appropriate social skills, accountability, sense of right and wrong*  |
| Cathy shows good behaviour when she is in school. She took responsibilities at primary school. She was athletics representative, helped fundraising for ECO Committees, etc. |
| **Becoming independent, looking after myself***e.g. able to look after myself, dress and feed myself, get along with others, awareness of own limitations and how to overcome them*  |
| Cathy has a strong personality which is reflected in her likes and dislikes. Her emotional issues often prevent her from being more independent. |

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| Included | **Enjoying family and friends** *e.g. relationships with family members, adults, peers, friends* |
| Cathy has a good relationship with her mum but finds it hard to talk with her dad just now. Her brother moved to work in America four years ago and phones most months. She worries about her mum’s health [history of depression and alcohol issues]. There is no information to suggest that she is connected in other ways to the community – she appears socially isolated. |

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| What I need from the people who look after me |

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|  | **Strengths/protective factors** | **Developmental needs/challenges** |

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| Safe | **Keeping me safe***e.g. exposure to danger or harm, aggressive or violent behaviour, parenting capacity* |
| Cathy has been highly anxious about what others think of her in school. In February 2015 she did accept support from staff to help her feel safe in classes. She and her mum are now not managing to attend any school appointments. |
| **Everyday care and help***e.g. basic care needs being met – food, clothing, warmth, shelter, hygiene* |
| Cathy needs support to maintain a healthy diet and sleeping patterns. |

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| Nurtured | **Being there for me***e.g. attachment to family members, emotional warmth, comfort, understanding family background, beliefs*  |
| Cathy’s mum says she feels stronger now and she is proud that she no longer takes alcohol or medications. She has reflected that perhaps she was not always able to nurture Cathy in the past.Cathy’s Grandad (mum’s dad) died in Easter 2015. Her dad’s mother lives nearby, but Cathy does not visit often. |
| **Knowing what is going to happen and when***e.g. stable and predictable life, help in preparing me for changes in my life, consistent carers who are honest and reliable* |
| Cathy’s mum is becoming worried that friendship groups have changed and that Cathy feels less included at social times within school. She is keen to protect Cathy from this. |

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| Active | **Play, encouragement and fun***e.g. having someone who spends time with me, stimulates and responds to my curiosity* |
| Cathy says her life is boring. |

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| Responsible | **Guidance, supporting me to make the right choices***e.g. support to make good choices, have values, consistent routines, appropriate boundaries, good role models*  |
| Cathy’s mum has tended to support Cathy’s avoidance of school. Cathy’s mum needs help to think of approaches she might take with Cathy to increase her attendance at school. It is hoped that this would impact positively with Cathy’s academic achievements and friendship groups. |

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| Included | **Understanding my family’s history, background and beliefs***e.g. informed about family relationships, background and associated racial, ethnic and cultural heritage* |
| Although Cathy worries about her mum’s health in general, we are not sure how much Cathy knows about her mum’s difficulties, past and present |

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| Exemplar - Conclusions and Recommendations |

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| **How is this child/young person’s wellbeing?** *(summary analysis of the my world triangle)* |
| Cathy has not been attending school since Easter 2015. Cathy may feel content to stay in her room at home and read, but her social, emotional and educational needs are not being met. She seems content in the company of her mum, but her eating and sleeping patterns have become quite irregular. The family appear well settled in their neighbourhood, but Cathy and her mum do not have good networks of family or social support. Cathy, and her parents, have received input from a number of agencies aimed at bringing around change, but there are no signs of positive change, and Cathy appears to be losing confidence in herself and her future. |
| **In what ways are education staff to help develop this child/young person’s wellbeing?***(please refer to GIRFEC Pathway)* |
| Home Tuition has been provided since June 2015. Home visits from school nurse are ongoing. Support from Guidance and individual teachers to facilitate return to school. Quiet room in school. |
| **Do you have all the information you need to help this child/young person’s wellbeing?** | **Yes** | **No** |
|  |  |  |
| **What additional help or advice might you or the child need from within your own education services to develop the child/young person’s wellbeing?**  |
| Consider profile of needs at Additional Support Needs Monitoring Forum. |
| **What additional help, if any, may be needed from professionals in another agency?** |
|  |
| **What are the parent/carer’s views about the child/young person’s wellbeing?***(please summarise information using the parent/carer’s own words)* |
| Cathy’s mum stated “I am very worried that Cathy has stopped going out, and I don’t know what I can do anymore. I get so stressed about it, and I don’t want to leave Cathy alone in the house. I agree that this form is accurate, and any other support for Cathy would be helpful for us both”. |
| **What are the child/young person’s views about their own wellbeing?***(please summarise information from any tool used to gather views using the child/young person’s own words)* |
| It has not been possible to ascertain Cathy’s views, but her mum has discussed this assessment with her, and reports that Cathy agrees to the discussion regarding support and advice. |