

Getting it right for

CHILDREN & FAMILIES



Getting it right for every child

Improving outcomes for children and young people

A guide to evaluating wellbeing in schools and nurseries

The Scottish Government is grateful to the group of educationalists who have worked to produce this guide:

Mary Berrill	Pupil Support Manager, West Dunbartonshire Council
Claire Cusick	Head Teacher, St Joseph's Primary, Clydebank
Anne Dalziel	Quality Improvement Officer, Perth and Kinross Council
George Docherty	Depute Head Teacher, Prestwick Academy
Lisa Houston	Education Development Officer, Perth and Kinross Council
Margaret McKinlay	Area Education Officer, Glasgow City Council
Margaret Nash	Rights, Support and Wellbeing Team, Education Scotland
Bill Scott-Watson	Learning Directorate, Scottish Government
Mandy Shiel	Getting it Right, Implementation Support Officer, City of Edinburgh Council
Chris Smith	Pupil Support Coordinator, West Dunbartonshire Council
Lynn Townsend	Implementation Advisor, Scottish Government GIRFEC Team
Norma Wright	Lead Officer, Education Scotland

A guide to evaluating wellbeing in schools and nurseries

Table of contents

1	Aims of this guide.....	4
2	Introduction.....	5
3	How to use this guide.....	8
4	Self-evaluation	9
5	Planning for improvement	10
6	Summary of links.....	11
	Appendix A – GIRFEC principles and values	12
	Appendix B – GIRFEC Core Components.....	14
	Appendix C – National Practice Model.....	15
	Appendix D – Making the links: GIRFEC and Curriculum for Excellence	16
	Appendix E – Using the interactive Wellbeing Wheel for self-evaluation	18
	Appendix F – Guide to use with parents, children and young people	22

1 Aims of this guide

This guide has been developed for leaders and staff teams in pre-5 establishments and schools to support self-evaluation. It looks specifically at developing the Getting it right for every child approach within an education setting, but fits within the overall self-evaluation framework familiar to education professionals.

Before using the guide you should have awareness of the GIRFEC approach, a good understanding of the wellbeing indicators in the National Practice Model and the health and wellbeing experiences and outcomes in Curriculum for Excellence.

Use of this guide at whole establishment, department or team level will help you bring about improved outcomes for all children and young people. It will improve knowledge of, and confidence in, the GIRFEC approach as a key way to support day to day work with children and young people. Staff should have an improved understanding of the links between wellbeing and the teaching and learning process, and the development steps needed to improve outcomes for children and young people. It will help staff understand that it is the responsibility of all to promote and support the health and wellbeing of children and young people.

As a result of the professional dialogue sessions and audit process, you and your staff should be able to identify actions to support improvement objectives. The structure of the Getting it right for every child approach will allow you to focus on improving outcomes for children and young people and to provide evidence of that improvement as part of your overall improvement planning.

As an establishment, or team leader, you will be able to identify staff development needs, target resources more effectively and ensure that culture, systems and practice within your establishment or team, operate to improve outcomes for children and young people.

2 Introduction

Getting it right for every child (GIRFEC) is the national approach aimed at improving outcomes for all children and young people in Scotland. GIRFEC is underpinned by the recognised need for shared principles and values and a common language among practitioners who provide services for children and families. It recognises the rights of children and young people, focuses on developing and supporting wellbeing and builds on the good practice evident in services across Scotland.

Getting it right for every child is important for everyone who works with children, young people and families, as well as many who work with adults who look after children. Although there are examples of good practice in all services and in all areas, there is no consistency of approach or quality of service across Scotland. Successful implementation of the GIRFEC approach depends on changes in culture, systems and practice – changes driven by professionals at all levels in organisations. Practitioners need leadership and support to enable them to work together to support families. Where appropriate, they should feel confident about responding to emerging signs of concern and taking effective, early or preventative action to safeguard the wellbeing of children and young people

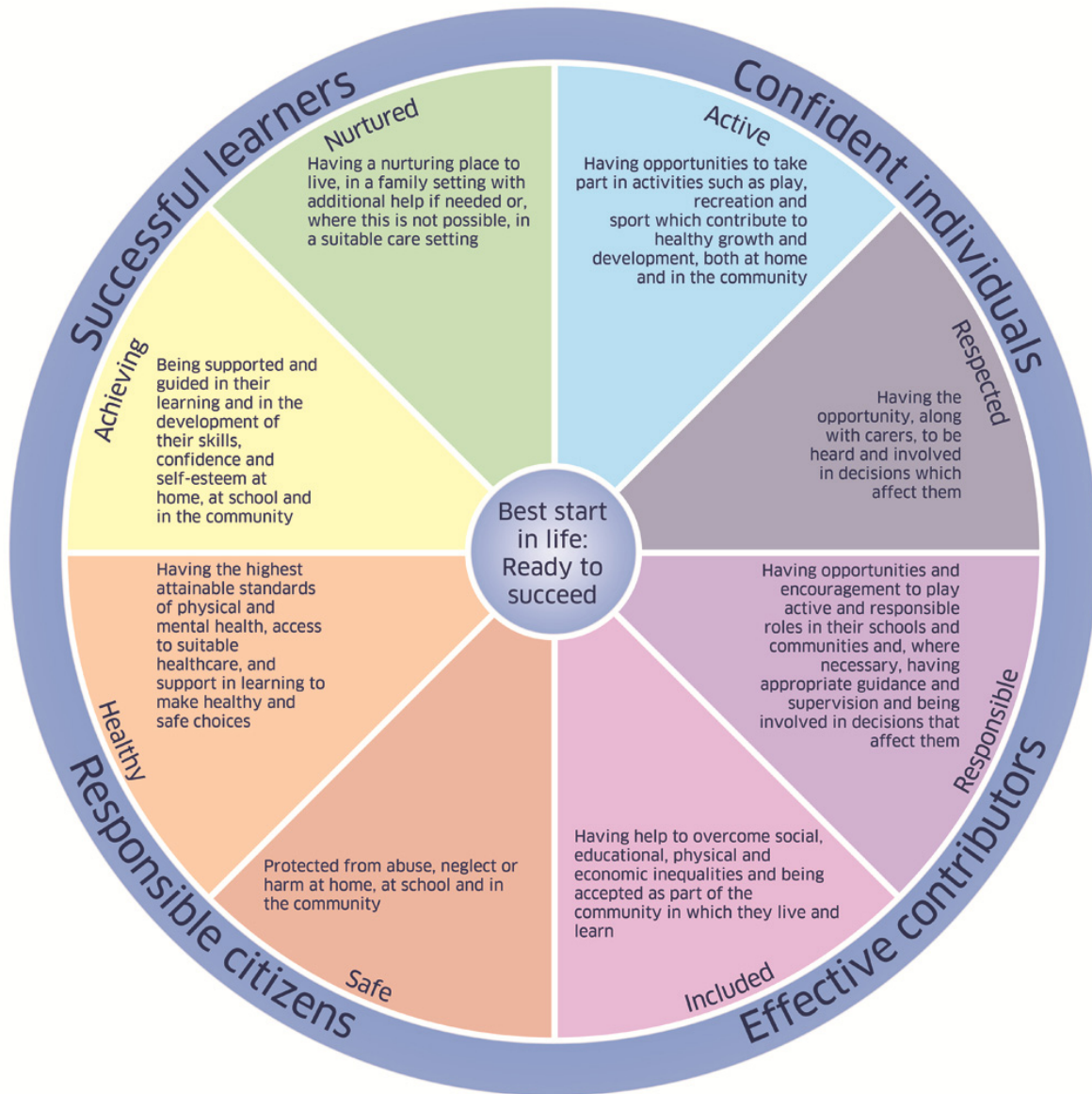
The Getting it right for every child approach is based on research evidence and the experiences of practitioners, families and children. It has been developed around a set of values and principles and 10 core components. The National Practice Model provides a framework for good quality, holistic assessment of needs and streamlined planning processes to support single-agency, multi-agency and inter-agency working across the whole of children's services. These key aspects of the GIRFEC approach can be applied in any setting and circumstance where people are working with children and young people. All leaders and practitioners within education services need to be familiar with the overall approach and understand their roles and responsibilities, within the GIRFEC framework, in improving outcomes for all children and young people.

The wellbeing of children and young people is at the heart of *Getting it right for every child*. We want all our children and young people to be fully supported as they grow and develop. There are eight areas of wellbeing in which they need to progress to do well now and in the future: safe, healthy, achieving, nurtured, active, respected, responsible and included. These eight areas – often referred to as the wellbeing indicators – are set in the context of the 'four capacities', which are at the heart of Curriculum for Excellence. The four capacities aim to enable every child and young person to be a **successful learner**, a **confident individual**, a **responsible citizen** and an **effective contributor**. The Wellbeing Wheel shows how they interconnect.

Using the wellbeing indicators can also help guide practitioners' thinking, information sharing and assessment, and to shape action plans to improve outcomes..

The Wellbeing Wheel:

The wheel has been included so that you can photocopy and enlarge it to use with staff as you explore wellbeing.



Getting it Right in education services

As the main universal service supporting children and young people from 3-18, education staff are in a unique position to develop and support the wellbeing of children and young people through their day to day work. They are often at the centre of a network of support within the wider community and partnership of services, and able to provide children and families with the accessible advice and support which they need routinely, or in response to concerns. The Named Person in school education will have access to a range of supports within education services, and can seek support from a further range of other services and agencies, easing the access to appropriate and proportionate help for children, young people and families.

Curriculum for Excellence puts health and wellbeing at the core of the curriculum framework from 3-18, and places a responsibility on all staff to ensure delivery.

Importantly the curriculum is defined as all of the experiences which are planned for the child or young person. Wellbeing in the GIRFEC approach supports education staff to consider the child or young person holistically. An understanding of wellbeing and how it supports learning at an individual child, group, class or establishment level, underpins effective delivery of Curriculum for Excellence.

In the revised professional standards for teachers, the General Teaching Council for Scotland (GTC), highlights every child's entitlement to have all aspects of their wellbeing promoted and developed. Delivering this entitlement is within the core set of professional values and personal commitment of all teachers. Head teachers are expected to have an understanding of the GIRFEC approach and tools, and to develop that understanding in colleagues.

www.gtcs.org.uk

The GIRFEC Principles and Values, Core Components and the National Practice Model are in the appendices to this document.

The Guide to implementing *Getting it right for every child* and further information and advice for staff at strategic, operational and practitioner levels is on line at

www.scotland.gov.uk/gettingitright

3 How to use this guide

This guide is an interactive resource, based on the GIRFEC Wellbeing Wheel. It can help you reflect on, and plan for, how you can make a positive difference for children and young people. It works well in solution-focused or co-operative learning settings – see Appendix E for more examples of methodology.

You can use this with a wide range of audiences:

- All staff or groups of staff
- Whole establishment or teams
- Cluster/Learning Community level

And you can adapt the materials and process to use with:

- Children and young people
- Parents/carers
- Partner agencies

For advice on involving children, young people and parents, refer to Appendix F, which is based on resources developed by practitioners in Angus Council:

www.angus.gov.uk/girfec/measuringoutcomes.html

4 Self-evaluation

The guide provides a structure for professional dialogue using the Wellbeing Wheel. You will wish to consider wellbeing within the context of your own setting using the examples provided where appropriate, in order to inform planning for improvement. The example definitions are provided to stimulate discussion but the aim is to agree your own set of indicators to support improvement in your school community.

The reflection process has four stages:

Stage 1 - What are the wellbeing indicators and what do they mean for us?

Stage 2 - What are we currently doing?

Stage 3 - How well is this working? How do we know?

Stage 4 - What more could we do? How good can we be?

Stage 1

This is an opportunity for you to reflect on the wellbeing indicators and establish a shared understanding of wellbeing. Use the examples provided to guide discussion and challenge assumptions. There are more definitions on the Scottish Government website:

www.scotland.gov.uk/Topics/People/Young-People/gettingitright/background/wellbeing

Stage 2

Based on a shared understanding of wellbeing you can then discuss how you are supporting and promoting wellbeing across all aspects of school / nursery life. You can use the examples provided to guide discussion. This can be recorded on a hard copy wellbeing wheel or directly in the power point presentation.

Stage 3

You can now use the information gathered, to consider and record the impact of your current practice. This will help you identify good practice and areas for further improvement.

Stage 4

At this stage you can start to consider what further improvements you can make now to promote and support wellbeing for all your children and young people. This process will allow you to identify priorities and plan for improvement

Taking a closer look

Although this is the end of the familiar self-evaluation process you may want to take a closer look at an area of practice. You may focus on an area which you have evaluated as good, to find out how a successful activity might have greater impact, or on an area for development to test out a change in practice which you think might be effective.

The improvement methodology promoted by the Early Years Collaborative offers an approach which supports small scale testing and evaluation of practice using the *Model for Improvement* – Plan, Do, Study, Act – method:

<http://www.ihl.org/knowledge/Pages/HowtoImprove/default.aspx>

5 Planning for improvement

You have collected and agreed evidence of progress to date and have agreed what you want to do next in relation to promoting and supporting wellbeing for children and young people within your establishment. You are now well placed to use this information to inform your overall planning for improvement.

One recommended way of doing this would be to establish short, medium and long term priorities for change.

Short term

These will be the 'quick fixes' which generally relate to practice. Some may require immediate action. Others may involve ensuring consistency, sharing good practice or agreeing adjustments to the daily routines

Medium term

These will be actions which support current priorities for development and can therefore be incorporated into your existing improvement plan.

Long term

You may identify agreed areas for development which will require to be planned for and should be included in your next cycle of improvement planning.

Conclusion

Self-evaluation, planning for improvement and reporting on quality is an on-going process. It leads to celebration of what's working well and to changes in practice which have a direct impact on outcomes for children and young people.

6 Summary of links

Scottish Government GIRFEC

The Scottish Government, *Getting it right for every child* site offers a range of documents, practice examples, case studies, film clips and links to other related websites.

www.scotland.gov.uk/gettingitright

CfE Health and wellbeing

This site provides essential information relating to the learning and teaching of *Health and wellbeing* as part of Curriculum for Excellence.

www.educationscotland.gov.uk/healthandwellbeing/index.asp

Curriculum for Excellence

This information focuses on *curriculum* areas and their contribution to the development of the four capacities of *Curriculum for Excellence*.

www.educationscotland.gov.uk/thecurriculum

General Teaching Council for Scotland

The revised professional standards for registration, career-long professional development, and management and leadership can be accessed through the General Teaching Council for Scotland website.

www.gtcs.org.uk

Inspection and review

This outlines the principles of inspection and review.

www.educationscotland.gov.uk/inspectionandreview/index.asp

Early Years Collaborative Improvement Methodology

This links to information on the Model for Improvement approach used by the Early Years Collaborative.

www.ihl.org/knowledge/Pages/HowtoImprove/default.aspx

Appendix A – GIRFEC principles and values

The *Getting it right for every child* values and principles build from the Children's Charter and reflect legislation, standards, procedures and professional expertise:

Promoting the wellbeing of individual children and young people

This is based on understanding how children and young people develop in their families and communities, and addressing their needs at the earliest possible time.

Keeping children and young people safe

Emotional and physical safety is fundamental and is wider than child protection.

Putting the child at the centre

Children and young people should have their views listened to and they should be involved in decisions that affect them.

Taking a whole child approach

Recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life.

Building on strengths and promoting resilience

Using a child or young person's existing networks and support where possible.

Promoting opportunities and valuing diversity

Children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity.

Providing additional help that is appropriate, proportionate and timely

Providing help as early as possible and considering short and long-term needs.

Supporting informed choice

Supporting children, young people and families in understanding what help is possible and what their choices may be.

Working in partnership with families

Supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what might be less helpful.

Respecting confidentiality and sharing information

Seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality.

Promoting the same values across all working relationships

Recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues.

Making the most of bringing together each worker's expertise

Respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities.

Co-ordinating help

Recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help.

Building a competent workforce to promote children and young people's wellbeing

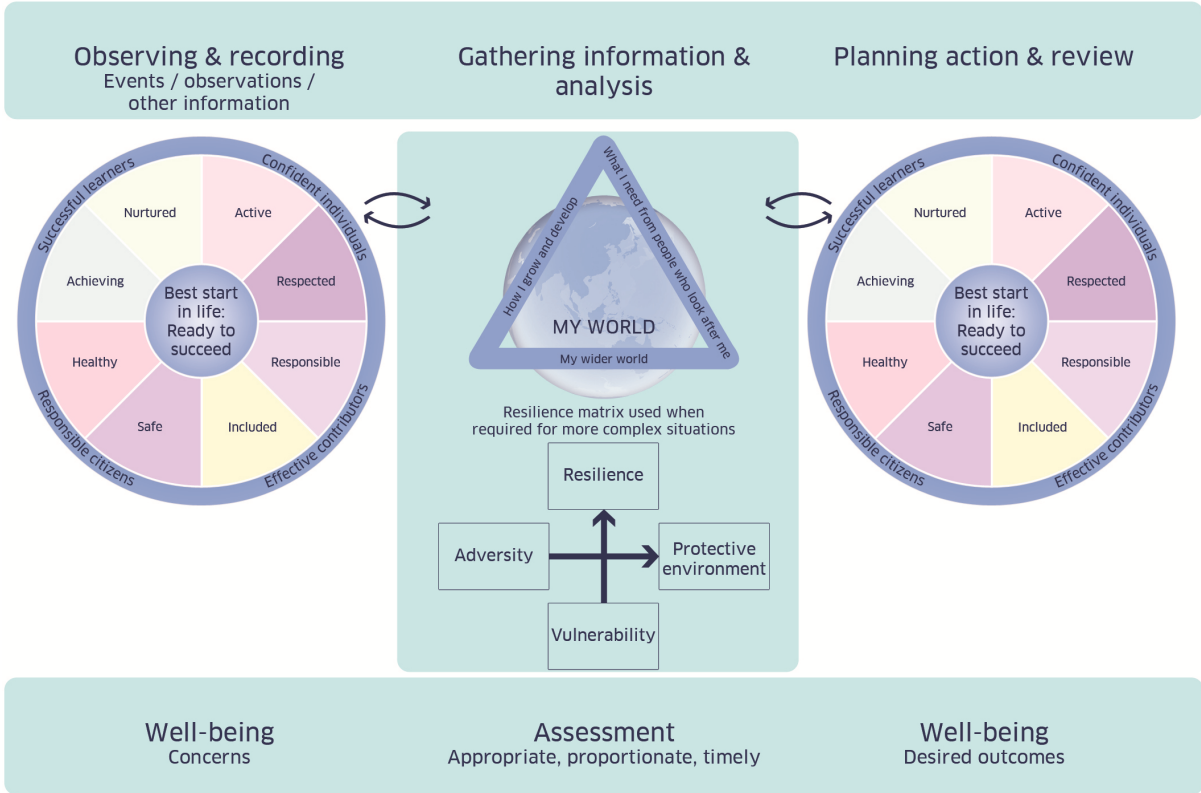
Committed to continuing individual learning and development and improvement of inter-professional practice.

Appendix B – GIRFEC Core Components

Getting it right for every child is founded on a set of core components which can be applied in any setting and in any circumstance.

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing
2. A common approach to gaining consent and to sharing information where appropriate
3. An integral role for children, young people and families in assessment, planning and intervention
4. A co-ordinated and unified approach to identifying concerns, assessing needs, and agreeing actions and outcomes, based on the *Wellbeing Indicators*
5. Streamlined planning, assessment and decision-making processes that lead to the right help at the right time
6. Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland
7. A *Named Person* for every child and young person, and a *Lead Professional* (where necessary) to co-ordinate and monitor multi-agency activity
8. Maximising the skilled workforce within universal services to address needs and risks as early as possible
9. A confident and competent workforce across all services for children, young people and their families

Appendix C – National Practice Model



Appendix D – Making the links: GIRFEC and Curriculum for Excellence

Introduction

The Scottish Government has set high aspirations for children's services. The ambition to make Scotland the best place to grow up, is clear across a range of key government policies. Getting it right for every child and Curriculum for Excellence are central to achieving transformational change and improving outcomes for all children and young people. These national approaches are complementary, founded on the same principles and values. They recognise that positive wellbeing is essential for children and young people to become successful learners, confident individuals, effective contributors and responsible citizens. This brief paper aims to help staff understand the clear links between Curriculum for Excellence and *Getting it right for every child*.

Making the links

Successful implementation of Curriculum for Excellence and *Getting it right for every child* will improve outcomes for children and young people by adhering to the shared key principles of:

- An ethos which puts the child/young person at the centre, respects rights, promotes equality, recognises and builds on strengths and takes an outcome focussed approach.
- Partnership working as the key to successful outcomes.
- A shared understanding of wellbeing and recognition that supporting, promoting and safeguarding the wellbeing of children and young people is the responsibility of all practitioners.
- A holistic view of the child/young person within their family and community.

Getting it right for every child is the overarching strategy for children and young people. Its aim is to improve outcomes for **all** children and it applies to all members of the children's workforce.

The strategy builds on the strengths of the universal services of health and education to take a holistic and consistent approach to promoting, supporting and safeguarding the wellbeing of all children and young people.

It provides eight indicators of wellbeing, set in the context of the four capacities, which are at the heart of the purpose of Curriculum for Excellence.

Its National Practice Model is designed to help staff from a range of services work together to assess children and young people's needs and plan to improve outcomes.

Overall, the *Getting it right for every child* approach helps practitioners focus on what makes a positive difference for children and young people and how they can act to deliver those improvements.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18, firmly focussed on the needs of the child and young person. It entitles every child and young person to personal support to enable them to:

- Review their learning and plan for next steps
- Gain access to learning activities that will meet their needs
- Plan for opportunities for personal achievement
- Prepare for opportunities for personal achievement.
- Prepare for – and be supported through – changes and choices

It recognises that this entitlement will only be achieved successfully through partnership working and the *Getting it right for every child* approach.

'Building the Curriculum 1' emphasises the importance of health and wellbeing as the responsibility of all and as a key strand across learning:

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and disposition. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

All staff are expected to be proactive in promoting a culture and practice within their establishment which respects and develops children's rights and wellbeing. It is the responsibility of all practitioners to:

- establish open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promote a climate in which children and young people feel safe and secure;
- model behaviour which promotes health and wellbeing and encouraging it in others;
- use learning and teaching methodologies which promote effective learning;
- be sensitive and responsive to the wellbeing of each child and young person.

All staff also share a responsibility for identifying the care and wellbeing needs of every child and young person. *The Getting it right for every child* approach provides the methodology and shared language to help staff work together better with children and their families and colleagues from other agencies to assess those needs and plan to improve outcomes.

Conclusion

Curriculum for Excellence provides young people in Scotland with skills for learning, life and work so that they can lead healthy and fulfilling lives and take their place in a modern society and economy. *Getting it right for every child* is how we can all work together to ensure that every child and young person can be the best that they can be.

Appendix E – Using the interactive Wellbeing Wheel for self-evaluation

With education staff

In some establishments you may wish to use this with the full staff group, including support staff where appropriate.

Alternatively, the tool can be used by groups of staff, for example, SMT, within a faculty/department, stage related staff groups, cross curricular groupings, specialist teams.

Where improvement planning is developed across clusters of schools, or learning communities, the tool can provide a common framework for self-evaluation and shared understanding of wellbeing.

Supporting professional dialogue

The tool can be used with a wide variety of staff groups and in a number of ways depending on circumstances, time available and audience.

You may wish to use:

- Whole/half day sessions
- Twilight sessions
- Departmental /team meetings
- Professional network sessions

You can work through the material in different ways to suit the needs of your establishment and staff group, for example:

- Introduce the material using the power point presentation, focus on the **eight wellbeing indicators** and work through the four stages of self-evaluation. This could be carried out over one whole day session or in stages over three or four sessions.
- Use the presentation and interactive wheel to focus on **one wellbeing indicator** eg, safe, and follow that indicator through the four stages of the self-evaluation.
- As above, but focus on **a group of indicators**, eg. respected, responsible and included, and follow them through the four stages.

Your choice of indicator, or group of indicators, may be based on a desire to start with a perceived strength, or a concern about a development need. You may wish to start with an area your staff feel more familiar with, or consider which of the indicators relate most closely to priorities in your improvement plan. You may consider giving staff a choice as where to start the process.

Methodology

There are a range of ways of facilitating and developing professional dialogue. You should choose a method which suits your skills and experience, and you consider will maximise the engagement of all staff to produce the desired outputs. The following are a few suggestions to consider.

1. Solution-focussed approach with a large group or in smaller groups, focussing on one indicator at a time. This can be an efficient way of using time but will depend on staff with skill in the solution-focussed method.
2. Standard whole group presentation and discussion using 'stick its' or flip charts to record views, which are then collated and agreed, to populate the electronic record.
3. As in 2 (above), but organising in smaller groups to work on specific areas of the wheel and then present back to the whole group for further discussion and agreement.
4. In some circumstances, you may wish to present the material and start the dialogue at a whole staff session but set tasks for individuals or groups to complete outwith the session for reporting back at a future session.

Recording and using the outputs

You may wish to produce a hard copy version of the outputs for discussion and retention by staff. The Interactive Wheel, however, allows you to record the output onto blank slides for presentation to staff and others, and then save it to create an electronic record. This can easily be updated, or amended, as you progress with improvements to practice.

You may also wish to provide an accessible, visual record in the form of a poster which can be displayed in staff areas, or more generally if you wish to include other stakeholders. This could be done based on output at each stage of the process, or only at the end. The aim would be to keep the output 'live' for staff and encourage action through everyday activities to change culture, systems and practice.

The purpose of the self-evaluation exercise is to increase awareness of wellbeing and its importance for supporting children and young people, and to identify areas for development within your improvement planning process. The outputs can also be used to demonstrate and celebrate success, or improvement, involve others in discussion about key priorities and engage with partners who have a stake in supporting your children and young people.

Other Groups

As part of your self-evaluation and improvement planning process, you will wish to consult with partners. This will enable you to validate the outputs from the staff group, and to consider the views of other professionals as part of your development process.

You may take the opportunity to invite key partners to participate in the sessions with your staff group, either for the whole process or when you have an output to share.

Multi-agency discussion has the added benefits of improving shared understanding, developing positive relationships, demonstrating an open and inclusive ethos and broadening the scope of the debate.

Where such multi-agency sessions are not possible, you can facilitate a discussion with a group of partners to consider the same four-stage questions used with the staff group. More simply you could ask them to give their view of how the establishment promotes and supports wellbeing using the Wellbeing Wheel.

You can also seek their views on the conclusions of your process and the improvement actions you intend to take as a result.

The outputs of this part of the process should also be recorded and shared.

Tips for success.

This material has been trialled in a number of establishments and the following feedback may help you consider how to use it and how best to prepare for a successful session:

- Staff respond best when there is a clear purpose to the session
- In groups where knowledge and experience of GIRFEC is very limited, some preparatory, awareness raising work before the self-evaluation session will support participation.
- Do not be tempted to skip stage 1 of the process, reviewing examples of wellbeing indicators. Even where staff are familiar with GIRFEC and wellbeing, reviewing the wellbeing examples leads to richer discussion and supports the next stages.
- The confidence and expertise of the presenter and facilitators will affect the outcomes. Consider peer support if you are unsure of presenting, and carefully select and prepare the facilitators for bigger groups.
- The size of the staff group should influence the approach taken.
- The presenter should be a member of the management team who can model the values and principles of GIRFEC through their language and practice.
- In most circumstances, several shorter sessions are likely to be more effective and practical than a whole day session.
- Within the secondary sector, while some working within departments may be appropriate, there are significant gains in taking a cross-curricular group approach.
- Taking a whole learning community approach can help develop a learning community improvement plan but the size of such a group, relationships across schools, and the experience of staff working in this way need to be considered. Leadership and preparation will be very important, as will preparatory work on a school by school basis.
- While the presentation allows for electronic recording of views and evidence during the session, most staff preferred a more paper-based approach to support their dialogue and learning.

This page is left intentionally blank.

Appendix F – Guide to use with parents, children and young people

These two booklets are an example of how you might seek the views of children and parents about how far the school is getting it right for every child.

You can use them as presented or adapt to suit your local needs.

The booklets **'What do children and young people think?'** and **'What do parents and carers think?'** follow overleaf.

What do children and young people think?

We want to know if you think we're getting it right for the children / young people in your school.

By filling in this booklet you can help us understand what's going well for you, and if there are any areas we could improve on to make school a better experience for you and others.

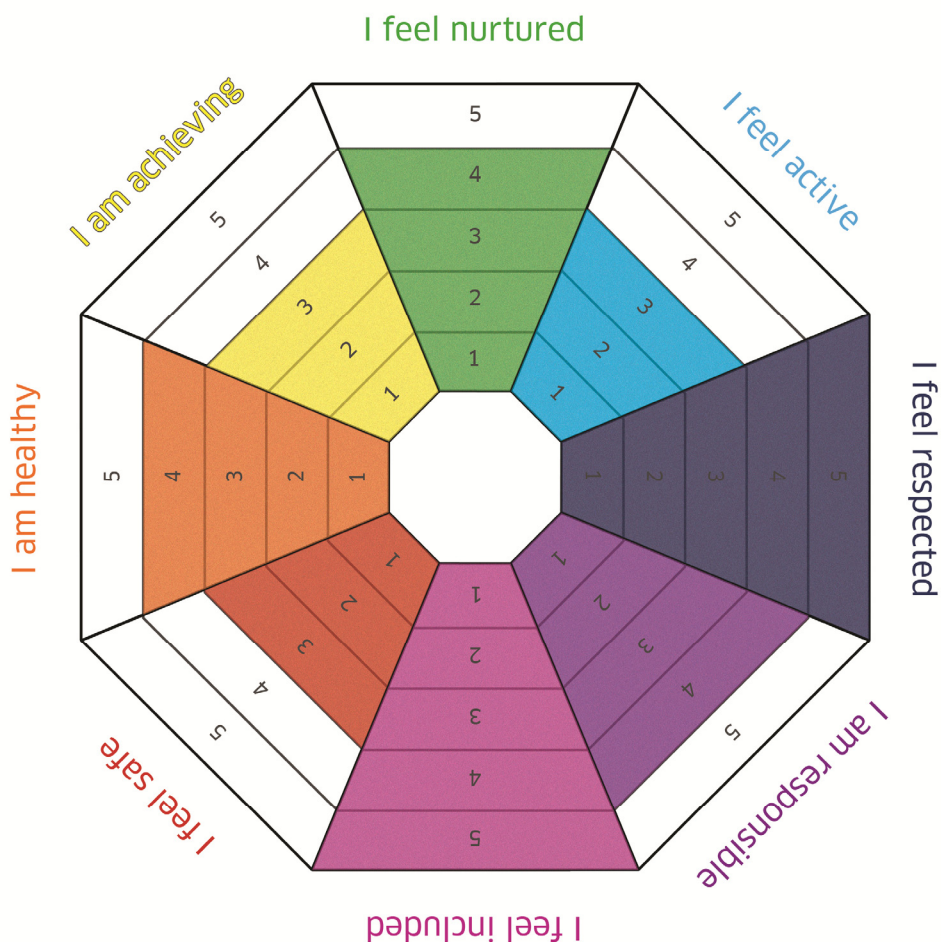
How to use this booklet

Turn to page 1 and read the statements carefully. We have grouped them under eight different words that describe what it looks like when things are going well for children and young people.

Think about what the statements mean to you and how they relate to your experience of school.

Then use the scale 1-5 to rate your **overall response** to the statements – 1 means 'not true of me' and 5 would mean 'very true of me'. So if, overall you feel safe at school, you might rate that box with a 5 by circling the 5 under the statement.

The exercise on the last page is optional but gives us an at-a-glance picture of how things are going for you. Take your scores from pages 1 and 2 and colour in the appropriate sections in the diagram. You will end up with something that looks a bit like this:



Wellbeing is about how things are going for children and young people in their lives.

Eight words describe what things looks like when it's going well – in other words whether you are **safe, healthy, achieving, nurtured, active, respected, responsible** and **included**. They are sometimes referred to as 'indicators of wellbeing'.

Next to each word there are some statements for you to read. Consider each statement and what it means to you. Decide which number from 1 to 5 best matches your overall thinking and then circle the relevant number.

Rating key:

1 = not true of me

5 = very true of me

SAFE

For example, this might mean...

- I feel safe at school
- If I don't feel safe, I know who to go to for help
- I know what to do if I'm worried about myself or someone else

Overall, how safe do you feel? (circle one number)

1

2

3

4

5

HEALTHY

For example, this might mean...

- People at school help me make healthy choices
- At lunchtime I can enjoy healthy food in a friendly environment
- I can learn about healthy lifestyles, including thinking about my feelings and relationships

Overall, how healthy do you feel? (circle one number)

1

2

3

4

5

ACHIEVING

For example, this might mean...

- I am encouraged to learn and do my best at school
- I get a chance to talk about what I like to do at school and things I've achieved outside school
- I get a chance to share and celebrate my achievements

Overall, how do you feel you are achieving? (circle one number)

1

2

3

4

5

NURTURED

For example, this might mean...

- I know that people care about me at this school
- When I have a problem, I know how to get help
- My teacher knows me well as an individual

Overall, how nurtured do you feel? (circle one number)

1

2

3

4

5

ACTIVE

For example, this might mean...

- I can plan my learning and make choices about how I learn
- I get a chance to take part in regular physical exercise
- I get a chance to share my learning to show my understanding and achievements

Overall, how active do you feel? (circle one number)

1

2

3

4

5

RESPECTED

For example this might mean...

- People take time to listen to what I have to say
- I get a chance to say what I think and contribute to decision making in my class and school
- My views are taken into account and lead to changes

Overall, how respected do you feel? (circle one number)

1

2

3

4

5

RESPONSIBLE

For example, this might mean...

- I am clear about expectations for my behaviour and my part in making it positive for everyone
- I understand what I'm learning about at the moment, and what I'll be learning next
- I get a chance to help others and take on leadership roles through committees

Overall, how responsible do you feel? (circle one number)

1

2

3

4

5

INCLUDED

For example, this might mean...

- I feel I belong in my class, school and community
- I know I will get support when I need it
- I can help others in my school to make sure they feel included in play and learning

Overall, how included do you feel? (circle one number)

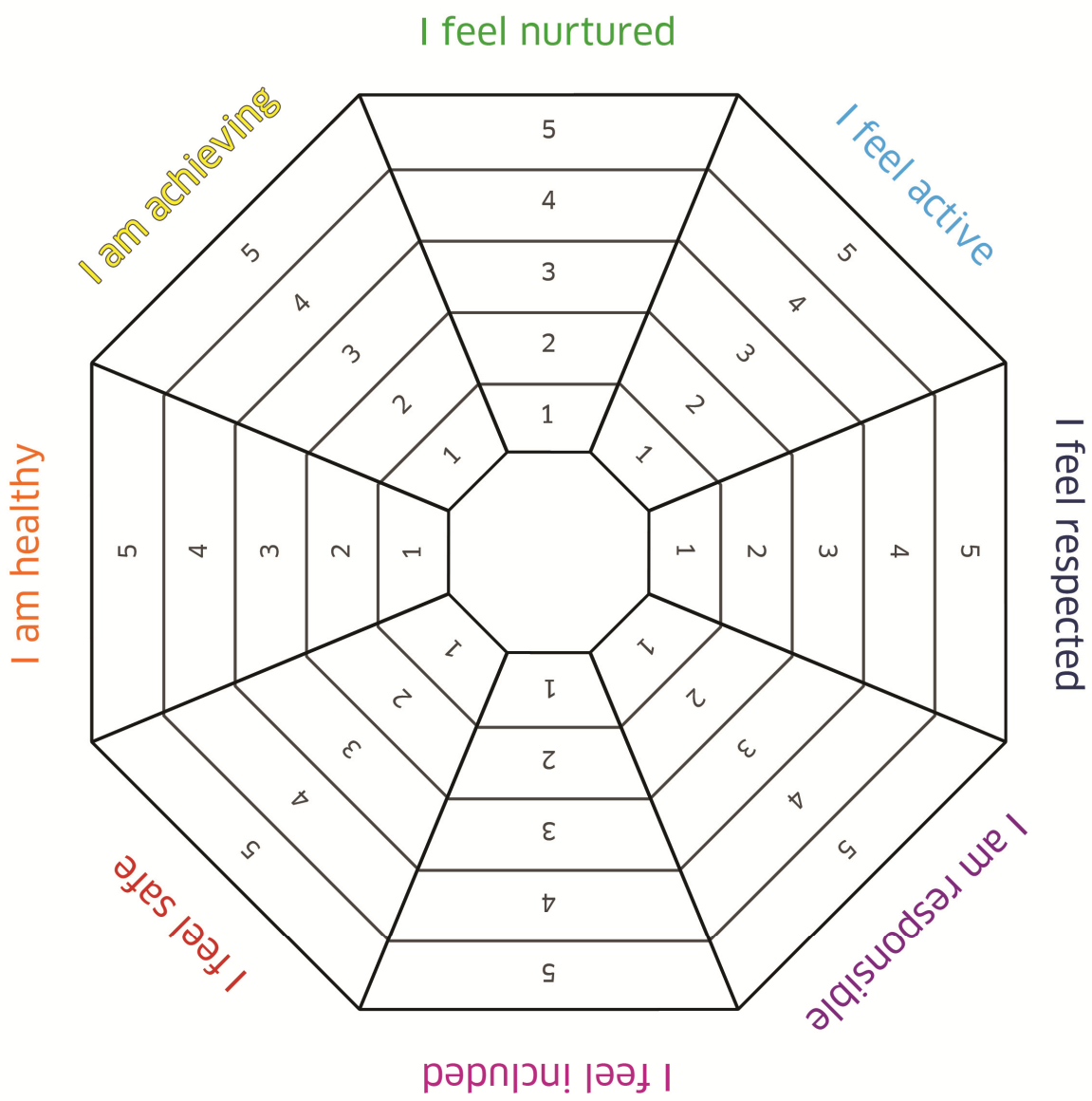
1

2

3

4

5



What do parents and carers think?

We want to know if parents and carers think we're getting it right for their children.

Please tell us what you think about your child's experiences both in their school or nursery and also in the wider community.

Your responses will help us identify what's going well and if there are any areas we could improve on to make school a better experience for your child.

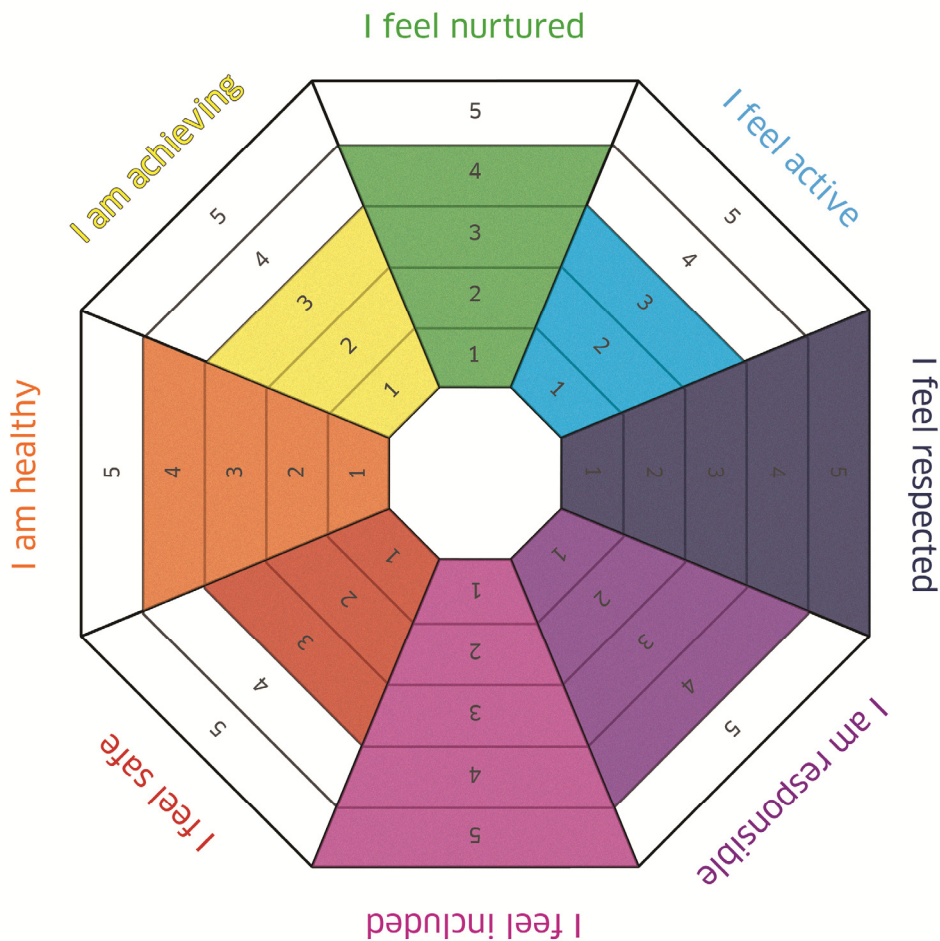
How to use this booklet

Turn to page 1 and read the statements carefully. We have grouped them under eight different words that describe what it looks like when things are going well for your child.

Think about what the statements mean to you and how they relate to your child's experience of school.

Then use the scale 1-5 to rate your **overall response** to the statements – 1 means 'not true of my child' and 5 would mean 'very true of my child'. So if, overall you think your child is very safe at school, you might circle the number 5 beneath that statement.

The exercise on the last page is optional but gives us an at-a-glance picture of how things are going for your child. Take your scores from pages 1 and 2 and colour in the appropriate sections in the diagram. You will end up with something that looks like this:



NURTURED

For example, this might mean...

- I know that people care about my child at this school
- I get help and support when my child has a problem
- The school works hard to make sure everyone feels safe, comfortable and cared for

Overall, how nurtured do you feel your child is? (circle one number)

1

2

3

4

5

ACTIVE

For example, this might mean...

- My child gets the chance to plan and make decisions about their learning
- My child takes part in regular physical activity at school
- The school encourages everyone to take part in activities that benefit individuals, the school; and the wider community

Overall, how active do you feel your child is? (circle one number)

1

2

3

4

5

RESPECTED

For example, this might mean...

- My child is treated fairly at school
- The school keeps me well informed about my child and their progress
- My child is listened to, and staff respond appropriately

Overall, how respected do you feel your child is? (circle one number)

1

2

3

4

5

RESPONSIBLE

For example, this might mean...

- The school sets high standards for children's learning and behaviour
- Children get the chance to contribute to decisions about their learning and development
- Children get to contribute at whole school level through groups and committees

Overall, how responsible do you feel your child is? (circle one number)

1

2

3

4

5

INCLUDED

For example, this might mean...

- My child feels they belong in their class, the school and the wider community
- My child can access help and support if there is a problem
- My child knows what to do if they are worried about themselves or someone else

Overall, how included do you feel your child is? (circle one number)

1

2

3

4

5

