






Wellbeing Outcome	Consider...
Included	
a. Accepted and valued by parents, carers, peers, school and community	Valued for who they are and not what they possess Strong sense of belonging and identity fostered. Getting on well together
b. Enjoying good social networks	Health, development and educational achievements are not compromised by having additional support needs or growing up in deprived areas
c. Living safely within the community	In full receipt of entitlements and benefits
d. Helped to overcome barriers.	Appropriate access to services. Reduced exclusions Income maximisation. Basic needs are budgeted. Free from problematic debt.

Outcome Measures 5-Point Scale

Levels	Consider...
 1 Very good strengths. Acceptable levels of needs, concerns or risks	Family, informal support network and universal services are able to meet the needs of the child.
 2 Good strengths. Low needs, concerns or risks	Named Person (Health or Education) working in partnership with family and other services to develop a Child's Plan to address additional needs.
 3 Some strengths. Moderate needs, concerns or risks	Lead Professional identified and developing and co-ordinating the Child's Plan to manage and address the risks, needs and concerns. Consider Statutory Measures.
 4 Few strengths. Significant needs concerns or risks	Child may need to be accommodated away from home and/or their name placed on the Child Protection Register
 5 Unacceptable and critical Needs, concerns or risks	Child may need to be removed to a Place of Safety.

Areas of Concern:

- physical harm
- emotional abuse
- sexual abuse
- neglect
- domestic abuse
- parental alcohol misuse
- parental drug misuse
- parental mental health problems
- non-engaging family
- child placing themselves at risk
- child exploitation
- other concerns

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Outcome Measures

Measuring Progress for Children and Young People

Wellbeing Indicators

Wellbeing Outcome	Consider...
Safe	
a. Safe from immediate harm, abuse or neglect	What is the possibility of harm, abuse or neglect happening? What worries people, what is working well? What is this information telling us about the level of concern or risk?
b. Living in a safe and secure place	Is it a safe place to live? Do things in the house need to be fixed, changed or cleaned? Do utilities run out? Any concerns about adequate food, hygiene, clothing in the home? Concerns about frequent moves or eviction?
c. Protected from domestic abuse	What is the impact? How does it make children feel? What work with survivors, interventions with perpetrators would help?
d. Protected from the risk of exploitation by others	Is the child or young person exposed to exploitation – child sexual exploitation or other forms?
e. Protected from anti-social or criminal activity	Is the child or young person in regular contact with people involved in anti-social behaviour or criminal activity, or are they themselves. Does it, or will it, have a critical impact?
f. Protected from misuse of alcohol or drugs	Is the child or young person affected by someone having an alcohol or drug problem? How?
g. Free from bullying and violence at home or at school or in the community	What's the child or young person's experience?
Healthy	
a. Health and development needs are identified and met	Are health and developmental needs clear? What are the concerns or issues? Are health checks and immunisations up to date? Are medical appointments arranged and kept? Is there the right medication? Knowing how to get health advice, dental and optical care
b. A reduction in risks (health behaviours)	Is there aggressive behaviour, acting impulsively, being withdrawn, concerning sexual activity?
c. Improved mental health and wellbeing	Anxiety, worries or self-harm? Positive relationships? Knowing who to speak to if worried or has a problem. Medication or treatment is helping
d. An ability to express feelings appropriately	Taking part in activities? The right height and weight for development?
e. Increased exercise or physical activity, access to a well-balanced, nutritious diet	Speaking about feelings, reducing the likelihood of self-harm. Good level of meaningful engagement. Absence of disguised compliance, hostility. Guidance accepted and actioned. Support needs are recognised and met.
f. Improved self-esteem, resilience, physical health	

Wellbeing Outcome	Consider...
Achieving	
a. In an appropriate educational placement or accessing high quality child care	Going to nursery, child minder, school, college or training, and needs being met there
b. Successful in learning and achieving developmental goals	Making progress in learning and accomplishments at school and in the community. Accessing local amenities. Using identified supports. Enjoying education placement, training or employment
c. Making a successful transition between nursery, primary, secondary, training or employment	Engaging in alternative education activities. Working well with others
d. Developing skills for learning, life and work	Gaining employability skills and qualifications. Good references. Well-developed interpersonal, communication and social skills.
Nurtured	
a. Experiencing love and emotional warmth from parents or carers	Does the child or young person have a secure attachment? Consistent warmth, regard, praise and encouragement. Age appropriate supervision. Improved self-esteem and resilience.
b. Positive parenting approaches to develop daily routines around eating, sleeping and personal care	Impact of parents or carers mental health Physical care needs are met – food, clothing, shelter and hygiene
c. Gaining well developed sense of identity and belonging	Strong sense of belonging and acceptance by others. Free from discrimination
d. Living with certainty about future care arrangements	What is the potential risk to security and stability of accommodation or tenancy? Changing circumstances are carefully planned whenever possible The length of time children or young people live with uncertainty about future placements or permanent substitute care is kept to a minimum
e. Able to develop healthy, trusting relationships	Stable, affectionate and sustained relationships with parent or carers. Positive and sustained relationships with peers and siblings
f. A reduction in family conflict	Good relationships in family. Few significant changes in family composition
g. Helped to be in contact with significant people in their lives	Maintaining direct or indirect contact, information exchanges which meet needs. Emotionally stable parent, positive role model.

Wellbeing Outcome	Consider...
Active	
a. Developing interests and talents through opportunities and encouragement	<p>Experiencing a high level of positive stimulation, encouraged to explore. Spending time doing activities together with parents, carers and peers</p> <p>Participation fosters good emotional wellbeing, new skills, sense of fairness</p> <p>Aptitude and interests supported. Positive experiences at school and community</p> <p>Praised for progress made and successes recognised.</p>
Respected	
a. Helped as parents or carers are willing to work honestly and positively with services.	Evidence of good engagement. Any difficulties getting contact with the family? Is the child unseen? Active or disguised non-compliance? Hostility or threats of violence? Does this point to compulsory measures?
b. Listened to and views taken seriously and treated with dignity and respect	Behaviour is a form of communication. What's the best way to really support understanding and views? Even if there is a disagreement with action taken, understanding the reasons for it. Knowledgeable about rights. Positive experience of meetings.
c. Able to understand and accept the consequences of their choices and actions	Level of understanding, maturity and self-efficacy. Strong sense of belonging and acceptance, free from discrimination.
d. Involved in the planning, decision making process	Appropriate care and responses from others. Given all the information needed to make informed choices. Able to express views and involved meaningfully in decisions which affect them.
Responsible	
a. Behaving responsibly in home, school and community	Has clear boundaries and learning right from wrong. If at risk of anti-social behaviour, getting the help needed. Able to consider consequences of actions on others
b. Gaining life and social skills	Wide experiences. Confident in social situations, has positive relationships, and holds leadership positions
c. Respectful and caring about others	Has appropriate level of responsibility growing up. The right supervision, independence. Reduced police contact, fewer periods in custody, complaints from community.