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| **Appendix H. Swadling and MacNeil (2012) Getting it right for every child and young person (GIRFEC) A framework for measuring children’s wellbeing** |
| **SAFE****The child or young person is:** | **HEALTHY****The child or young person is:** | **ACHIEVING****The child or young person is:** | **NURTURED****The child or young person:** | **ACTIVE****The child or young person is:** | **RESPECTED****The child or young person:** | **RESPONSIBLE****The child or young person:** | **INCLUDED****The child or young person:** |
| Living in a home environment which is free of abuse and violence. | Healthy at birth, sustains good physical health in early years. | Developing self-care and life skills, appropriate to age and stage. | Experiences consistent love, emotional warmth and attachment. | Encouraged to be as physical active as their capacities permit. | Feels listened to and taken seriously. | Exercises some degree of age-appropriate self-control over emotions and behaviour.  | Feels accepted, trusted and valued within the family or caring setting. |
| Cared for by parents or carers and has at least one adult they can always turn to for love and support. | Positive about self and confident and competent when faced by problems and adverse circumstances. | Developing a level of independence or autonomy appropriate to age and stage. | Has someone they can turn to, trust and rely on when anxious or disturbed. | Encouraged to take up opportunities for play, recreation and sport.  | Has developed a positive sense of identity and feels comfortable with it.  | Has developed a clear understanding of right and wrong appropriate to age and stage. | Feels accepted, trusted and valued by friends and peers. |
| Protected from the risk of sexual or other forms of exploitation by family members or others.(eg through internet) | Respectful of self and others; and makes choices that are safe and appropriate for age. | Displaying age-appropriate language, cognitive, intellectual, emotional and social development.  | Receives praise, encouragement, attentiveness and cognitive stimulus. | Receiving appropriate stimulus and encouragement to develop their interests.  | Has a well-rooted sense to self-esteem or self-worth. | Accepts responsibility for their own actions. | Feels accepted, trusted and valued by the school and the wider community. |
| Protected from avoidable physical dangers and health hazards within the home and outside. | Leading a healthy lifestyle and making healthy choices.  | Demonstrating readiness for key transitions in childhood and adolescence. | Receives a level of physical care that ensures that the child is clean, adequately and appropriately clothed and kept warm.  | Provided with opportunities to actively participate in stimulating activities where there may be disabilities or disadvantages.  | Feels that significant adults and friends want them to fulfil their potential. | Understands what is expected of them at home, in school or in the community. | Feels that their family is accepted and valued within the local community.  |
| Not left unattended when too young to care for themselves and not left in the care of inappropriate carers. | Receiving appropriate health care and guidance from main carers and health services.  | Responding positively to cognitive challenges in educational setting. | Receives sufficient and suitable nutrition. | Provided with additional support when needed. | Feels that significant adults and friends will support them through challenges and difficulties. | Generally behaves responsibly at home, school and in community. | Does not experience discrimination on any grounds. |
| Not exposed to serious misuse of alcohol and drugs by family members.  | Displaying age-appropriate physical and psychological development.  | Motivated to attend and participate in their education. | Lives in an environment which promotes their cognitive and emotional development. | Assessing and managing risks in recreational and play-related settings.  | Feels trusted by these significant adults and friends. | Generally behaves towards others in a caring, compassionate and considerate way. | Has access to a range of opportunities for making friends. |
| Aware of harmful risk-taking behaviours outside the home (eg drugs, alcohol, inappropriate friendships etc) | Attends scheduled medical screenings and takes prescribed medication when necessary. | Meeting or exceeding appropriate levels of educational attainment.  | Receives additional support and care when they need it.  | Responding positively to physical challenges in recreational and play-related settings. | Feels involved in the important day-to-day decisions that affect them.  | Demonstrates capacity to act altruistically on behalf of others (eg gets involved in voluntary activities).  | Has access to a range of opportunities for social and recreational activities.  |
| Receiving appropriate guidance from parent/carer about harmful risk-taking behaviours.  | Able to (and supported to) manage any long-term illness, condition or impairment. | Demonstrating achievement across a range of non-academic activities.  | Is not left unattended or in the care of inappropriate persons when too young to take care of self. | Demonstrating a sense of positive achievement from their activities.  | Does not feel discriminated against or demeaned by others. | Demonstrates capacity to assess and manage situations where there are potential risks for self and others. | Receives additional support to overcome any disadvantages that may contribute to social exclusion. |
| Safe from bullying at school or in the community. | Applies strategies for assessing avoidable risks to health. | Developing skills for coping with and managing disabilities and long-term conditions. | Is not subject to physical neglect. | Developing aptitude in one or more sports to best of their capacity. | Feels mostly happy and satisfied with life. | Acts responsibly in potentially high risk situations. | Lives in accommodation appropriate to their family’ |
| Protective towards others and not involved in bullying.  | Emotional and developmental needs are not neglected.  | Responsive to any additional support provided. | Feels loved and trusted. | Developing aptitude to one or more cultural activities to best of their capacity.  | Feels generally optimistic about the future. | Attends school regularly (if appropriate). |  |
| Protected from and not engaged in anti-social and criminal activity within community.  | Copes with normal stress of everyday life without persistent anxiety, depression, withdrawal or aggression.  | Developing skills in assessing and managing risk within social settings.  | Is sufficiently resilient to cope with changing circumstances in their family home, school and community.  | Developing aptitude in one or more hobbies to the best of their capacity.  | Feels treated as an individual in their own right with their own needs and aspirations. | Has a lifestyle that does not threaten health or well-being.  |  |