

1. Risks/Unmet Needs	2. Strengths
<p>Listen to the risks/unmet needs – check understanding</p> <p>Acknowledge it without trying to fade it or fix it. Don't try to solve any issues at this point.</p> <p>Remember to Listen Acknowledge and Validate (LAV)</p> <p>This is a shared process so use 'us' and 'we' to develop a sense of shared responsibility</p> <p>Filter out the content / listen for the 'core message'. Feedback the 'core message'.</p>	<p>Ask people to discuss strengths, competencies, and resiliencies.</p> <p>Consider:</p> <p><i>What is working well – now or in the past?</i></p> <p><i>What do you want to keep?</i></p> <p><i>What do you want to do more of?</i></p> <p>Look at the risks and ask <i>Tell me about when it is not like this.</i></p> <p><i>What makes it different?</i></p>
3. Desired Outcomes	4. Actions
<p>Try to sum up what is wanted for that young person</p> <p>Ask the key questions</p> <p><i>If things were a little bit better what would you/we be doing differently?</i></p> <p><i>What would be different for [NAME]?</i></p> <p><i>How will we know whether things have improved?</i></p> <p>Try to word the outcome as: [NAME] will....</p>	<p>Actions needed to meet outcomes</p> <p><i>What are the main actions?</i></p> <p><i>Who will do what? When will it be done? When will we report?</i></p> <p>What Who When </p> <p>Date for review</p> <p>How will we know?</p>

Setting the scene for Solution Oriented Pupil Planning Meetings

'This meeting will be run as a solution oriented meeting, meaning that we will be guided by solution oriented principles. This will help us to focus and spend more time on areas of strength and resilience and on making sure that we get the right outcomes agreed that will make a difference. For the first part of the meeting, however, we have put some time aside for hearing about the risks and unmet needs.'

- Ensure all participants are introduced
- Agree scribe, time keeper roles and timing for each section

Setting desired outcomes

'We're now moving onto the part of the meeting where we are going to set some desired outcomes for John, which will then inform the action plan. It is important that our outcomes are in relation to the child and their unmet need – that's why we will phrase them as "John will..." It's also important that the desired outcomes we set are clear as to what we want to happen, are realistic and achievable and also that we can measure whether we have achieved them or not.'

After setting the desired outcomes we'll move to the action plan to decide what needs to be done to meet the outcome, who needs to do it and by when. We will also look at how we will know when the outcome has been achieved.'

Action Planning

'We're now going to action plan the desired outcomes. We need to decide what needs to happen, who will do it and by when. We also need to have some discussion and agree how we will know whether these actions have impacted on our desired outcome. We also need to agree who will gather the data/information which will tell us how we know.'

Thank everyone for their contributions and bring the meeting to a close.