

NURTURING ME

the child's perspective on wellbeing



getting
it right
for every child

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Inverclyde Educational Psychology Service for contributions to the research and application of *Nurturing Me*

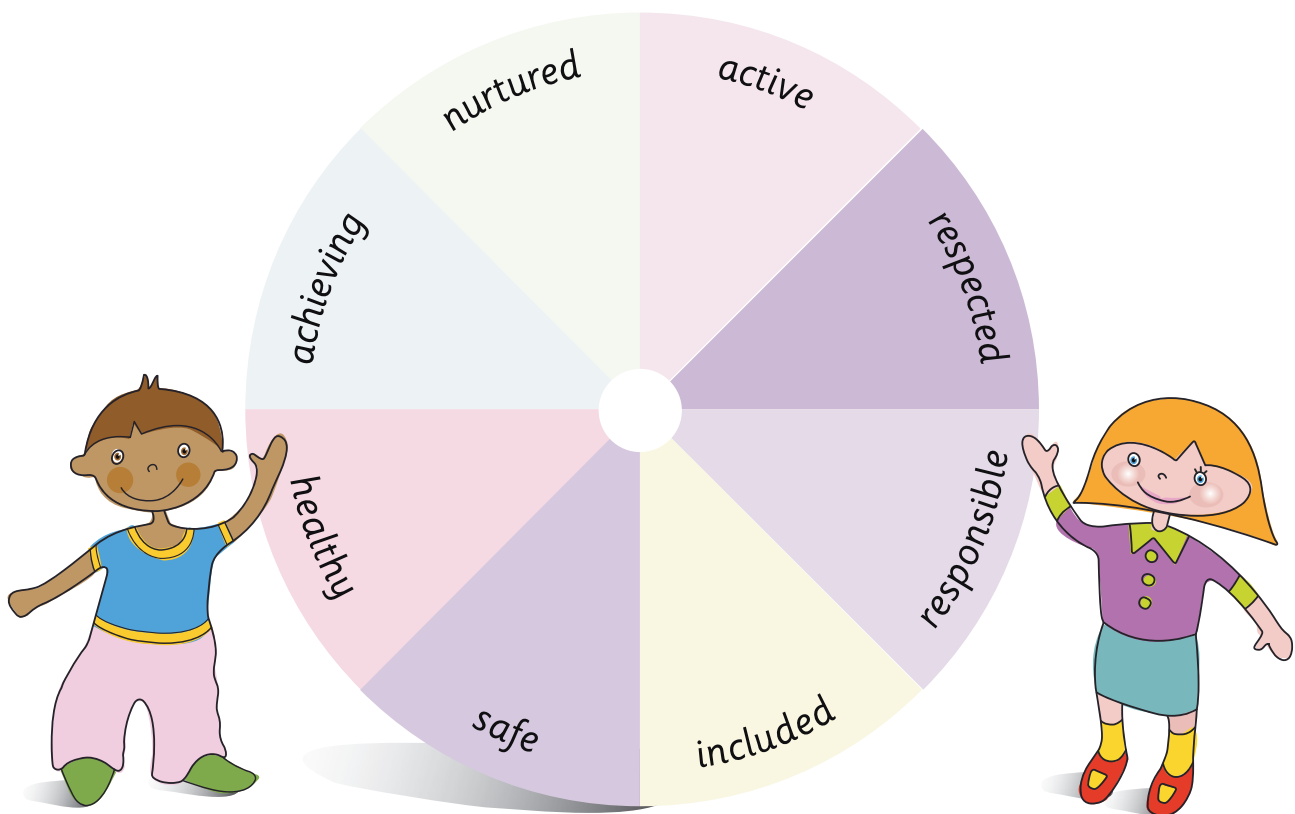
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Introduction

Nurturing Me is a GIRFEC tool which captures the voice of the child. The main purpose of this is to allow the child to have their voice heard in relation to their perspective on their wellbeing. This is of particular importance when it comes to the planning process which often takes place around children/young people.

Nurturing Me is a mediated tool using concrete materials which should be administered by a known adult with whom the child/young person has a trusting relationship for example teacher, support assistant, social worker and psychologist.

The tool can be used with or without the concentric circles in tandem with the questioning and representational figures. The use of the concentric circles allows children and young people to identify key people in their lives alongside the child's perspective on the closeness and importance of that relationship. This is of particular importance for looked after children and young people who may have experienced a number of transitions which may have impacted on some of their important relationships and in turn their wellbeing.

The intended outcome of the tool is to provide assessment information on those people and relationships which are central to the wellbeing of the child. The final report is solely a child's perspective on their own wellbeing. This is designed to be incorporated into a GIRFEC meeting which will include other agency views on the child's wellbeing.

To maximise the responses of the children and young people and ensure that they are fully aware of what each of the indicators mean, *Nurturing Me* is best used after the children and young people have been introduced to what constitutes 'safe', 'respected', and so on. The optimum conditions for this are when the education establishment uses these indicators as part of the daily language of the classroom and explores what each mean in some detail.

An initial pilot study of children from pre-school to upper primary, carried out in Inverclyde and Glasgow, has highlighted that *Nurturing Me* is more fruitfully used with children and young people when the above conditions are observed.

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“I want you to take a moment to think about all of the people in your life who you love and who love you.... Can you choose a figure for each of these people and tell me who each is?”

The following instructions can be phrased by the administrator as appropriate to the age and developmental stage of the child. Below is an example of a script for administering the tool. Please note that children in early years establishments and those with additional support needs generally respond better to limited and clear language.

■ *Let's look at these three circles. Now let's look at all these figures. Can you choose one who looks most like you? If you prefer, you can use one of the post-it notes to draw on if you don't see a person who looks like you. Put the person/picture that looks like you on the centre of the top circle.*

■ *I want you to take a moment to think about all of the people in your life who you love and who love you. These can be members of the family past and present. They can be people you used to see but don't any more or people who you see a lot of. These can be very good, close friends, people you really care about and who care about you.*

Can you choose a figure for each of these people and tell me who each is?

■ *There are no right or wrong answers I want to find out about the people in your life and how you feel about them.*

■ *Let's look at the second circle. Can you think about all the people in your life that you get on really well with, These might be people in your family, or they might be good pals. These are the sorts of people that you might want to talk to about good news or go to when you have a worry. People that you like to spend time with and enjoy doing fun things with.*

Can you choose a figure for each of these people and tell me who each is?

Before you do this I need to say that someone can only be in one circle.

You may want to change some of them around and that's OK. Remember there are no right or wrong answers and the important thing is that you think about how you get along with these people in your life.

■ *Repeat any of the above as needed. Give the chance to move figures about.*

■ *Let's look at the third circle. Can you think of the people in your life that you may see quite often or from time to time. These are people like Scouts/Brownies/Boys' Brigade leaders, dance/karate/football instructors. They may also be teachers that you like, your hairdresser, shopkeepers, your doctor, and so on. They may be pals that you see at your Scouts/dancing and so on. You may like these people and enjoy being with them but you do not feel as close as you do with those in the other circles.*

■ *Can you choose a figure for each of these people and tell me who each is?*

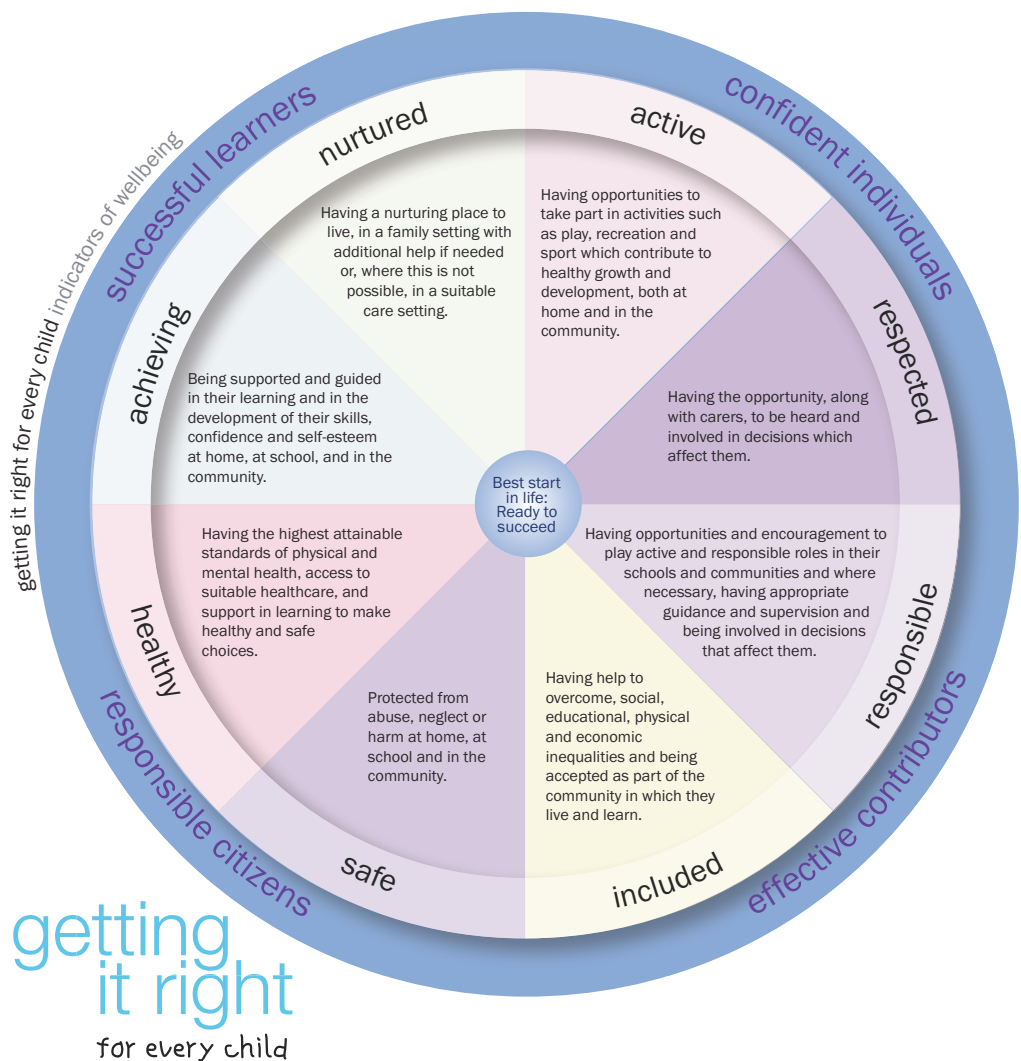
Remember that someone can only be in the one circle. You may want to change some of them around and that's OK.

Remember there are no right or wrong answers and the important thing is that you think about how you get along with these people in your life.

“The main focus of the interaction is to gain the child’s perspective on the supports in their life...”

Once the figures are in place, have some discussion about whether they are happy with each placement or whether they want to move some around now they can see the full picture. Introduce the wellbeing questions as part of this discussion and complete the questioning at this stage. It should be used flexibly with the child/young person able to move the figures as they need through discussion. After the figures are seen as secure, the *Nurturing Me* grid should be completed jointly by the adult and the child to ‘map’ who the child sees as the key supports to their wellbeing.

The main focus of the interaction is to gain the child’s perspective on the supports in their life and who they see as important or functional within their social network. The role of the adult working with the child is to mediate between the child and the tool. This allows for the exploration of the perspective of the child and their view of the world.





Name
School/Nursery
Date Completed

Circle 1 (Top)

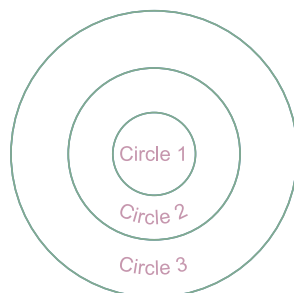
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

Circle 2 (Middle)

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

Circle 3 (Bottom)

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____





PRE-SCHOOL/EARLY PRIMARY/ASN QUESTIONS

Name
School/Nursery
Date Completed

Safe
 Who makes sure that you are safe? _____
 Who takes your hand to cross the road? _____

Healthy
 Who gives you healthy food to eat? _____
 Who keeps you clean? _____
 Who takes you to the doctors/dentist? _____
 If you are feeling sad who cheers you up? _____

Achieving
 *Who helps you with/makes you do your homework? _____
 Who teaches you new things, for example tying your shoe laces? _____
 Who says 'well done' when you try your best? _____

Nurtured
 Who looks after you the most? _____
 Who tucks you in at night? _____

Active
 What are you good at, for example music, sport, art and so on? _____
 Who takes you to school, Anchor Boys, Rainbows (insert appropriate club) _____

Respected
 Who listens to what you have to say? _____
 Who spends time with you? _____

Responsible
 *Who would describe you as responsible? _____
 Who thinks you can do important things? _____

Included
 *Are you in any clubs at nursery/school? _____
 Who do you play with at nursery/school? _____
 Who is your friend at nursery/school? _____

*These questions are not relevant for pre-school children.



LATE PRIMARY/EARLY SECONDARY QUESTIONS

Name
School/Nursery
Date Completed

Safe
Who protects you from danger?
Who do you tell if you are frightened or sad?

Healthy
Who supports you to be healthy?
Who looks after you if you are sick or hurt?
Who gives you healthy food to eat?
Who talks to you about feelings?

Achieving
Who says 'well done' when you try your best?
Who helps you to try things on your own?

Nurtured
Where do you feel safe?
Who cares for you when things are tough?

Active
What are your hobbies and interests?
Who takes you to fun places?
Who encourages you to go to clubs/activities?

Respected
Who listens seriously to your opinions and ideas?
Who thinks you are special?

Responsible
Who helps you when things go wrong?
If you have made a good choice, who helps you to know if it has been a good choice?
Who helps you when things go wrong?

Included
Which friend can you count on?
Are you in any clubs at school?

Solution Focused Report: Purpose and Shape

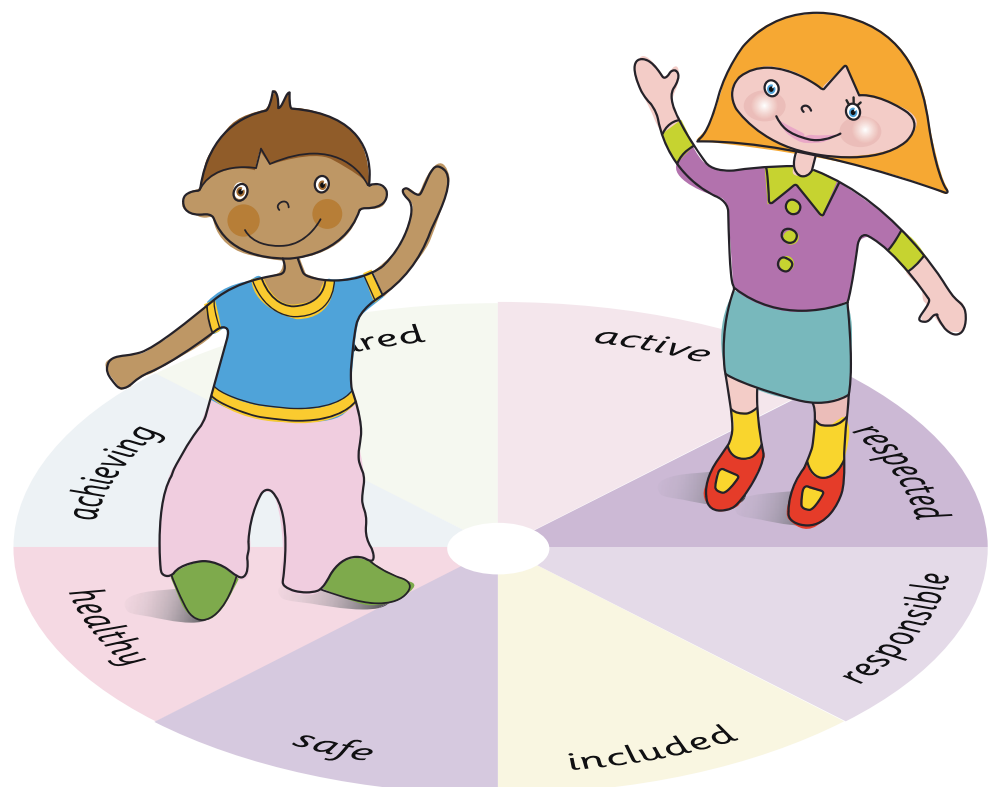
GIRFEC: The Aim of the Report

This report aims to provide a structure which allows the voice of the child or young person to be captured.

The Children & Young Person's Bill (2013) aims to provide

“services that can intervene more effectively and earlier in their lives and listen and take full account of their views”.

The report, which is the outcome of the tool, provides a format to ensure that the views of the child are taken into consideration.



Anomalies

The tool asks the child to firstly describe who is central to their life. It then directs the child through a number of questions to ensure that those who are in the perceived core of the child's life are also those who are meeting the wellbeing needs of the individual. It is here that anomalies may occur, that is that those who are central are not meeting the needs of the child or that those who are meeting the needs of the child are in the periphery of the child's life.

If either of these situations occur, the writer will need to employ analysis as to why these situations may have occurred.

Below are the headings of the report:

1. The aim of the report

- Why the report was requested?
- Who the audience will be?
- Who the writer of the report is.

2. Issues in the child's life

- Any wellbeing needs which are not perceived to be being met, from the child's perspective.
- Any anomalies in the wellbeing needs (as highlighted above).
- Any difficulties that have been highlighted in the child's life, for example:
 - i. School issues
 - ii. Medical diagnoses
 - iii. Bereavement, trauma or loss
 - iv. Social difficulties.

3. The strengths of the child

- Which wellbeing needs are perceived to be being met, from the child's perspective, that is the positives that came from the discussion with the child.
- Social or emotional strengths.
- Supportive family or care situation.

4. Goals

- These goals should be identified by the child undertaking the questioning. For example, if the child has not identified a way of feeling or being safe, then this would become a goal.

5. Plan of Action

- The goal or goals would then be developed into a plan. Suggestions of who, what, when may be given by the writer. These suggestions would have to be clearly labelled as whether the child had agreed with this plan of action, or whether it was solely the writer's suggestion.



INCORPORATING STRENGTHS AND CHALLENGES

Name	School/Nursery	Date Completed	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> <td style="width: 12.5%; height: 20px;"></td> </tr> </table>								

	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
1 Top								
2 Middle								
3 Bottom								

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