

Getting it Right in Angus

A Guide to SMART Outcomes



getting
it right
for every child



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A guide to SMART outcomes

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Outcomes refer to the impact support has on a person's life and not the outputs of services. Outcomes are the answers to the questions; 'So, what difference has it made?' and 'How do we know?' In identifying outcomes we start with a vision of positive, long-term change for children, parents, families and communities.

The most relevant long-term outcomes for children's services are linked to the Getting It Right wellbeing indicators.

Getting It Right – Overarching Outcomes for children (SHANARRI). Every child is:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These are very broad outcomes. Some are long-term outcomes and are the responsibility of multiple agencies and set the context for the work we do with children and their families. However, whilst the work we undertake with children and their families should contribute to achieving one or more of these overall outcomes, personal outcomes are individualised to reflect the needs, priorities and aspirations of individuals.

A guide to SMART outcomes continued

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Outcomes are set out in the Child's Plan and are linked to the overarching SHANARRI outcomes. Personal outcomes must involve the child/young person/family, reflect their wishes about what they want to achieve and overall be specific, measurable, achievable, realistic, time-limited (SMART):

Outcomes in a Child's Plan must be SMART:

- Specific – What exactly are we going to do? With/for whom? What is the specific outcome for the child? This must be well-defined and clear. At the end of the planned activities, what will have changed for the child/family?
- Measurable – How will you know when the outcome has been achieved? How will you measure progress towards the outcome? For example through self report/Wellbeing Web/observation of behaviour, feedback/discussion etc.
- Achievable – Can we realistically get this done in the timeframe/within available resources? Outcomes should not be beyond the person's or the service's capabilities.
- Realistic – Is the outcome relevant and proportionate? Is it within reach and possible?
- Time-limited – By when do we want to achieve change? Set specific timescales for each stage and avoid the use of 'ongoing' and 'ASAP'.

Outcomes should not be too general, too vague or immeasurable. Tools such as the Wellbeing Web will assist workers, children and their parent/carers to work together to identify the specific outcomes they want to achieve.

This guide contains some examples of SHANARRI outcomes that may feature in a Child's Plan. The outcomes described are examples and are not meant to represent an exhaustive list.

- Safe from immediate harm
- Protected and guided by parents/carers
- Living in a safe and secure home environment
- Improved hygiene in the home
- Safe from bullying in the home/school/community
- Reduced risk of bullying/violence/drug or alcohol use/sexual exploitation
- Protected from risk of exploitation by others (i.e. Internet)
- Consistent and positive contact with parents/siblings/carers
- Reduced/safer parental consumption of controlled substances
- Protected from domestic abuse/violence
- Reduction in/cessation of anti-social/ offending behaviour
- Protected from anti-social/ criminal activity within the community

- Receives a nutritious/improved diet
- Weight is within appropriate limits
- Parents/carers take responsibility for meeting child's health needs, specifically...
- Age appropriate physical development in fine and gross motor skills
- Age appropriate language and communication skills
- Emotional and developmental needs met
- Independent hygiene habits established
- Cessation of smoking/drinking/eating to excess
- Reduced parental stress
- Improved mental health and well-being
- Improved family relationships
- Ability to express feelings appropriately
- Improved management/cessation of self harm
- Reduction in impact of trauma/bereavement/loss

- Targets in IEP met
- School attended regularly
- Positively engaged in learning
- Positively responds to additional support
- Improved confidence as a learner, specifically in...
- Plays and works co-operatively with peers
- Follows class routines and instructions
- Works well independently
- Confident when faced with new challenges
- Copes well with change (planned and unplanned)
- Manages changes to routine and/or transitions
- Age appropriate self care skills/independence established
- Practical life skills developed
- Successful transition to nursery class/primary school/secondary school/post school provision
- Enters and sustains employment/ education/ training
- Vocational skills acquired

- Basic needs met (food, accommodation, clothing)
- Appropriate care and guidance from parents/carers
- Experiences appropriate boundaries and supervision at home
- Experiences love, emotional warmth and attachment
- Loved and cared for by a trusted adult
- Well developed sense of self-esteem and self-respect
- Well developed sense of identity and belonging
- Developmental needs understood and met by parents/carers
- Receives additional support and care when required
- Remains with birth family
- Improved family routines
- Positive contact with birth family
- Improved knowledge of parenting/caring role
- Improved attachment to carer
- Improved capacity to prevent abusive/harmful behaviours

- Explores his/her environment safely
- Physically fit and active
- Interests and talents developed through opportunities and encouragement
- Positively engaged in play
- Positively engaged in recreation/sport/activities
- Appropriately engaged in social activities
- Sense of achievement obtained from engagement in activities
- Actively and appropriately involved within the family/ social network
- Actively and appropriately involved within the school/community
- Risks assessed and managed well

- Parent/carer/child involved in the planning/decision making process
- Listened to and views taken seriously
- Works with others to resolve problems/conflict
- Understands and accepts the consequences of his/her choices and actions
- Trusted by/trusting of significant adults and friends
- Does not express/experience discrimination
- Improved family relationships and communication
- Respects other cultures and faiths
- Cares about and respects others
- Regular praise and encouragement received
- Other children's possessions respected
- School materials and equipment respected
- Privacy and personal space respected
- Consistent level of intimate/personal care provided
- Treated with dignity and respect

- Caring and considerate towards others
- Behaves responsibly at home/school/community
- Works co-operatively with other children/adults
- Understands right and wrong (appropriate to age and stage of development)
- Accepts responsibility for his/her actions/behaviour
- Understands and accepts the consequences of his/her actions
- Parental responsibility taken for child's wellbeing
- Copes with challenges/difficulties
- Assesses and manages risks appropriately
- Makes positive choices
- Improved behaviour
- Improved communication skills
- Improved social skills
- Understands plans for his/her future (appropriate to age and stage of development)
- Takes pride in his/her personal hygiene and appearance
- Travels independently to and from school/college/other

- Listened to and views taken seriously
- Lives in stable accommodation suited to family size and needs
- Lives in a well-maintained, safe and secure home environment
- Family have enough money to live on
- Lives safely within his/her own community
- Accepted and valued by parents/friends and peers/ school/ community
- Included in a positive peer group
- Meaningful and supportive friendships established
- Included meaningfully in class/year group
- Improved social networks
- Improved behaviour/ reduced exclusions

Child/Young Person's Plan

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Below is an example of how some of the suggested outcomes may translate into a Child's Plan. This is for illustrative purposes only and does not set out an expectation that outcomes must be specified under every wellbeing indicator in every Child's Plan.

		Desired Outcome	Priority Actions			Achieved	
Please Tick		What	How	By Whom	By When	Yes	No
	Safe	Sam lives in a safe home environment.	Andy will not see Sam in the home environment. Contact with Andy will be in the Child and Family Centre every Tuesday after school. Sandra to continue with her alcohol support programme.	Jodi James (SW) Andy Angus (father) Sandra Angus (mother) Sandra Angus Akio Mohammed (A&D team)	Immediate From today: 10 April 2013 Fortnightly group programme		
	Healthy	Sam is able to express his feelings appropriately.	One to one support for Sam in looking at past issues including domestic violence and how this has impacted on him. Supporting Sam to develop coping strategies.	Worker to be allocated – CYP Action Service	Weekly sessions from w/b 23rd May 2013		
	Achieving	Sam has improved confidence as a learner, specifically in reading.	Sam will receive additional support with his reading. Sam will receive parental support with his homework.	Fran Magnuson ASN Teacher Sandra Angus	Twice weekly until end of term. Weekly.		
	Nurtured	Sam experiences appropriate boundaries and supervision at home.	Sandra to undertake a 6 week programme of work on safe parenting with Family Support Officer and keep a reflective log of parenting issues. Regular home visits to be undertaken to Sam and Sandra at home to address identified issues.	Sandra Angus Fiona Davies (FSW) Jodi James (SW)	Weekly Work to commence on 5 May. Minimally fortnightly home visits.		

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	Active	Sam is positively engaged in a sporting activity.	Sam attends football coaching.	Sandra Angus Sam Angus Football Coach	Weekly football term-time.		
	Respected	Sam and Sandra are listened to and have their views taken seriously.	Work on Wellbeing Web has to be completed.	Jodi James Sam Angus Sandra Angus	By next review: 29 May 2013.		
	Responsible	Sam is caring and considerate towards others.	Sam to participate in the nurture program in school.	Sam Angus Mrs Patel (class teacher)	Weekly from 23 April 2013		
	Included	Sam and his family have enough money to live on.	Referral to be made to welfare rights to support Sandra to make relevant benefit claims. Contact to be made with Housing regarding housing benefit overpayment.	Jodi James (SW) Sandra Angus	Within one week – By 15 April 2012 Within one week – By 15 April 2013		

The following are **not** SMART outcomes;

- **'Achieve full potential'** –
how will you know? how will you measure this?
- **'Complete wellbeing web'** –
this is an action not an outcome.
- **'Is healthy', 'Is safe'** –
too broad, too vague, not SMART.

This guide has been completed by staff in Angus Council with reference to 'Wellbeing – a guide to measuring meaningful outcomes; Scottish Government 2013' and 'A short guide to outcomes for Barnardo's Children's Services; Barnardo's 2009'.