



Getting it right for every child
Statutory Guidance –
Assessment of Wellbeing 2022 –
Part 18 (section 96) of the
Children and Young People
(Scotland) Act 2014

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Statutory Guidance – Assessment of Wellbeing

This Statutory Guidance is for practitioners and managers to embed **Getting it right for every child (GIRFEC)** into their everyday practice. This guidance should be read in conjunction with the Scottish Government's **GIRFEC Policy Statement**, which refreshes our GIRFEC Values and Principles, and the Core Components of the approach.

The Practice and Statutory Guidance series are designed to provide further information on the key roles of GIRFEC, **Assessment of Wellbeing**, more detail on how to use the **National Practice Model** and guide our practice in **Information Sharing** to provide clarity and confidence.

The Practice Guidance

Practice Guidance 1. Using the **National Practice Model**

- Improving outcomes using the **Wellbeing Indicators (SHANARRI)**
- Gathering information with the **My World Triangle**
- Analysing information with the **Resilience Matrix**

Practice Guidance 2. The role of the **named person**

Practice Guidance 3. The role of the **lead professional**

Practice Guidance 4. Information sharing

The Statutory Guidance

Assessment of Wellbeing – Part 18 (section 96) of Children and Young People (Scotland) Act 2014

Statutory Guidance – Assessment of Wellbeing

1. Background

Getting it right for every child (GIRFEC) (see [glossary](#)) is the Scottish Government’s commitment to provide all children, young people and their families (for definition of child or young person and family see [glossary](#)) with the right support at the right time – so that every child and young person in Scotland can reach their full potential.

The statutory guidance on wellbeing is intended for practitioners (see [glossary](#)) and service leads in services that work with children, young people and their families and is issued under section 96 (3) of the Children and Young People (Scotland) Act 2014 (the Act).

The guidance clarifies how the eight wellbeing indicators (SHANARRI) (see [glossary](#)) are used in assessing the wellbeing (see [glossary](#)) of children and young people and will explain what wellbeing is in the context of the Act.

The wellbeing indicators (SHANARRI) are also informed by the United Nations Convention on the Rights of the Child (UNCRC) (see [glossary](#)). This is illustrated in [UNCRC: The foundation of Getting it right for every child](#). The wellbeing indicators overlap, and connect areas that are fundamental to understanding what children and young people need in order to grow, develop and thrive. Where a child’s rights have been respected, protected and fulfilled, their wellbeing should improve. Embedding the UNCRC in policy and practice is a key way to help advance children’s wellbeing.

2. Overview of Key Changes

The refreshed statutory guidance contains a number of key changes throughout the document:

- The guidance has originated from Revised Draft Statutory Guidance published for consultation in December 2015, on Parts 4, 5 and 18 (section 96) of the Children and Young People (Scotland) Act 2014;
- GIRFEC Values and Principles have been strengthened and are underpinned by the UNCRC, ensuring policy and practice protects, respects and fulfils the rights of all children and young people;
- The revised National Child Protection Practice Guidance 2021 is reflected;
- Clarity is provided regarding named person (see [glossary](#)) and lead professional (see [glossary](#)). These roles are now defined in policy rather than legislation; and
- Incorporation of The Promise Scotland Plan 2021-24.

3. Introduction

With the United Nations Convention on the Rights of the Child (UNCRC) as its foundation, GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. Getting it right for every child is based on evidence, is internationally recognised and is an example of a child rights-based approach. It is locally embedded and positively embraced by practitioners across children's services, changing culture, systems and practice for the benefit of children, young people and their families. However more needs to be achieved as we work towards [Keeping The Promise](#) to respect, protect and fulfil the rights of all children in Scotland.

The refreshed values and principles of GIRFEC we want to fully embed and implement are:

- Placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them;
- Working together with families to enable a rights-respecting, strengths-based, inclusive approach;
- Understanding wellbeing as being about all areas of life including family, community and society;
- Valuing difference and ensuring everyone is treated fairly;
- Considering and addressing inequalities;
- Providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential; and
- Everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families.

The purpose of this statutory guidance is to explain what 'wellbeing' is in the context of the Act and its associated secondary legislation (known as 'Orders').

This guidance is issued under section 96(3) of the Children and Young People (Scotland) Act 2014 (the Act), which says the Scottish Ministers must issue guidance on how the eight wellbeing indicators (SHANARRI) – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (listed in section 96(2)) – are to be used to assess the wellbeing of a child or young person.

This guidance should be read in conjunction with [section 96](#) of the 2014 Act (Assessment of wellbeing).

This guidance does not change the framework for making a referral to the Children's Reporter if compulsory measures of supervision may be required. It should therefore also be read in conjunction with the [2011 Act](#), and [accompanying guidance](#).

This guidance does not change the procedures for responding to child protection (see [glossary](#)) concerns, and should also be read in conjunction with the [National Guidance for Child Protection in Scotland](#).

This guidance sits alongside national and local policy guidance on wellbeing in the context of Getting it right for every child (GIRFEC). There is more information on the [Scottish Government GIRFEC website](#).

4. Purpose of Part 18 (section 96) of the 2014 Act: Assessment of Wellbeing

Part 18 of the Act covers general provisions, including section 96, which sets out the required approach to assess a child's wellbeing.

- a. **Section 96(1)** specifies that section 96 applies when making an assessment under the Act relating to the wellbeing of a child (specifically, when assessing whether wellbeing is being or would be promoted, safeguarded, supported, affected or subject to an effect);
- b. **Section 96(2)** lists the eight indicators of wellbeing (SHANARRI); Safe, Healthy , Achieving, Nurtured, Active, Respected, Responsible and Included that should be considered when assessing wellbeing in the context of the Act;
- c. **Section 96(3)** requires the Scottish Ministers to issue guidance on how the indicators in section 96(2) are to be used to assess wellbeing;
- d. **Section 96(4)** stipulates that the Scottish Ministers must consult with specified stakeholders, and such persons as the Ministers consider appropriate, before issuing or revising guidance;
- e. **Section 96(5)** requires a person measuring the wellbeing of a child or young person as mentioned in section 96(2) to have regard to guidance issued under section 96(3);
- f. **Section 96(6)** gives the Scottish Ministers order-making power to modify the list of wellbeing indicators (SHANARRI) in section 96(2); and
- g. **Section 96(7)** requires the Scottish Ministers to consult with specified stakeholders, and such persons as the Ministers consider appropriate, before making an order under section 96(6).

5. Section 96: Assessment of wellbeing

The Act refers to assessment of an individual child or young person to determine whether “their wellbeing is being, or would be, promoted, safeguarded, supported, affected or subject to an effect” (section 96(1)). These terms are not defined within the legislation, but have the following meanings, and form the basis of an assessment:

- a. promoted – actively encouraged or further developed;
- b. safeguarded – protected from harm or damage;
- c. supported – given assistance, approval, encouragement;
- d. affected – influenced, changed; and
- e. subject to an effect – likely to be affected by a set of circumstances.

Wellbeing assessments relating to individual children or young people may be related to Part 6 (Early Learning and Childcare) or 9 (Corporate Parenting) of the Act.

An assessment of wellbeing must seek to identify all the factors in the child or young person’s life which may be affecting their physical, mental or emotional wellbeing. This will help establish how best to support the child or young person when they experience difficulties. It will include, but is not limited to, recognising individual, family and community strengths as well as difficulties they face such as poverty, health, disability, inequalities or communication needs, and how these needs might be met to improve wellbeing. It should also recognise the extent to which a child or young person is able to enjoy their rights, and any support needed to enable this.

In assessing a child or young person’s wellbeing, their age, stage of development and the context of their life with their parents (see [glossary](#)), wider family and community should be considered. Wellbeing assessments should be completed together with the child or young person and their family using the GIRFEC National Practice Model (see [Practice Guidance 1](#)) proportionately to identify areas of strength, any wellbeing needs and action that may be appropriate to help meet the needs identified and improve wellbeing.

In line with Article 12 of the UNCRC, the views of the child or young person must be considered in accordance with the maturity and evolving capacity of the child or young person regardless of their age and ability. The views of the child, young person or their family may differ from the practitioner’s view and a holistic assessment should take account of all views. A condition or disability that affects a child or young person’s ability to communicate should not prevent them from expressing their views in all matters affecting them.

There is no age limit on the right of the child or young person to express their views. You should begin with the assumption that a child or young person has the capacity to form their own views and recognise that they have the right to express themselves. It is not up to the child or young person to prove their capacity. A child is able to form views from pre-verbal stages.

The assessment of wellbeing is a statutory responsibility, but for the purposes of this guidance the assessment of wellbeing is one part of the assessment that will be made using the National Practice Model.

Communication and shared decision-making between the child or young person, family and professionals has always been, and will continue to be, a crucial part of wellbeing assessments. Families should have choice and control in the support they require and how it is arranged and delivered. If the child or young person's needs indicate that they may need support from additional services, agreed local pathways should be used to access these. The practice guidance on information sharing ([Practice Guidance 4](#)) should be followed.

A wellbeing need, or an accumulation of wellbeing needs, can lead to a child or young person being at risk of neglect or physical, mental or emotional harm. The [National Guidance for Child Protection in Scotland](#) sets out in detail how to identify when a child may be in need of protection. It is accompanied by local Child Protection procedures. A risk of harm often relates to how safe, healthy and nurtured a child is, but the other wellbeing indicators (SHANARRI) may also be affected and should be considered in this context. The requirement to follow Child Protection procedures is not changed by the Act or by this statutory guidance.

If a wellbeing assessment indicates that a child is in need of protection, guidance, treatment or control, and it might be necessary for a compulsory supervision order to be made, a referral must be made to the Principal Reporter as specified in section 60(3) of the [2011 Act](#). The Principal Reporter is responsible for determining whether a Children's Hearing should be convened. These procedures are not changed by the Act or by this statutory guidance.

Acting early and a compulsory supervision order are not mutually exclusive in promoting, supporting and safeguarding the wellbeing of a child. The use of compulsion at an early stage may help to ensure compliance with interventions, and prevent wellbeing needs escalating. The seriousness of the concern, as well as parental capacity, should be considered in order to assess whether the child or young person's wellbeing needs are likely to be met by voluntary support or whether a compulsory supervision order might be necessary. There is multi-agency (see [glossary](#)) [Guidance on Referral to the Reporter](#).

6. Who should contribute to an assessment of a child's wellbeing?

Section 96(1) refers to 'a person' assessing the wellbeing of a child or young person. This term covers relevant staff from all those organisations to whom this guidance applies (local authorities, health boards, directing authorities; other service providers and related services as defined in section 7 of the Act; relevant authorities as defined in section 31 and schedule 2 of the Act, listed authorities as detailed in section 44 and schedule 3 of the Act, and corporate parents as detailed in section 56 and schedule 4 of the Act). The term may also relate to individuals working in third sector organisations and independent contractors delivering functions on behalf of any of the organisations listed above.

A wide range of practitioners require to think about children's wellbeing in the course of their day-to-day activities. Practitioners who undertake a professional responsibility role for children or young people, such as a named person ([Practice Guidance 2](#)) or lead professional ([Practice Guidance 3](#)), and those with indirect responsibilities (for example, those delivering services to parents) may contribute to an assessment of a child or young person's wellbeing. Any assessment should normally be carried out together with the child or young person and family where they are involved in decision-making. There may be limited circumstances where that is not appropriate.

Assessments of wellbeing will be required in many different circumstances. Local authorities, health boards, directing authorities, third sector organisations; other service providers and related services as defined in Part 3; the public bodies listed in schedules 2 and 3, and the corporate parents in schedule 4 of the Act must have local training, policies and procedures in place to make sure their employees can contribute effectively to wellbeing assessments using the National Practice Model ([Practice Guidance 1](#)), where appropriate.

Service providers in the community may have information ([Practice Guidance 4](#)) relevant to children's wellbeing, which may be important to inform a wellbeing assessment. The person assessing the child or young person's wellbeing should seek out information appropriately.

Where a child or young person requires the support of a specialist service, the specialist practitioner will have individual assessment tools to analyse information about a specific area of their needs. These specialist assessments form part of the holistic assessment of wellbeing where required, together with children, young people, families and others, and should be considered in the context of the child or young person's life at home, in a learning environment and in the wider community.

[Practice Guidance 1 – Using the National Practice Model](#) gives more information on how a wellbeing assessment should be completed.

7. The wellbeing of groups of children

Parts 3 and 9 of the Act relate to the wellbeing of groups or populations of children, as well as individuals. Wellbeing information relating to children or young people living in a particular area, or who are part of a particular group, is to be used in planning services and reporting on outcomes.

Part 3 of the Act requires local authorities and health boards jointly to prepare [Children's Services Plans](#) ensuring that children's and related services in a local area are provided in a way that:

- best safeguards, supports and promotes the wellbeing of all children;
- ensures that any action to meet needs is taken at the earliest; appropriate time and that, where appropriate, action is taken to prevent needs arising;
- is most integrated from the point of view of recipients; and
- and constitutes the best use of available resources.

The local authority and health board are also required to report jointly, on an annual basis, on the extent to which the provision of these services meets all of the aims stated above, as well as any outcomes in relation to the wellbeing of children in the area as the Scottish Ministers may prescribe.

Corporate parenting duties are specified in Part 9 of the Act and its accompanying [statutory guidance](#). These duties apply to the organisations listed in [schedule 4](#) of the Act. Each corporate parent listed in schedule 4 is to understand the definition of wellbeing as described in section 96 of the Act, and to be alert to matters which might adversely affect wellbeing. In order to achieve this, corporate parents should ensure they create a culture where wellbeing is understood in the context of sections 95 and 96 of the Act, specifically in relation to those who are, or have been, looked after children.

When considering the wellbeing of children or young people in a particular group or community, any assessment of needs must be done within the context of the relevant environment for that particular group. As with individuals, assessments of wellbeing at a group or community level must be rights-based (paragraph 3.1 refers) and described in terms of the wellbeing indicators (SHANARRI).

Children's services and corporate parenting planning may use anonymous, aggregated information from individual children's wellbeing assessments. This may support the identification of gaps in service provision and the development of services to meet local needs. Other relevant information will be gathered at a community level through participation and engagement with local children, young people and their families.

Part 1 of the Children and Young People (Scotland) Act 2014 also places a duty on specified public authorities to report every 3 years on the steps they have taken in that period to secure better or further effect the requirements of the UNCRC. Some listed authorities to which child rights reporting duties within Part 1 of the 2014 Act apply are also be subject to duties under Part 3 of the 2014 Act as it relates to Children's Services Planning; in particular, local authorities and health boards. The current intention is that in due course Part 3 of the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill would repeal and replace Part 1 the 2014 Act.

Currently, [Part 1 non-statutory guidance](#) of the 2014 Act notes that there is no requirement within Part 3 of the same for local authorities and relevant health boards to adopt a child's rights-based approach within their children's services planning process or to link with the Part 1 reporting duty. However, listed authorities may wish to discharge their duties under Part 1 and Part 3 simultaneously by combining the reporting requirements within their Children's Services Plan, as per the requirements of Part 3. Doing so may benefit both processes by providing a structure within which to plan, review and report on children's rights and wellbeing, cementing the link between fulfilling children's rights and promotion of their wellbeing.

The Scottish Government's Child Rights and Wellbeing Impact Assessment (CRWIA) is a key tool that those engaging with children in Scotland can use to support a child rights-based approach. The CRWIA is a purpose built policy and legislation impact assessment designed primarily for use by Scottish Government, but can be used by public bodies and children's services as well. It was launched on 15 June 2015 as part of the implementation strategy for Ministerial duties under Part 1 of the Children and Young People (Scotland) Act 2014. CRWIAs draw on both the UNCRC and the GIRFEC principles to assess the potential impact of a policy or measure on children's rights and wellbeing. The CRWIA covers individual children and groups of children, up to the age of 18. The use of CRWIAs also encourages the participation of children in decision-making. It is intended to support analysis of the impact – positive or negative – that proposed policies or measures may have on children's rights and wellbeing.

The Carers (Scotland) Act 2016 came into effect in 2018 and represents a major step forward in the rights afforded to all unpaid carers, including young carers. Many of these rights for young carers are based on GIRFEC principles and are designed to support their wellbeing and allow them to be children and young people first and foremost. Further information on the rights for all unpaid carers can be found in the [Carers' charter](#), in an easy to digest format.

Children and young people who attend school benefit from a curriculum that supports their learning and personal development and where teaching and support from others meets their wellbeing needs. However, at times barriers to learning may lead to a requirement for additional support to be put in place to enable a child or young person to benefit from school education. The Education (Additional Support for Learning) (Scotland) Act 2004 (the 2004 Act) provides the legal framework for identifying and addressing the additional support needs of all children and young people who face a barrier, or barriers, to learning. The factors which may give rise to additional support needs are wide and varied because they relate to the wellbeing and circumstances of individual children. The 2004 Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential.

8. Indicators of wellbeing

Using the GIRFEC principles, the approach to considering children’s wellbeing should be rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child’s individual life circumstances. Practitioners and organisations should consider each of the eight wellbeing indicators (SHANARRI) (as listed below) in collaboration, with children or young people and their family.

Section 96(2) of the 2014 Act lists the eight [wellbeing indicators](#) (SHANARRI). When used in the assessment of wellbeing, this guidance sets out how the indicators should be interpreted, as follows:

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.

In practice, the eight indicators can be interconnected and overlapping. When considered together, they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting them, to consider strengths, as well as any obstacles they may face to growth and development.

Certain factors such as adequate sleep, play and a healthy balanced diet have a positive impact on all aspects of a child’s wellbeing. Similarly, the effects of facing poverty and social isolation are examples of influences that can have a negative effect on all the indicators of wellbeing.

Communication is critical to the development of the wellbeing of all children and young people. To enable every child to participate in decision making, the practitioner should consider inclusive communications to address any barriers to communication accessibility, for example social and/or digital isolation.

Depending on a child or young person’s circumstances or health condition, a holistic assessment of wellbeing may need to be supported by specialist assessments. The eight wellbeing indicators (SHANARRI) provide a consistent framework within which to consider specialist assessments.

9. Context

Taking a holistic view of the wellbeing of all children and young people is at the heart of the GIRFEC approach. GIRFEC is based on the United Nations Convention on the Rights of the Child (UNCRC). Children's rights and wellbeing are intrinsically linked and are mutually reinforcing. Where a child's rights have been respected, protected and fulfilled, their wellbeing should improve. Where a child's wellbeing is flourishing and their rights are respected, they are better able to enjoy their rights, and defend their rights and the rights of others. The UNCRC is the most widely ratified human rights treaty in the world and sets out the specific rights that all children have to help fulfil their potential, including rights relating to health and education, leisure and play, fair and equal treatment, protection from exploitation and the right to be heard.

The 54 UNCRC Articles set out the civil, political, economic, social and cultural rights of every child. The Articles should be considered universal, inalienable, indivisible, and interdependent, meaning they apply to everyone under the age of 18, cannot be taken away, they are all of equal importance, and they depend on each other to provide a single framework that is essential to upholding the rights of children. There are four General Principles which underpin how the Convention should be interpreted and put into practice. These are that children:

- Should not be discriminated against (Article 2);
- Should have their best interests accounted for as a primary consideration (Article 3);
- Have the right to survive and develop (Article 6); and
- Have the rights to have their views heard and taken seriously (Article 12)

These should provide the foundation for any assessment of a child's wellbeing (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included: sometimes referred to as SHANARRI). The wellbeing indicators (SHANARRI) are also informed by the UNCRC. They are overlapping and connect areas that are fundamental to understanding what children and young people need in order to grow, develop and thrive. This rights-based approach emphasises the responsibility of all public services and their partners to respect, protect and fulfil children's rights. Further detail about the Scottish Government's commitment to the UNCRC can be found on [Human rights: Children's rights](#).

Taking a holistic view of wellbeing is not a new concept. It has been evolving for a considerable time, and has involved extensive consultation and deliberation. It is right that we should strive for every child and young person's wellbeing to be as good as it can be and there are now widely-accepted targets in terms of child health and development. The Act does not, however, specify the level of wellbeing that should be attained by every child or young person. Wellbeing will be relative, and will be influenced by the child's or young person's circumstances and what support they get from their family, community and professional services.

The Act identifies various times when practitioners should undertake a wellbeing assessment using the eight wellbeing indicators (SHANARRI) set out in section 96(2) based on the considerations set out in section 96(1) of the Act. This part of the statutory guidance sets out what the wellbeing indicators are (section 37 above). These are a component of the model of assessment known as the National Practice Model (Practice Guidance 1) and should be read together.

Wellbeing is multi-dimensional. A child or young person's wellbeing in relation to one indicator may impact on, and interact with, their wellbeing in relation to other indicators. A child or young person's achievement in school, for example, is not just affected by experiences at school, it is also affected by their experience of being nurtured, their physical and psychological health, and the extent to which they are accepted as part of the community in which they live and learn.

10. Wellbeing and welfare

Section 96 of the Act refers to eight indicators of wellbeing, described in section 37 above. The Act does not alter the references to welfare that already exist in legislation. Welfare, as it relates to children and young people, is a term that is open to interpretation, but is often used in the context of identifying a need for compulsory intervention under the 2011 Act. In terms of Scottish Government policy on children and families, welfare and wellbeing are different, in that wellbeing is a broader, more holistic concept.

Links between welfare and wellbeing exist across the eight wellbeing indicators (SHANARRI), and while a [child protection](#) response may be required to make sure a child or young person is safe and their immediate welfare needs are addressed, child protection is not something which sits separately from wellbeing, it is part of the same range of support. Indeed, a series of low-level indicators of wellbeing need (whether obviously related or not) taken together can amount to a child protection issue.

Child protection concerns require taking prompt action to safeguard a child where an assessment indicates that the child may be at risk of neglect or physical, mental or emotional harm. The child's wider wellbeing should also be assessed to ensure their current and future holistic needs are considered. Appropriate governance, with associated policies and procedures, must be in place to provide a seamless link between child protection and longer-term wellbeing considerations.

The relationship between welfare and wellbeing is strengthened by section 95 of the Act, which inserts a new section 23A to the [Children \(Scotland\) Act 1995](#) to ensure that children's and young people's wellbeing is considered by local authorities when exercising certain functions. Section 23A of the 1995 Act ('Sections 17, 22 and 26A: consideration of wellbeing'), relates to children who are in need and children who are looked after by the local authority, as defined by the 1995 Act. It also relates to children who are eligible for the provision of continuing care under Part 11 of the Act, for whom a welfare assessment is required.

Section 23A(2) of the 1995 Act says that the local authority must have regard to the general principle that these functions, which include safeguarding and promoting the welfare of children, should be carried out so that they also safeguard, support and promote their wellbeing. In this context, wellbeing is to be assessed using the indicators listed in section 96(2) of the Act.

Annex A – Glossary of terms

Age of a child

GIRFEC and the UNCRC (which Scottish Government intends to incorporate into Scots law to the maximum extent possible) applies to everyone under 18. Before birth, midwives and maternity professionals can apply the values and principles of GIRFEC and support to the parents in considering their wellbeing, and that of the unborn baby. During a child's life, GIRFEC then continues to apply to all children and young people up to the age of 18, or older if still at school, including young people who have left school but are not yet 18. Where young adults have specific needs, other legislation ensures ongoing support for them beyond 18 years of age, including Section 29 of the [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#), where the definition of a young person refers to those having attained the age of 16 and are still at school. The Children and Young People (Scotland) Act 2014, extends continuing care for eligible young adults up to the age of 21 and after care for young adults who have care experience, up to the age of 26. These Acts ensure ongoing support for these young adults beyond the ages defined above in the GIRFEC framework.

Agency/agencies

In this suite of documents the term 'agency/agencies' means an organisation or business providing a particular service.

Assessment of Wellbeing

An assessment of wellbeing refers to an assessment of an individual child or young person to determine whether 'their wellbeing is being, or would be, promoted, safeguarded, supported, affected or subject to an effect'. In terms of this guidance these terms have the following meanings and form the basis of an assessment:

- a. promoted – actively encouraged or further developed;
- b. safeguarded – protected from harm or damage;
- c. supported – given assistance, approval, encouragement;
- d. affected – influenced, changed; and
- e. subject to an effect – likely to be affected by a set of circumstances.

Child or young person

An individual who has not yet attained the age of 18 years.

Child protection

The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child or young person may be at risk of harm from abuse, neglect or exploitation.

Children's human rights and UNCRC

Human rights are the basic rights and freedoms which we all have in order to live with dignity, equality and fairness, and to develop and reach our potential. Human rights are a list of things that all people – including children and young people – need in order to live a safe, healthy and happy life.

The European Convention on Human Rights (ECHR) has been incorporated into UK domestic law through the Human Rights Act 1998 (HRA). Everyone, including children and young people, have these rights, no matter what their circumstances. Under international law, States/Governments are obliged to respect, protect and fulfil human rights. Those delivering public services should respect human rights when they make decisions, plan services and make policies.

Children's human rights span the entire spectrum of civil, political, economic, social, cultural and environmental rights. Children and young people also have additional rights that recognise that childhood is a special, protected time, in which children and young people must be allowed to grow, learn, play, develop and flourish with dignity. Specific human rights for children are set out in the UN Convention on the Rights of the Child (UNCRC). The UNCRC offers a vision of the child as an individual and as a member of a family and community. By recognising children's rights in this way, the Convention firmly sets the focus on the child as a whole and multi-faceted person. It is important to be clear that all rights are equal, there is no hierarchy of human rights.

We know that children and young people face unique barriers to realising their rights. Their future often depends on the action taken by adults to implement their rights in practice. As children their voices can be unheard, or more easily dismissed. For that reason, the UNCRC recognises that children and young people are human beings with fundamental rights that are written into international law. It also makes clear that special action needs to be taken to ensure those rights are respected, protected and fulfilled. As one of the core United Nations (UN) human rights treaties, the UNCRC helps to safeguard the dignity and the equal and inalienable rights of all children and young people. It does this by making sure that important rights set out in other international human rights treaties are applied in a way that is relevant and appropriate to the needs of all children and young people.

Child's Plan

A personalised child's plan is developed when those working with the child or young person and family identify that a child or young person needs a range of extra support planned, delivered and co-ordinated. The child's plan should reflect the child or young person's voice and explain what should be improved for the child or young person, the actions to be taken and why the plan has been created.

Family/families

Not all family units look the same. In this suite of documents the term 'families/family' can mean adoptive, biological, foster, kinship, extended, composite and others, for example settings and homes that have felt like family. Some children and young people may belong to more than one family.

Getting it right for every child

This is Scotland's national approach to promoting, supporting, and safeguarding the wellbeing of all children and young people. It provides a consistent framework, shared language and common understanding of wellbeing. GIRFEC puts the child or young person at the heart and helps children and young people get the right support from the right people at the right time.

Lead professional

When children, young people and families require the help and support of a child's plan, a lead professional will be needed. The lead professional is an agreed, identified person within the network of practitioners who is working alongside the child or young person and family. In most cases, the professional who has the greatest responsibility in coordinating and reviewing the child's plan will undertake this role.

Named person

This is a clear point of contact for times when children, young people and families require information, advice or help. The named person is mainly provided by health and education services and is usually someone who is known to the child, young person and family and who is well placed to develop a supportive relationship with them. Local arrangements and the term used to describe this role or function may vary from area to area. A named person can help children, young people and families access relevant support for a child or young person's wellbeing. Where there is a child's plan in place, the named person will work alongside the lead professional, continuing to provide general advice or support, while the lead professional will be the point of contact in relation to the plan. In some cases the named person will also be the lead professional.

Parent

This document uses the term 'parent' within the meaning of section 15 of the Children (Scotland) Act 1995. The term 'parent' includes a person who is a genetic parent of a child, a parent by adoption, and those who are parents by virtue of Human Fertilisation and Embryology legislation. In this document, the term also embraces a person who has parental responsibilities in relation to the child or young person, who has care of the child or young person, or who is a guardian of the child or young person whether appointed by parents or the court.

Practitioner

In this guidance, practitioner means any person involved in working with children, young people and/or families, whether on a voluntary basis or through paid work. In addition to roles typically thought of as working with children and young people such as health visitors and teachers; this includes wider activities that work with children, young people and families, such as housing services or police.

Team around the child (TAC)

A TAC meeting may be necessary when a child or young person and their family require a range of support from professionals to ensure they are supported to meet their full potential. A TAC meeting can also agree on and subsequently review a child's plan. A TAC will include the child or young person, and may include family members and professionals, where appropriate, who will work together to ensure the child or young person and their family are supported. Local arrangements and the term used to describe this type of meeting may vary from area to area.

Wellbeing

For the purposes of these guidance documents, wellbeing is a measure of how a child or young person is doing at a point in time and if there is any need for support. The eight wellbeing indicators (SHANARRI) provide a framework for assessment and planning in relation to wellbeing.

Wellbeing indicators (SHANARRI)

Any assessment of a child or young person's wellbeing should be founded on the 8 wellbeing indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included, sometimes referred to as SHANARRI. The wellbeing indicators (SHANARRI) are informed by the UNCRC. They are overlapping and connect areas that are fundamental to understanding what children and young people need in order to grow, develop and thrive.



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