

The One Good Adult Job Description Implementation guidance



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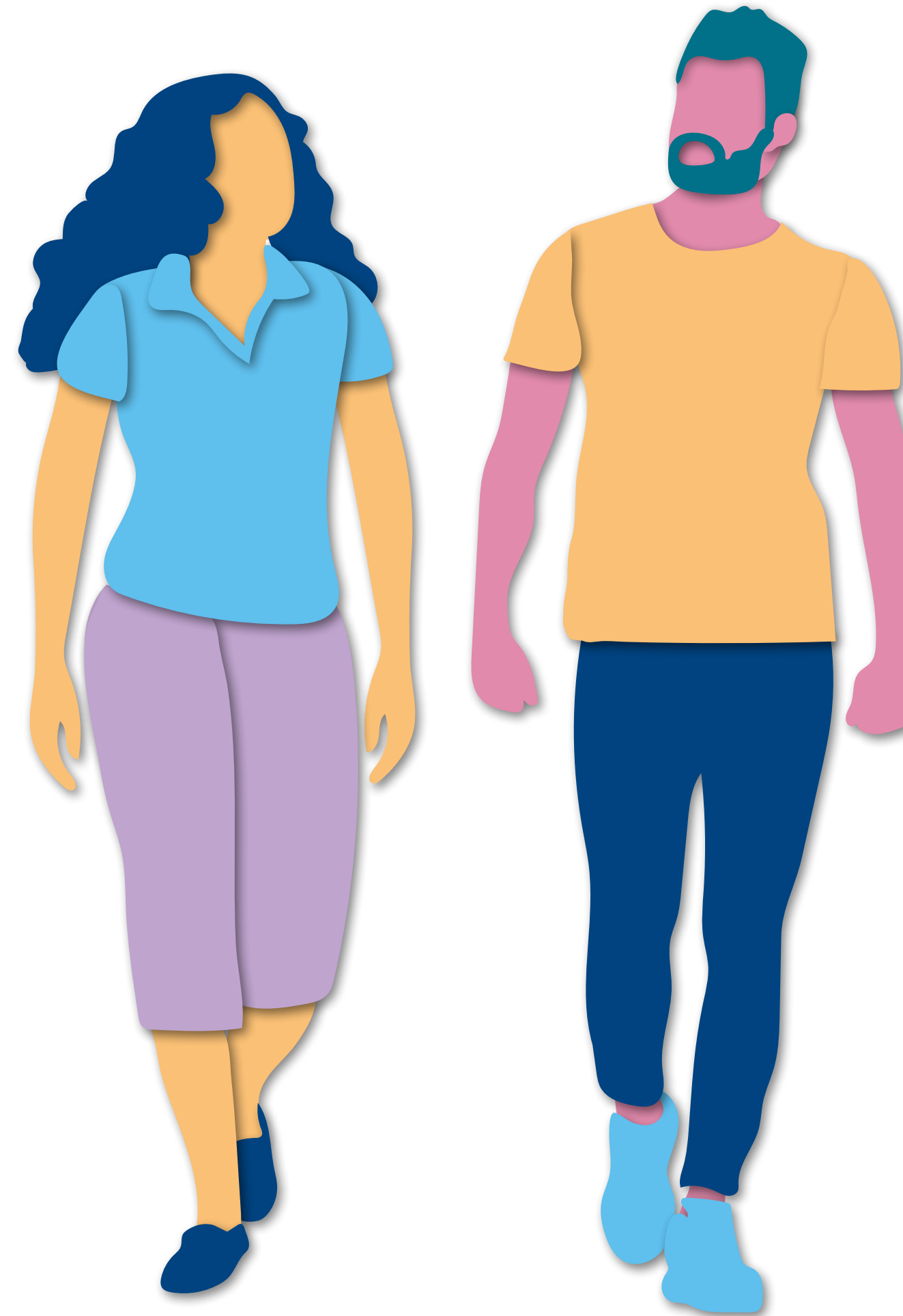
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Section 1

Vision

Our vision is to make Scotland the best place in the world to grow up. A place where everyone's rights are respected and where children and young people can access the opportunities, and the right support at the right time from the right people so that they grow up feeling loved, safe, and respected.

This approach is consistent with [Getting it right for every child \(GIRFEC\) Practice Guidance](#), the [United Nations Convention on the Rights of the Child \(UNCRC\) Act](#) and in the [National Performance Framework](#). Positive, supportive, and nurturing relationships with adults are key to supporting children and young people to fulfil their potential and enjoy good mental and physical health and wellbeing. All adults who work with children and young people should strive to offer reliable, kind, hopeful and supportive relationships to the children and young people they work with. We hope that the [One Good Adult Job Description, described on page 7](#) will be used to start conversations about how we can all be Good Adults for children and young people and help make Scotland a great place to grow up.



Support for children and young people's mental health and wellbeing is a high priority for the Scottish Government and for the Convention of Scottish Local Authorities (COSLA) and they have committed to deliver reform of children's services through the Children and Young People's Mental Health and Wellbeing Joint Delivery Board to better meet the mental health and wellbeing needs of children and young people. This work sits in the context of Professional Standards across the workforce as well as work to develop the broader professional skills required to work with children and young people, for example, the [Common Core of Skills, Knowledge and Understanding and Values for the 'Children's Workforce' in Scotland publication](#).

 [Children and Young People's Mental Health and Wellbeing Joint Delivery Board](#)

Acknowledgements

NHS Education for Scotland (NES), Scottish Government and the Convention of Scottish Local Authorities (COSLA) would like to thank the children and young people who first drafted the One Good Adult Job Description as part of the engagement process on the development of the [Children and Young People's Mental Health and Wellbeing: Knowledge and Skills Framework](#); as well as the children and young people who completed the One Good Adult Job Description resource, and to [Children in Scotland \(CiS\)](#) who helped them do that. We would also like to thank members of the [Mental Health in Schools Working Group](#) which supports the Scottish Government's ongoing commitment to supporting positive mental health in children and young people in school. We hope the job description has captured the wide range of views expressed.

Please click on the links below to see the One Good Adult Job Description Sway presentation as well as the Children in Scotland Report which details how the children and young people decided what to include in the Job Description.

[One Good Adult Job Description](#)

[Children in Scotland Report](#)

We encourage everyone who works with children and young people to think about how they could use the One Good Adult Job Description to raise awareness about what all adults can do to meet mental health and wellbeing needs of the children in their care.

We would love to hear about all the ways the One Good Adult Job Description is used in practice. Please leave feedback about your work using our [feedback form](#).

[One Good Adult - Pilot feedback form](#)

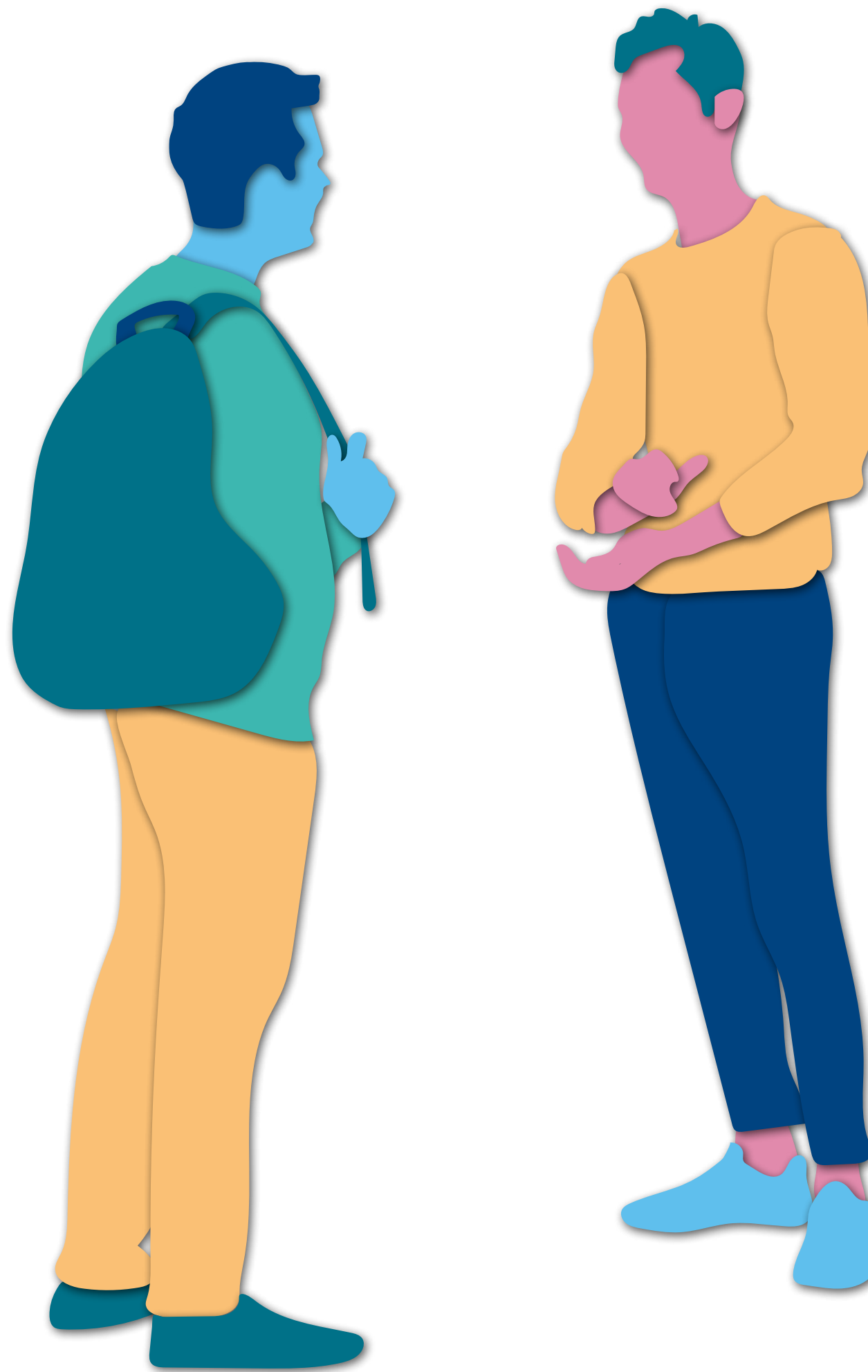


Who is this for?

The One Good Adult Job Description is about all children and young people and should be used by all adults who work or volunteer with children and young people. We hope it will also be useful to children and young people as well as to their parents / carers..

How this could be used

We hope this resource will be used flexibly, by children and young people as well as the adults around them, to drive conversations and reflections about how to be a Good Adult. We know that positive relationships are the building blocks that encourage children and young people's resilience. Ultimately, we hope to spread the word about the importance of good relationships with children and young people across the workforce.



The resource can be used by:

- 1. Adults who work or volunteer with Children and Young People:**
 - Inform the design and content of professional learning and development activities
 - Shape how job descriptions are written as well as selection processes
 - Reflect on current work practices
 - Share examples of good practice
 - Consider how the One Good Adult Job Description can be used as a reflective tool
- 2. Parents / Carers of Children and Young People:**
 - Help them reflect on their relationships with the children and young people in their care
 - Inform parents / carers about what they should expect from the adults who work, or volunteer, with their child or young person, as well as be used to give them feedback
- 3. Children and Young People**
 - Understand what they should expect from the adults around them
 - Provide feedback to the adults around them
 - Engage in meaningful participation in decision making processes. It is young people's right to have a say in matters that affect them

How the One Good Adult Job Description links to Teaching Standards

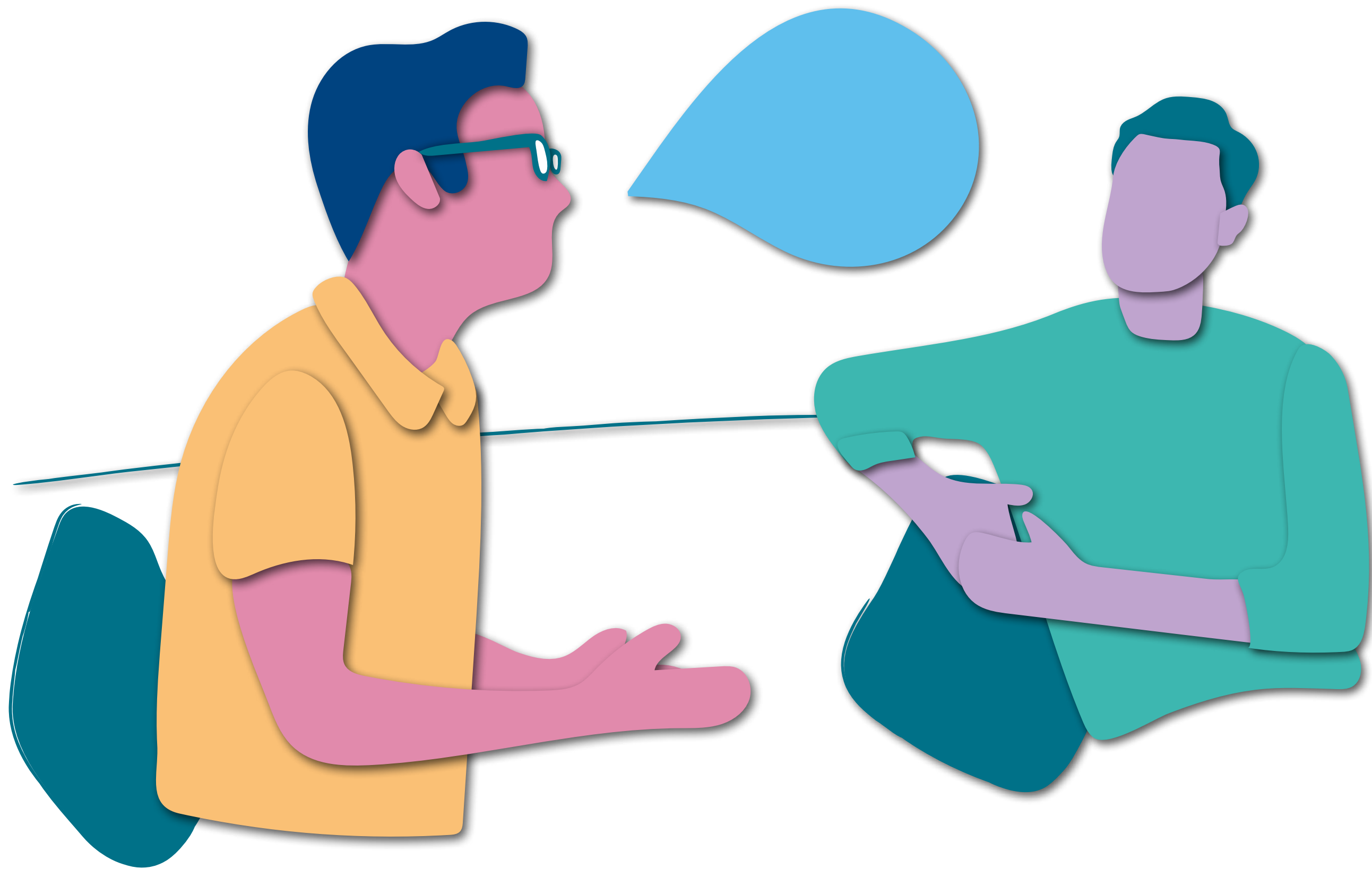
The One Good Adult Job Description reflects what schools are doing already, for example, [The General Teaching Council for Scotland](#) said this about it.

The [Professional Standards for Scotland's Teachers](#) describe teacher professionalism in Scotland; teachers' 'way of being.'

The Professional Values help teachers to develop their professional identity and reflect a deep commitment to all learners' cognitive, social, and emotional growth and wellbeing. The One Good Adult Job Description provides teachers with valuable information about what children and young people need from them. Teachers are invited to consider how the content resonates with their Professional Standards and make meaning about what it means to be a teacher and a Good Adult and how to make this understanding visible in their professional actions and practices. Teachers can use this resource to reflect on where it resonates with The Professional Standards and can make meaning from this through their professional actions which are visible in their practice every day.

The resource can be used by children and young people to:

- a.** Understand what they can expect from the adults around them
- b.** Provide feedback to the adults around them
- c.** Engage in meaningful participation in decision making processes. It is young people's right to have a say in matters that affect them through opportunities for meaningful participation consistent with Article 12 UNCRC



One Good Adult Job Description

The children and young people of Scotland want ‘Good Adults’ to work with them and alongside them in a range of settings. This is the job description they have written, which is also captured in the [How to be a Good Adult Sway](#):

Essential criteria:

- ✓ You must be authentic, calm, approachable, and welcoming.
- ✓ You encourage and help young people to find support if and when they need it.
- ✓ You must be kind! Respect and try to understand children and young people and their lived experience. Take their concerns and worries seriously.
- ✓ You must ask clear questions, actively listen to children and young people’s answers, and explain any actions you will take.
- ✓ You demonstrate that you’re worthy of trust by doing what you say you will.
- ✓ You are open-minded and fair. You don’t jump to conclusions or judge.
- ✓ You recognise that all children and young people are individuals. The person in front of you will need a personalised approach and supports.
- ✓ You trust that the child or young person in front of you knows themselves. You ask for and listen to their views, and you don’t patronise them.
- ✓ You treat children and young people as your equal and talk directly to them.
- ✓ You offer realistic, helpful advice.

Desirable criteria:

- ★ You are hopeful about the individual you are talking to, as well as the support you can offer them.
- ★ You encourage children and young people to embrace their strengths. You are enthusiastic and positive about what they can do.
- ★ You notice when children and young people are struggling and know the next steps to take to help them.
- ★ You know when to use humour, and when to be serious.
- ★ You help young people relax by being friendly, caring and putting them at ease.

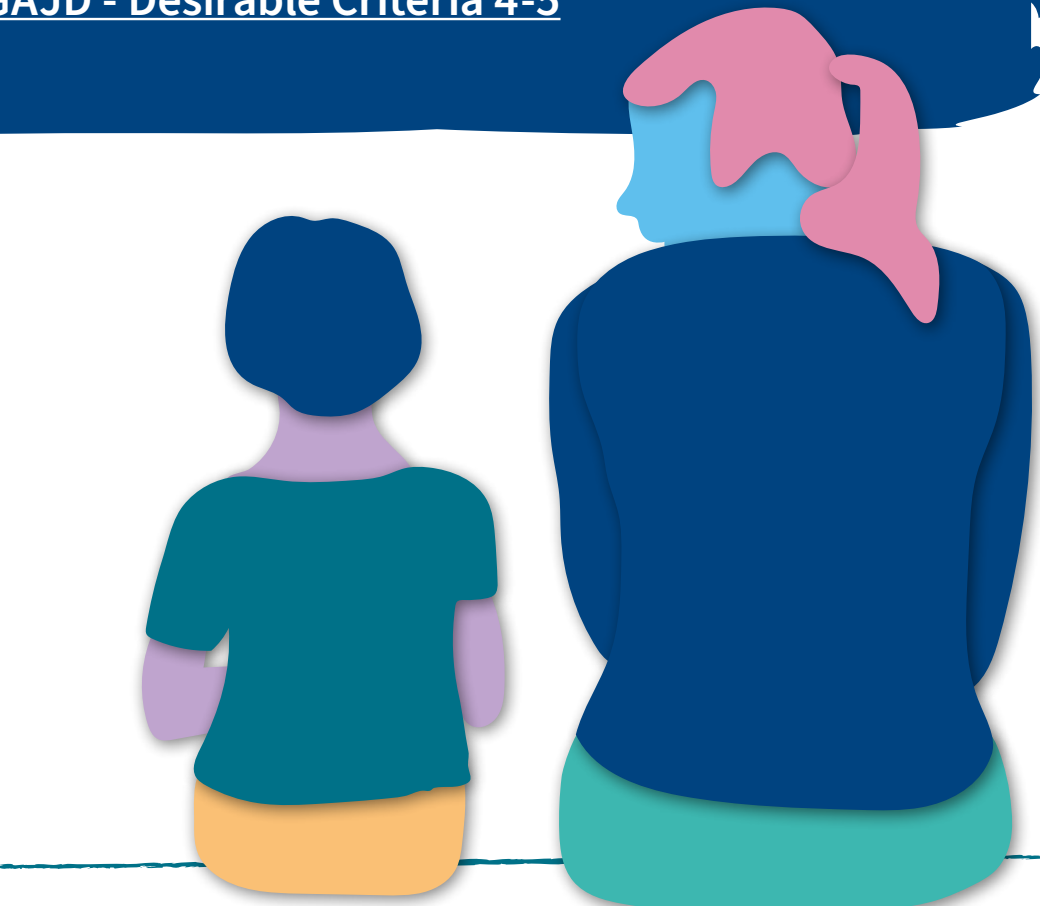
Skills and experience:

- You welcome children and young people from all different backgrounds and experiences.
- You understand that all children and young people have mental health, just like everyone has physical health, and sometimes they need support with this.
- You understand that we all have emotions, thoughts and behaviours that affect our mental health, and that is perfectly normal.
- You recognise that individuals aren’t defined by just one aspect of their life or experiences.
- You want to learn about issues that affect children and young people’s lives (including their experiences of gender, sexuality, disability, race, and care). You consider the ways these experiences might impact wellbeing and mental health.
- You understand the difference that positive relationships can make.
- You want to be a trusted, reliable adult for children and young people, no matter what your job, or role, is.

How to get this job? Demonstrate these qualities to every child or young person.

Click on the links below to listen to the children and young people talk about the One Good Adult Job Description: OGAJD. Please use these recordings in your implementation work.

- 🔊 [We want a good adult to be...](#)
- 🔊 [OGAJD - Essential Criteria 1-3](#)
- 🔊 [OGAJD - Essential Criteria 4-6](#)
- 🔊 [OGAJD - Essential criteria 7-10](#)
- 🔊 [OGAJD - Desirable Criteria 1-3](#)
- 🔊 [OGAJD - Desirable Criteria 4-5](#)




Background

In 2012, Dooley & Fitzpatrick, at University College Dublin, published a study about children and young people’s mental health and wellbeing. A key finding was the importance of a kind and reliable relationship with ‘One Good Adult’ to buffer against difficulties, offer support and create a sense of hope by believing in the child or young person. Children and young people described teachers, sports coaches, and parents as examples of ‘good adults’ who made a real difference to their mental health and wellbeing. The concept of One Good Adult has captured the importance of safe, supportive relationships for children and young people’s mental health and wellbeing.



- Importantly, One Good Adult is different to the Getting it right for every child’s ‘[Named Person](#)’ role, although there may be similarities between these two roles.
- If you have concerns about a child or young person, you must share this with their Named Person, who is usually their Health Visitor (from birth to beginning primary education) or the Head Teacher (for school-aged children and young people).
- Getting it right for every child (GIRFEC), the United Nations Convention on the Rights of the Child (UNCRC) and The Promise, are an indivisible part of how we deliver Scotland’s vision for children, young people, and families. Please click on the links below to find out more about GIRFEC, UNCRC and The Promise Scotland has made to care experienced children and young people:

 [My World Survey: National Study of Youth Mental Health in Ireland study](#)

 [Getting it right for every child \(GIRFEC\): practice guidance 2 – role of the named person publication](#)

 [Taking a children’s human rights approach: Guidance](#)

 [The Promise Scotland website](#)

- ## Children and Young People's Mental Health and Wellbeing: Knowledge and Skills Framework for the Scottish workforce


-  [Children and Young People's Commissioner Scotland website](https://www.childrenscotland.gov.uk)

-
- A word cloud of positive attributes for a good doctor. The words are arranged in a circular pattern, with 'Listen' and 'Trust' being the largest and most central. Other prominent words include 'Respect', 'Kind', 'Care', 'Positive', 'Advice', 'Understanding', 'Relaxed', 'Helpful', 'Nice', 'Heard', 'Empathy', 'Chill', 'Approachable', and 'Humour'. The words are in various colors including blue, green, orange, purple, and pink.
- Relaxed
Humour
Helpful
Understanding
Hope
See me
Trusted
Respect
Nice
Listen
Heard
Not patronising
Help
Can approach them
Kind
Empathy
Individual
Chill
Care
Trust
Welcoming
Positive
Approachable
Advice
Feel heard

One Good Adult - Participation and engagement project with children and young people


One Good Adult – Participation and engagement project with children and young people

Children in Scotland worked with 12 children and young people aged 12-24 between April and May 2022. Participants came from seven different local authorities and had a range of backgrounds and experiences.



We held four online sessions during which the group:


- Discussed what mental health was
- Shared their own experiences of the positive things professionals do to support their mental health and wellbeing
- Reviewed the Good Adult job description and suggested changes
- Created resources to bring the job description to life



Children in Scotland has produced a report explaining our activities and what the group said.

Participants told us that they enjoyed being involved in the project, they felt included, and they were able to share their views effectively. They hope the job description and resources they have produced will have a big impact and support more adults to understand children and young people's needs.

The group created a new version of the job description




"I really like all the parts where it talks about support because to me that is the epitome of what being a good adult is, to support children and young people"

To bring the job description to life the group produced:

- drawings
- audio recordings
- Sway presentation
- quotes

"I think having moving elements and our own voices will help it to have more impact"




4. NES and the Scottish Government commissioned Children in Scotland (CiS) to engage with a further group of children and young people to complete the Job Description and a summary of this work is summarised in this infographic You can read a full summary in the [final CiS report](#).

 [Children in Scotland One Good Adult: Job Description - Engagement Activity with Children and Young People Final Report](#)


Our purpose and aims

1. Early intervention and prevention are key priorities for the Scottish Government in taking forward our approach to mental health and wellbeing. Our purpose is to support children and young people to positively engage with their mental health at an early stage, promoting and supporting the conditions for good mental health and wellbeing at a population/school level.
2. Curriculum for Excellence already places health and wellbeing at the heart of the curriculum, and this will be further emphasised within a whole school approach to mental health and wellbeing. Learning across the whole curriculum as outlined within [Health & Wellbeing Responsibility of All](#) should ensure that children and young people develop the knowledge, understanding, skills, capabilities, and attributes they need for mental, emotional, social, and physical wellbeing. The young person should be put at the centre of decision making about their mental health and wellbeing.

 [Education Scotland Health and wellbeing: responsibility of all - Making the links... making it work](#)

 [Mental health and wellbeing: whole school approach: framework](#)

3. The One Good Adult Job Description resource provides a high-level description of the skills required by adults to help them develop safe, nurturing and encouraging relationships with children and young people. These relationships could help foster positive mental health and wellbeing in children and young people and there is a strong body of evidence and guidance, embedded in public health policy to support this approach.

 [Scottish Public Health Network \(ScotPHN\) 'Polishing the Diamonds' Addressing Adverse Childhood Experiences in Scotland May 2016](#)

4. This resource is an important reminder to all parents and carers as well as adults who work, or volunteer, with children and young people, about what children and young people need from adults, to support their mental health and wellbeing.
5. NES and Scottish Government has worked with North Ayrshire and Aberdeen City Council to pilot different ways of using the One Good Adult Job Description resource. The case studies outlined on page 14 describe this work and include resources and ideas. We hope these inspire you to do similar work in your area. All resources are free to use, feel free to use these and adapt them to suit your local context.



Section 2

Implementation pilots

Aberdeen City and North Ayrshire Local Authorities volunteered to test out different ways to implement the One Good Adult Job Description. You can read more about how each Local Authority implemented the One Good Adult Job Description in [our case studies section](#).

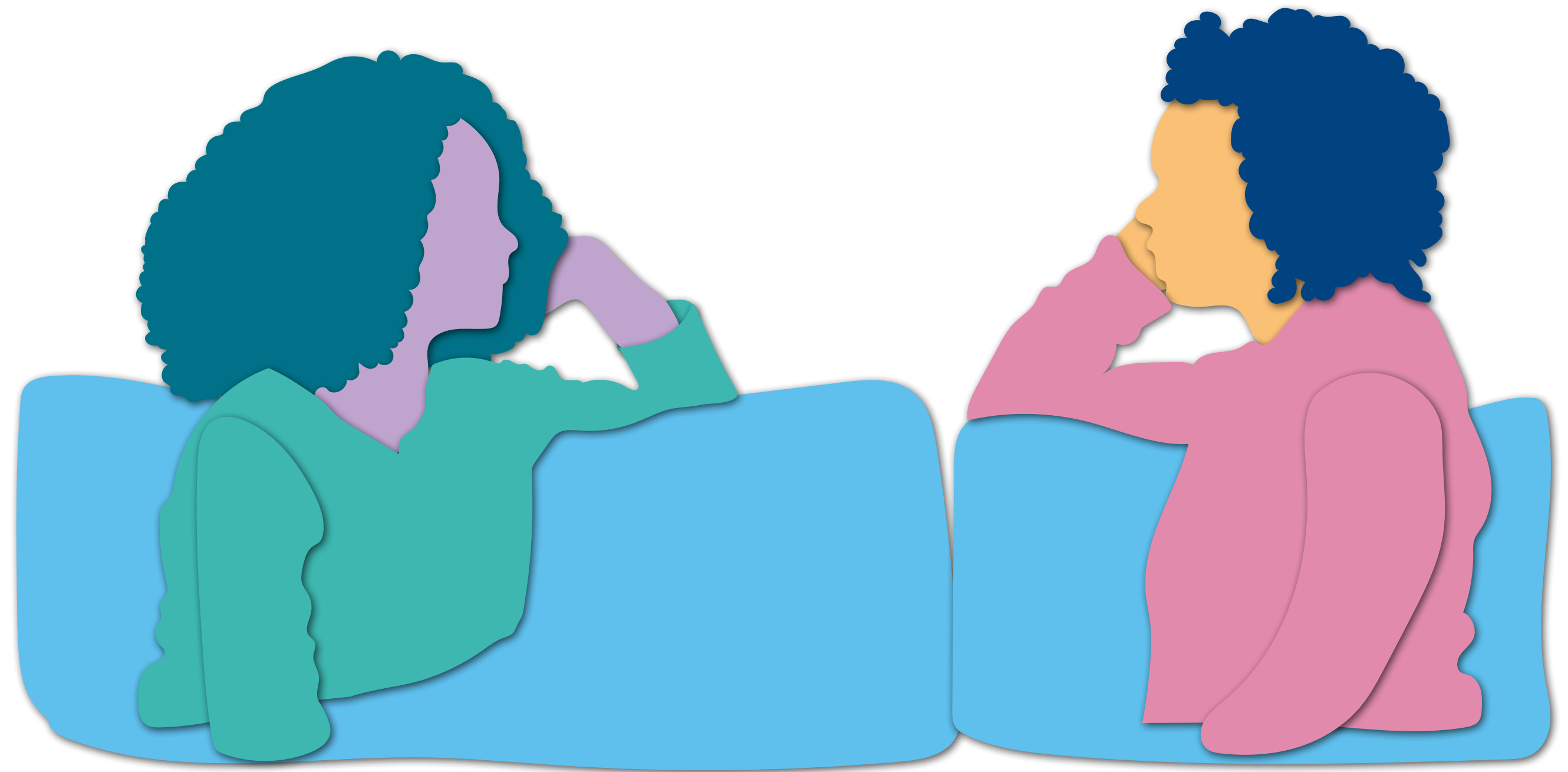
[Aberdeen City case study](#)

[North Ayrshire case study](#)

The participation of children and young people was at the centre of this work underpinned by Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

[↻ Scottish Government Decision-making: children and young people's participation publication](#)

Article 12 says that **every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously**. This principle recognises children and young people as actors in their own lives and applies throughout a child's life.





Groups of school pupils from across Aberdeen City used the Core Principles document above to create key interview questions linked to the content and these now play a role in the recruitment of staff who wish to work with children and young people, e.g., ‘How would you embody these qualities in this role?’ What is it that makes you a good person that I can trust? Applicants will be encouraged to make their presentation memorable – so not just PowerPoint. This has been trialled and well received in several schools.

Aberdeen City is developing an animation to support the implementation of the OGA-JD by bringing its principles to life.

We plan to develop posters to create a visual connection to the OGA-JD in support of the enactment of children’s rights, consistent with the [United Nations Convention on the Rights of the Child \(UNCRC\)](#).

Engagement with parents and carers is planned as part of our [Stronger Family Series](#) for session 2023-24 and the OGA-JD has also been shared with parents involved in our recruitment for senior leaders within education services.

Finally, the Building Capacity Team plans to use the OGA-JD with Probationer Teachers as part of their induction process.

The OGA-JD implementation is still a work in progress for Aberdeen City, but positive feedback has been received and we are keen to continue this important work!

North Ayrshire City Council’s One Good Adult Job Description Pilot

How we are working to incorporate children and young people’s views about the ‘One Good Adult Job Description’ into our practice:

- 1. Supported Probationer teachers with self-evaluation and they have worked with Children and Young People to develop a reflective tool.
- 2. Embedded the One Good Adult Job Description into Whole School Nurture and gather children and young people’s views.
- 3. Raise awareness of One Good Adult via communications and training
- 4. North Ayrshire Council is planning to share the ‘One Good Adult’ resource with The North Ayrshire Promise team as our next step.

 [The Promise Scotland website](#)



Development of a One Good Adult Reflective Tool with Probationer Teachers

A group of Probationer Teachers volunteered to attend twilight workshops to adapt the qualities described in the One Good Adult Job Description

They worked with colleagues and with children and young people to do this over a period of one term and developed a Self-Evaluation Tool which is linked to the [General Teaching Council's Professional Standards](#).

The Probationer Teachers identified the following potential uses for the new Reflective Tool:

- To support personal reflections
- To support restorative conversations alongside the young person's Reflective Wheel
- School Leaders to use the Reflective Tool to Quality Assure the whole school community relationships consistent with [How Good is Our School?](#)
- To inform and structure [Professional Review and Development](#) discussions and target [Professional Learning](#)

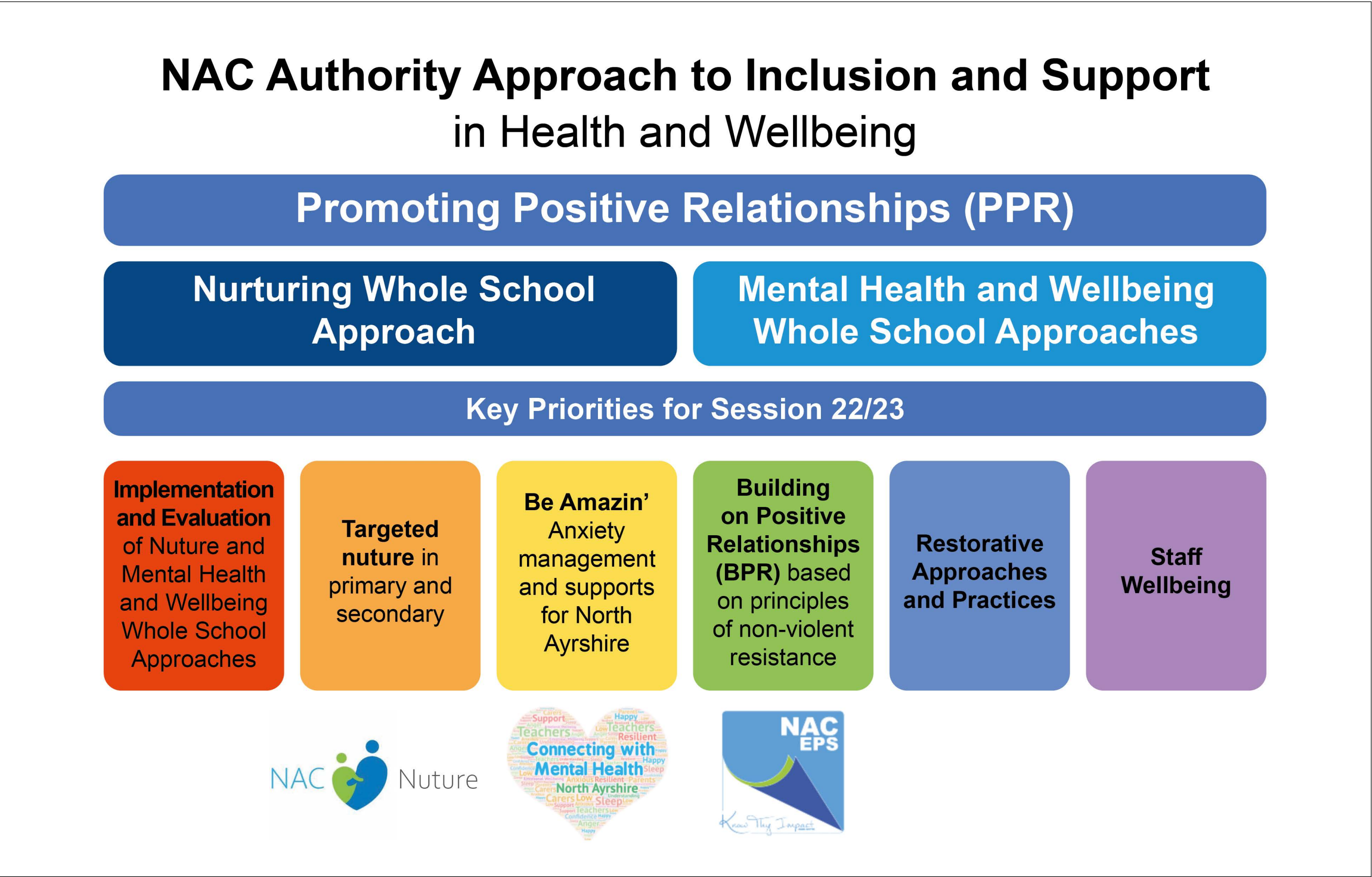
The Probationer Teachers said:

They like the new Reflective Tool; they can clearly see how it will improve their practice and it provides a structure for thinking about their relationships with children and young people.

[illegible]

Embedded ‘One Good adult’ into Whole School Nurture and gathered children and young people’s views.

North Ayrshire has supported children and young people through targeted and whole school nurture since 2015. Our Nurture approach is summarised in the infographic below:



We continually evaluate the impact of our targeted and whole school nurture provision. This year our focus has been to ensure that all staff, parents / carers, and young people understand and implement whole school nurture consistently.

We conduct evaluative focus groups with Head Teachers, Class Teachers, Educational Psychologists, and most importantly with children and young people.

Our teachers said:

“Using the self-evaluation tool for OGA helped me to create an inclusive atmosphere and building positive relationships with all young people.”

“Being a supportive and nurturing adult within a child’s life is imperative to my role. The OGA tool helps me to reinforce this.”

Qualities identified in a nurturing adult

Qualities identified	Description
Personal attributes	The majority of pupils described a nurturing adult as someone who is caring. Pupils discussed adults who care about <i>them, their emotions</i> , and demonstrates an overall caring quality. A good adult was also described as someone who is helpful, trustworthy, calm, welcoming, approachable, and supportive. In addition, a good adult in a school setting is someone who indicates that they genuinely enjoy their role as a member of staff.
Someone who provides emotional support	Children and young people described a nurturing adult as someone who supports them in coregulation when feeling anxious or sad. This support in emotion regulation involved the adult <i>understanding emotions</i> and <i>being observant of and responsive to</i> the young people and approaching them if they looked upset.
Someone who prioritises relationships	Behaviours and characteristics described by pupils highlighted the importance of positive relationships. Pupils explained that a nurturing adult listens to them and takes their point of view into consideration. Moreover, a good adult tries to understand pupils’ behaviours, and treats them fairly.
Someone who supports learning	Finally, a nurturing adult is someone who supports pupils in their learning; someone who teaches in an enjoyable way and takes the time to explain lesson content and tasks.

For example, we asked 32 children and young people from our primary and secondary schools, ‘What does a nurturing approach look like in practice and how does One Good Adult fit with the relational and nurturing approach in North Ayrshire?’

- Most of the pupils identified a few ‘Good Adults’ within their school.
- Pupils said ‘Good Adults’ were caring, helpful, trustworthy, open, offer support, make themselves known to pupils, helps you to regulate when you feel overwhelmed, treat you fairly, engage with pupils learning journeys.
- A few pupils could not identify any adults in their school who they saw as nurturing.

Some of what our young people had to say:

“Like they all feel like they actually want to be here and its not just some job they take, ‘cause you know. Like I get you have to be educated...”

“Like, when you’re talking to them and maybe they’re doing something else, and they’ll maybe put me to the side and talk with you.”

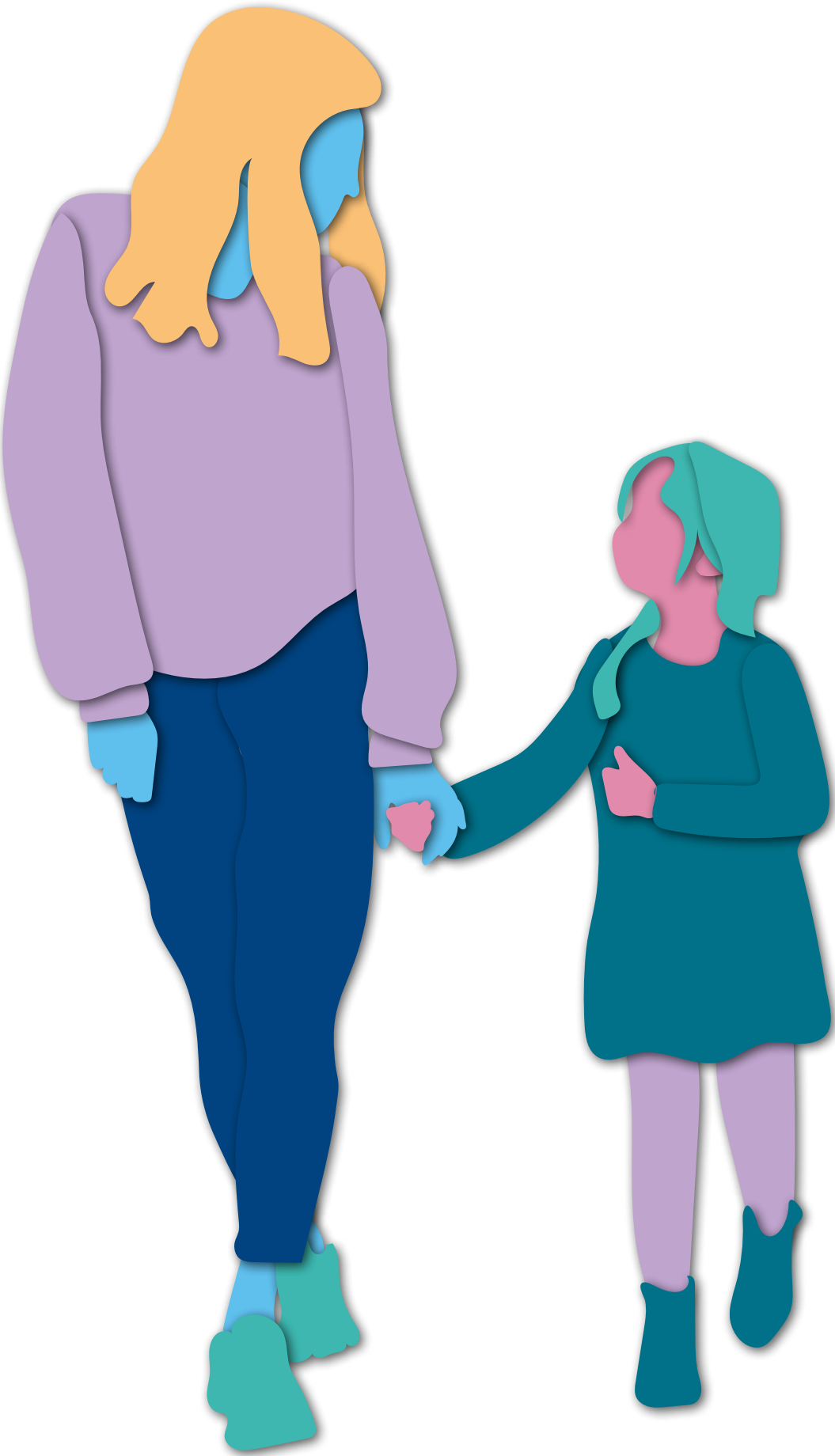
We asked our children and young people what qualities make that ‘One Good Adult’. We created a [short video to show what our young people had to say](#).



▶ [North Ayrshire One Good Adult: what our young people had to say ShoCo video](#)

We have Introduced a Nurture Accreditation process – Nurture: Informed, Skilled and Enhanced Practice Levels consistent with the [NES Transforming Psychological Trauma: National Trauma Training Programme](#) and included links to ‘One Good Adult’ at each level and we may go on to introduce a ‘special recognition’ award for establishments that embody the qualities of ‘One Good Adult’ in all that they do.

Central to our approach going forward is [Building on Positive Relationships](#) to Raise Adult Presence including professional learning about nurture, promoting positive relationships and the One Good Adult Job Description are central to this work.



Next steps:

- Adapt the One Good Adult Job Description to include in all our training offers
- Embed the concept of ‘One Good Adult’ in recruitment procedures
- Use ‘One Good Adult’ qualities in workshops we deliver to our partner organisations
- Develop a new child-friendly complaints procedure
- Share the ‘One Good Adult’ concepts with fellow corporate parents and the North Ayrshire Promise Team

Recruitment Processes for Trainee Psychologists

University of Edinburgh, NHS Greater Glasgow & Clyde and NHS Education for Scotland

The [MSc in Applied Psychology \(Healthcare\) for Children and Young People](#) is a taught Master of Science programme and is a collaboration between the University of Edinburgh, NHS Greater Glasgow and Clyde and NHS Education for Scotland (NES). The MSc provides a high quality and evidence-based training in Applied Psychology to psychology postgraduates, over one year, so they become competent practitioners in psychological assessment, formulation and intervention with children, young people and families who have difficulty with their mental health.

The MSc combines academic and clinical skills teaching with a year-long clinical placement in a Scottish NHS Child and Adolescent Mental Health Service (CAMHS). Successful graduates may apply for NHS posts to work with children, young people, and their families to improve their mental health and wellbeing.

Potential trainees must apply for a place on the MSc course and there is a rigorous recruitment process to make sure we select the right people for this important job. We continually review our recruitment and selection processes and have been inspired by the pilot recruitment work in Aberdeen City - where interviewees are asked how they would embody the values and principles of being a Good Adult with the children and young people they work with. We are keen to embed the One Good Adult Job Description within our MSc recruitment processes and plan to engage key stakeholders, via focus groups with children, young people, and their families, to help us generate a list of potential interview questions based on the One Good Adult Job Description. We will evaluate this new approach and report back on this page!

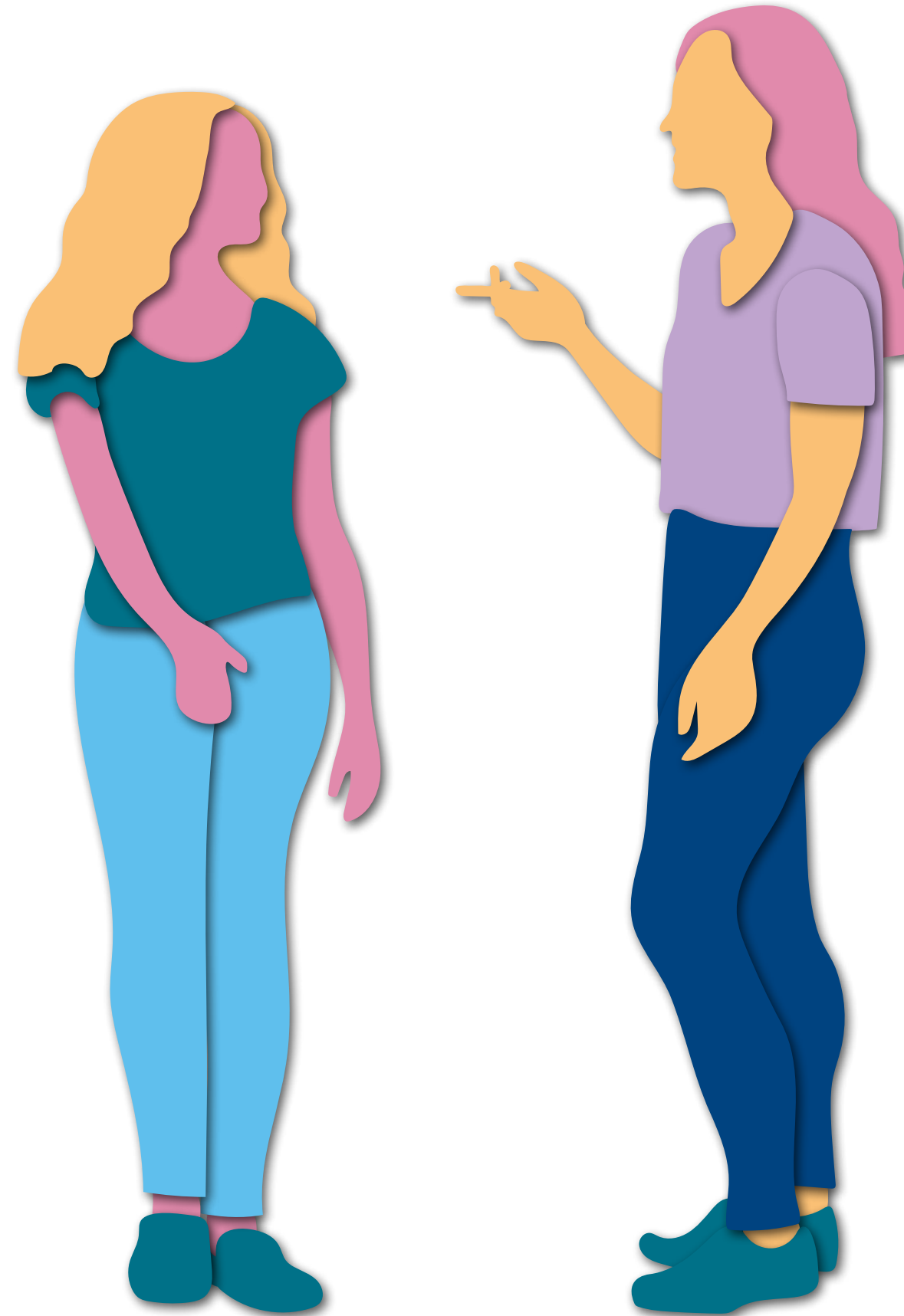


Embedding the One Good Adult Principles in Essential Learning

NHS Education for Scotland

[Essential CAMHS](#) is a NES learning programme for all professionals new to working in Child and Adolescent Mental Health Services (CAMHS) as well as professionals in the wider children's workforce who wish to know more about child and adolescent development and well-being. The modules aim to refresh knowledge and provide an opportunity to reflect on how personal experiences and values can impact the understanding we have of children, young people, and their families and our ability to provide effective support for mental health and wellbeing.

Being able to listen and communicate effectively is essential for therapeutic work with children, young people, and family members. One of the aims of Essential CAMHS, Module 2, is to build skills in engaging and communicating with children, young people, and their families to develop positive therapeutic relationships. As part of this module, we have included the One Good Adult Job Description, and its videos of young people saying what is important in a Good Adult, to highlight the skills and qualities that all adults working with children and young people should have, and to highlight the importance of safe, supportive relationships for children and young people's mental health and wellbeing. We have also included a reflective activity that asks professionals to reflect on their own skills and qualities in relation to the One Good Adult Job Description.



Complementary Public Health Resources:

1. These resources were designed by Public Health Scotland and written by children and young people.

[Public Health Scotland: Healthy Relationships - Top Ten Tips Healthy Relationship publications](#)

2. Public Health Scotland, in partnership with Barnardo’s, also produced the ‘It’s all about relationships: Embedding relational, trauma sensitive approaches in education settings’ [film](#) that supports all education staff to build positive relationships with young people and while it focusses on relationship responses within an education sector, these messages are transferable across sectors as we all work together to make Scotland a place where our children grow healthy, happy and safe.



3. The relationship between a trusted adult and adolescent health and education outcomes was investigated by Health Scotland and their rapid evidence [review](#) produced the following key messages:

a. Facilitators of trusted adult relationships:

- ▶ Youth able to choose their preferred adult.
- ▶ Genuine, empathetic and proactive support offered.
- ▶ Confidentiality.
- ▶ Reliability of adult (keeping promises, appointments etc.).
- ▶ Ability to raise any issue without judgement (importantly including taboo topics such as sexual relationships and substance use).
- ▶ Patience on behalf of youth and adult.
- ▶ Mutual respect between youth and adult.
- ▶ Structures or activities that promote regular, long-term engagement.
- ▶ Shared interests between youth and adult.
- ▶ Youth and adult matched on sociodemographic criteria (e.g. sex, ethnicity, socioeconomic status).
- ▶ A willingness of the adult to ‘go the extra mile’.

b. Barriers to forming a trusted adult relationship:

- ▶ Overly formal relationship (narrowly defined role with strict, often professional, boundaries and overly restrictive rules and regulation).
- ▶ Labelling young person ‘at risk’.
- ▶ Lack of trust.
- ▶ Perception that relationship is time-limited.
- ▶ Poor youth–adult communication.
- ▶ Youth fearful of ‘opening up’.
- ▶ Youth feeling indebted to adult figure.

Professional learning resources to enhance the One Good Adult Job Description can be found in [First Point of Contact Sway](#).

Getting it right for every child (GIRFEC)

‘Getting it right for every child’ (GIRFEC) provides the framework and shared language which puts rights and wellbeing at the heart of policies and services across all national and local public and third-sector organisations which provide support for children and families.

This underpins the delivery of high-quality universal and targeted support through a single, shared approach to planning across education, social work, and health and social care; and between public services, the third sector and community partners. The eight Wellbeing Indicators set out in the Children and Young People (Scotland) Act 2014, along with the National Practice Model, offer children and young people a universal and consistent language that they, their families and the workforce understand and the currency to help hold us all to account in providing the right support for their needs through a closer connection to their support planning.

Five questions for adults to ask yourself when considering a child or young person’s needs:

- 1. What is getting in the way of this child or young person’s wellbeing?**
- 2. Do I have all the information I need to help this child or young person?**
- 3. What can I do now that is needed and appropriate to help this child or young person?**
- 4. What can my agency or organisation do now to help this child or young person?**
- 5. What additional help, if any, may be needed from others?**



Helpful Resources

1. [Education Scotland's Cycle of wellbeing](#)
2. [Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning](#)
3. [Learner Participation in Educational Settings \(3-18\)](#)
4. [General Teaching Council for Scotland's A children's rights -based approach: A guide for teachers](#)
5. [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#)
6. [National Child Protection Group's information leaflet for children and young people](#)
7. [Education Scotland's Positive mental wellbeing - resources to support children and young people](#)
8. [Parent Club](#)





Implementation guidance

This resource may be made available, in full or summary form, in alternative formats and community languages.

Please contact us on **0131 656 3200** or email [**altformats@nes.scot.nhs.uk**](mailto:altformats@nes.scot.nhs.uk)