

**SUPPORTING
FAMILIES: A
NATIONAL SELF
ASSESSMENT
TOOLKIT FOR
CHANGE**

Contents

Policy & Background

1. Introduction
2. Vision
3. What do we mean by family?
4. What do we mean by family support?

Using the Toolkit

1. The Self-Assessment Toolkit
2. Using self-assessment for planning improvement
3. How good are we now? Establishing a baseline
4. How do we know?
5. What do we plan to do next?
6. The Self-assessment toolkit
 - Children and Families at the Centre of service design
 - Availability and Access
 - Whole System Approach
 - Leadership, Workforce and Culture

SUPPORTING FAMILIES: A NATIONAL SELF ASSESSMENT TOOLKIT FOR CHANGE

1. Introduction

Scotland has a vision to be the best place for children and young people to grow up. Getting it right for every child (GIRFEC)¹ is, Scotland's national approach to improving outcomes for children and young people. Recognising that children's individual growth and development is experienced in the context of their family and care networks, local communities, and wider societal influences.

This ambition means we are working towards a Scotland where wellbeing will flourish, where every child's rights are upheld and where children and young people grow up loved, safe and respected to realise their full potential.

The Promise² clearly identified the need to significantly upscale family support services and identified whole family support as a priority in Plan 21-24³. The Covid-19 Children and Families Collective Leadership Group's (CLG)⁴ vision and blueprint set out a clear ambition. Children and families should be able to access preventative, needs-based support when they need it, for as long as they need it. This embodies the ethos of the Promise by supporting families at their time of need rather than at crisis point. This will enable them to flourish and reduce the chances of family breakdown and of children entering the care system.

The Scottish Government is responding to this and recognises the cultural shift that will be required within organisations to achieve these ambitions. It has committed to investing £500m Whole Family Wellbeing Funding (WFWF) over the lifetime of this Parliament. WFWF will support the whole system transformational change required to reduce the need for crisis intervention, and to shift investment towards prevention and early intervention.

This priority and the key principle of strengthening and supporting families to stay together whilst ensuring children feel safe and loved is reflected in the Scottish Government's Keeping The Promise Implementation Plan⁵.

This work also shares its ambition and works in harmony with the:

- Covid Recovery Strategy⁶
- Tackling Child Poverty Delivery Plan 2022-26⁷, and the
- National Strategy for Economic Transformation⁸.

¹ [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)

² [Home - The Promise](#)

³ [Plan 21-24 - The Promise](#)

⁴ [Coronavirus \(COVID-19\): Children and Families Collective Leadership Group - gov.scot \(www.gov.scot\)](http://www.gov.scot)

⁵ [Keeping the Promise implementation plan - gov.scot \(www.gov.scot\)](http://www.gov.scot)

⁶ [Covid Recovery Strategy: for a fairer future - gov.scot \(www.gov.scot\)](http://www.gov.scot)

⁷ [Best Start, Bright Futures: tackling child poverty delivery plan 2022-26 - gov.scot \(www.gov.scot\)](http://www.gov.scot)

⁸ [Scotland's National Strategy for Economic Transformation - gov.scot \(www.gov.scot\)](http://www.gov.scot)

It is intended to support Children's Services Planning partners in exercising functions conferred by Part 3 of the Children and Young People (Scotland) Act 2014¹¹ throughout each 3-year cycle by informing the approaches to self-assessment of holistic whole family support.

2. Vision

Holistic whole family support will be readily available across Scotland to families that need it, with the National Principles of Holistic Whole Family Support ('the National Principles') embedded into the planning, commissioning and delivery of services provided to support children and families.

These principles will be integrated into Children's Services Plans. They will be used by Children's Services Planning Partnerships (CSPPs) to deliver high quality, preventive, holistic whole family support through their services for children and families across Scotland.

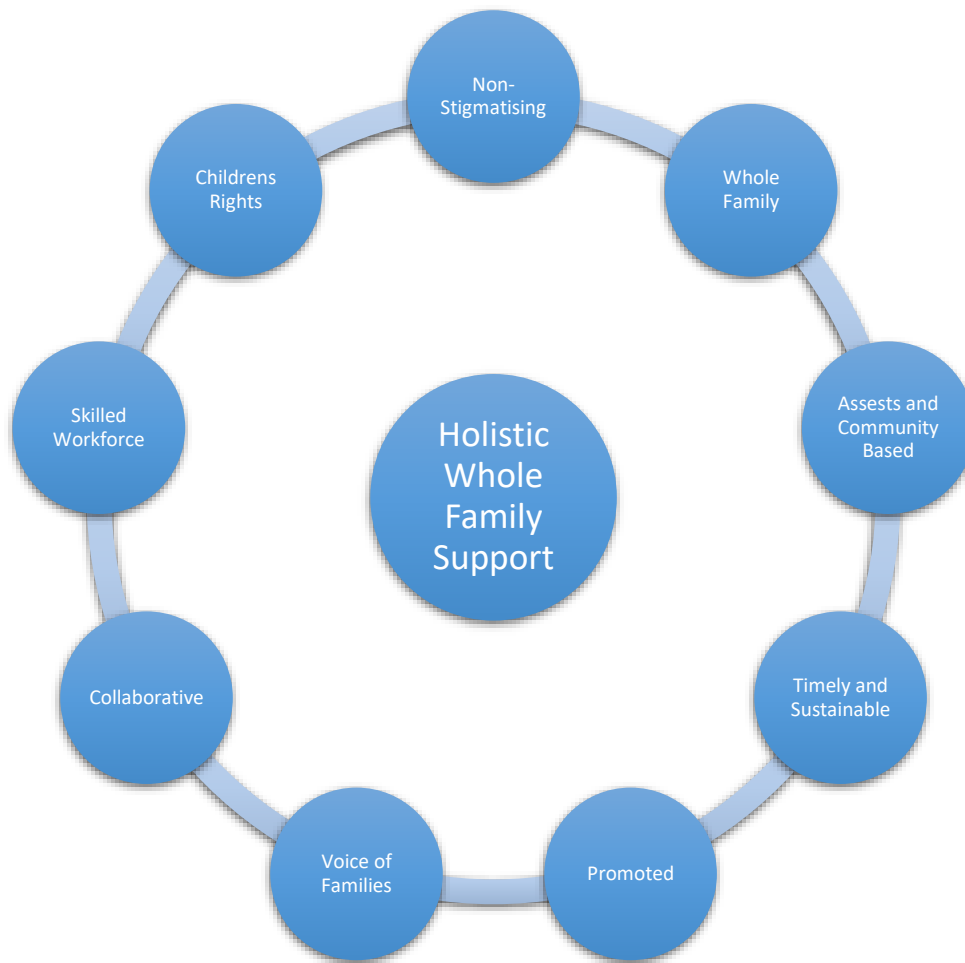
All partners will work together to ensure that:

- the services families experience feel integrated;
- families have access to the range of services they need to help them flourish and thrive; and
- they will have the support they need, when they need it, and for as long as they need it.

The Vision and Blueprint for Holistic Whole Family Support developed by the CLG provides the detail and foundation of this ambition.

¹¹ [Statutory Guidance on Part 3 \(Children's Services Planning\) of the Children and Young People \(Scotland\) Act 2014 - gov.scot \(www.gov.scot\)](http://www.gov.scot/Topics/childrenandyoungpeople/statutoryguidance/childrenandyoungpeopleact2014part3)

The National Principles for Holistic Whole Family Support



Non-stigmatising: Support should be promoted and provided free from stigma and judgement. Services should be as normalised as accessing universal services.

Whole Family: Support should be rooted in GIRFEC and wrapped around the whole family. This requires relevant join up with adult services.

Needs based: Support should be tailored to fit around each individual family, not be driven by rigid services or structures. It should cover the spectrum of support from universal services, more tailored support for wellbeing, and intensive support (to prevent or in response to statutory interventions). Creative approaches to support should be encouraged.

Assets and community based: Support should be empowering, building on existing strengths within the family and wider community. Families should be able to 'reach in' not be 'referred to'. Support must be explicitly connected to locations that work for local families and the community, such as schools, health centres, village halls and sports centres.

Timely and Sustainable: Flexible, responsive and proportionate support should be available to families as soon as they need it, and for as long as it is required, adapting to changing needs.

Promoted: Families should have easy, well understood routes of access to support. They should feel empowered to do so and have choice about the support they access to ensure it meets their needs.

Take account of families' voice: At a strategic and individual level, children and families should be meaningfully involved in the design, delivery, evaluation and continuous improvement of services. Support should be based on trusted relationships between families and professionals working together with mutual respect to ensure targeted and developmental support.

Collaborative and Seamless: Support should be multi-agency and joined up across services, so families do not experience multiple 'referrals' or inconsistent support.

Skilled and supported workforce: Support should be informed by an understanding of attachment, trauma, inequality and poverty. Staff should be supported to take on additional responsibilities and trusted to be innovative in responding to the needs of families.

Underpinned by Children's Rights: Children's rights should be the funnel through which every decision and support service is viewed.

3. What do we mean by family?

This toolkit takes a holistic view of the term 'family' in line with the CLG Vision and Blueprint for holistic whole family support. This will include a family where there are adoptive, biological or foster parents, kinship carers or an extended or composite family setting. We also recognise that some children and young people belong to more than one family and that some children and young people will be residing in residential or secure care. The toolkit refers to support for all families, whether or not they have had any prior involvement with any type of family support service, statutory or otherwise.

For the purposes of family support, family is defined as including a young person of 18 years or younger, or up to the 26th birthday for care leavers in receipt of aftercare or continuing care, who may or may not be resident with the family.; It includes families seeking to conceive; and it includes those who are pregnant who may need support pre-birth.

4. What do we mean by family support?

In the context of the Whole Family Wellbeing Funding, family support means multi-disciplinary and multi-agency support which aligns with the National Principles and is experienced as integrated by the family. The support should be available when needed for as long as it is needed, and could relate to a range of needs including mental health, substance use, parental imprisonment, domestic abuse, disability etc.

Providing holistic support that addresses the needs of children and adults in a family, at the time of need rather than at crisis point, aims to support families to flourish and reduce the chances of family breakdown and of children entering the care system.

The same preventive interventions should also support adults in a family's ability to engage with other support that helps them access the labour market, pursue qualifications, or progress in employment, thereby enabling them to improve their financial situation.

How to use the toolkit

1. The Self-Assessment Toolkit

This self-assessment toolkit, which has been designed to support CSPPs and the partners that work with them, outlines the collective expectation on the design and delivery of holistic whole family support services in communities across Scotland. The toolkit is arranged under four core components based on the Family Support Delivery Group's Routemap for change as follows:

1. Children and Families at the Centre
2. Availability and Access
3. Whole System Approach
4. Leadership, Workforce and Culture.

Each of the four components above consists of a series of secondary components that cover the key aspects of designing and delivering holistic whole family support services for children and families. They draw out the **features of highly effective practice**, which set out expectations and illustrate what good practice looks like. They are supported by **challenge questions** to gauge the quality of services, support a dialogue about how to improve, and to identify the potential sources of evidence to support findings/measure progress for improvement. The features of highly effective practice and challenge questions are not exhaustive, nor are they necessarily relevant for all service providers. Nevertheless they indicate the minimum standard expected from services nationally.

2. Using self-assessment for planning improvement

Self-assessment is central to continuous improvement and is a learning process through which delivery partners can understand how well they are doing and can identify the best way to improve their services.

Establishing how to improve outcomes for children, young people and families, and having clear measures of progress, is the central aim of self-assessment and is a fundamental part of the Children's Services Planning cycle. Children's Services Planning Partnerships will have local delivery arrangements for individual and collaborative improvement activity which identifies and addresses areas for development, to reduce any negative impact on the wellbeing of children, young people and families. This toolkit sets out quality indicators which are designed to help this process by:

- encouraging services to scrutinise and reflect upon practice and identify strengths and areas for improvement;
- recognising the work partners are doing which has a positive impact on the lives of children, young people and their families and where there might be gaps;
- identifying where quality needs to be maintained, where improvement is needed and where services should be working towards achieving excellence in service delivery;

- allowing services to inform stakeholders about the quality of services for children, young people and families.

Undertaking self-assessment of whole family support, will inform the development of an action plan based on local needs which will help to develop change and improvement activity leading to improved outcomes for children, young people and families. This will inform overall development, review and progress reporting on each CSPP's Children's Services Plan. A CSPP's Children's Services Plan with self-assessment also helps partners to focus on individual and collective areas of expertise and good practice, using this learning to develop services and celebrate success.

You will wish to consider how best to undertake self-assessment in your area. Things you may wish to consider are:

- Do all partners complete the questions individually?
- Do they try to complete it collectively at a meeting?
- How long will the session be?
- What is the structure of the session and what access is there to templates/support, etc.
- Who will facilitate the session and who will do the analysis following the session?

An action plan is most effective if it is not overly complicated and is based on joint professional analysis and reflection, challenge and support. It should also involve partners in taking informed decisions about actions which result in clear benefits for children, young people and families. Rather than a one-off activity that is done in isolation or in preparation for inspection, self-assessment is most useful when it is embedded in practice. For example, opportunities to undertake joint self-assessment should be maximised and incorporated within aligned multi-agency planning - reflected in the Children's Services Plan and associated actions agreed focussed on Child Protection¹², Corporate Parenting¹³ and Child Poverty. Self-assessment helps to establish a baseline from which to plan to improve outcomes for children, young people and families as well as promoting a collective commitment to set priorities for improvement which can be aligned with local business planning and provide a robust evidence base.

Used effectively, continuous self-assessment helps partners to monitor progress and continue to strive for excellence. Self-assessment for improvement broadly focuses on answering three key questions:

- How good are we now?
- How do we know?
- What do we plan to do next?

¹² www.gov.scot/publications/national-guidance-child-protection-scotland-2021/

¹³ www.gov.scot/policies/looked-after-children/corporate-parenting/

3. How good are we now? Establishing a baseline

Establishing a baseline is the starting point in self-assessment. By using performance management information, intelligence gathered from quality assurance, and feedback from children, young people, families and the workforce, partnerships will be able to assess, analyse and evaluate how good they are currently.

CSPPs undertake a Joint Strategic Needs Assessment to inform development of their Children's Services Plan and report annually on its progress using key milestones, data and evidence. This toolkit can be used to evaluate progress and to help shape stakeholder consultation with children, young people, families, partners, and the wider workforce, to inform development of the local approach.

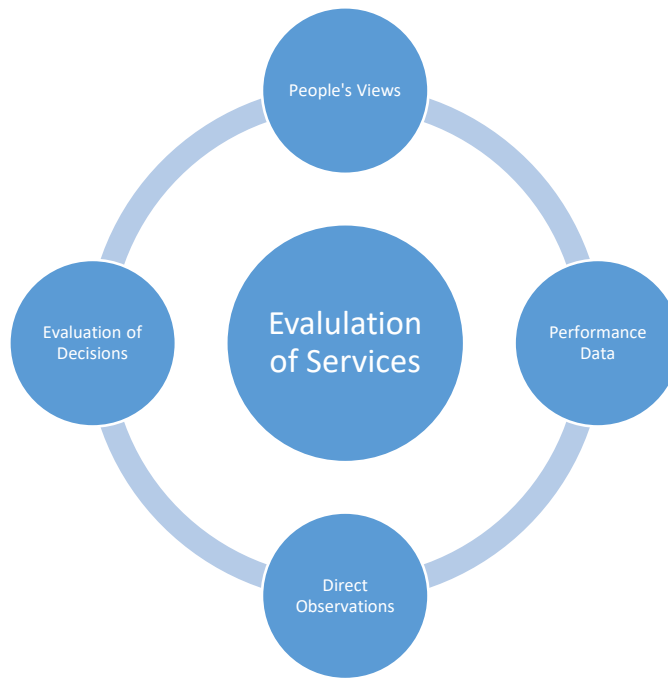
The use of the quality indicators and the challenge questions will enable CSPPs and individual partners to benchmark current practice and establish a way to measure progress.

Answering these challenge questions will help partners identify strengths within and across service delivery and begin to consider areas which need to improve or further develop.

4. How do we know?

In considering this question, services will be gathering evidence and developing quality assurance processes that illustrate their impact on the lives of children and young people. There are a number of sources of evidence that can inform partners and services about the quality of their work.

- Conclusions should be based on a range of evidence sources. It is important to test out the strength of evidence through 'triangulation' (i.e. comparing evidence-based information and data; people's views; and direct observation of practice). The key sources of evidence should include:
 - performance data collected nationally, locally or within a service, including audit activity, key performance indicators
 - surveys of stakeholders' views – direct feedback, observation and evaluation of practice
 - review of a range of documentation that evidences decision-making and assessment.



- Consider evidence in context. For example, the relationship between cause and effect is not always straightforward as there may be a time lag between identifying a problem, making changes and seeing results.
- Reliable self-assessment involves benchmarking inputs, outputs and outcomes with comparator areas.
- Self-assessment should be open to scrutiny and how assessments are determined should be a transparent and credible process. For example, judgements should flow logically from the evidence. Ask such questions as ‘Are we gathering evidence to assess how we are doing?’ or ‘Are we continuously measuring and evaluating the impact of the services, activities or opportunities that we provide?’

5. What do we plan to do next?

This question should help CSPPs to take forward the learning from the self-assessment and to develop a set of clear and tangible priorities for improvement which inform the local strategic approach to family support as part of the Children’s Services Plan.

- Are we using the evidence we have gathered to support our strong outcomes and change those that need more development?
- Are we using robust evidence to plan for future developments so they best meet the needs of children, young people and families and other stakeholders?

In taking this approach, partnerships will have the best possible opportunity to arrive at well thought out and robust conclusions. This then allows identification of the most appropriate course of action to ensure improvement is realistic, achievable and likely to impact positively upon outcomes for vulnerable children and young people.

The following quality indicators are designed to help evaluate and improve the quality of services and support for children, young people and families. This approach enables professional reflection on practice within and across services. Where best practice is identified, it should be celebrated, and shared with others. If impacts and outcomes are not as good as expected, the source of the issues can be identified by 'taking a closer look' at a particular theme or topic using some selected indicators. This proportionate approach allows partners to focus on priority areas rather than routinely covering all aspects.

Improvement activity should be SMART (Specific, Measurable, Achievable, Realistic and Timely). For example:

- a manageable number of improvement priorities which focus on areas for development to improve outcomes for children, young people and families
- the impact that improvement actions may have should be measurable
- clearly identified responsibilities for implementation linked to named individuals, lead services or partnership groups
- clear timescales with milestones, deadlines and dates for reviewing actions if necessary
- measures of success that include performance data, quality measures and stakeholders' views.

6. The self-assessment toolkit

Children and Families at the Centre of Service Design Holistic Whole Family support must be designed and delivered with children and families at the centre. Engagement with children and families must be meaningful and inclusive with families being involved in the decisions that affect them. Planning for services should take a rights-based approach ensuring support is stigma-free and takes account of the voice of children and families.		
Themes:	Features of highly-effective practice?	Challenge questions
Children and Families are involved in meaningful and ongoing participation in service design, which ensures choice and control for families	<ul style="list-style-type: none"> • Children and families are engaged in the design of family support services from an individual to strategic level. • Creative approaches are used to engage children and families and encourage participation. • Children and families are given opportunities to participate in the evaluation of services and to offer their feedback. • Services are designed, adapted and responsive to the feedback from children and families, taking a co-creation, co-design and co-production approach. • There is clear evidence that the life chances of children and families are being improved as a result of their engagement. • The participation of children and families results in a more responsive service that 	<ul style="list-style-type: none"> • Do we use a number of different ways/methods to engage children and families in the design of services, and in policy, planning and improvement work, and do we assess their effectiveness? • Do we seek a cross-representation of views to ensure we understand views from different equality groups? • Has this engagement helped shape our Children's Services Plan reflecting a family support approach informed by our children, young people and families? • How effectively do we monitor participation? • How can we demonstrate that families are feeling included in service design and that they are meaningfully participating? • How are we adapting? Are services being responsive to the feedback from families? • Do we regularly adapt and reflect on our approach in light of feedback and engagement from families? • Are outcomes for children improving as a result of their participation? How do we know? • How are we ensuring that provision is responsive to the needs of families?

	<p>promotes equality, fairness and diversity, and meets the different needs of children and families.</p> <ul style="list-style-type: none"> • Professionals and third sector organisations are fully consulted in service design. 	<ul style="list-style-type: none"> • Do we have a long term view on sustainability and viability of services? • How do we engage with staff professionals and the third sector to gather experience on the ground in service design? • Are we aware of the full Third Sector offer in our communities and of the <i>How Good is Our Third Sector Participation in Children's Services Planning</i> guidance¹⁴? • Have we effectively engaged with Third Sector partners on our service offer?
<p>Support is stigma free at all levels</p>	<ul style="list-style-type: none"> • Staff understand the different needs of children and families and positively encourage participation in a way that is free from judgement. • Staff understand their role in delivering stigma free support and are empowered and supported to work with children and families in a caring and compassionate way. • Access to family support services is normalised for children and families and as routine as accessing a universal service. • Children and families are empowered to use family support services, and local community services offer support in a way that best suits their needs. 	<ul style="list-style-type: none"> • How are we actively promoting equality, fairness and diversity? • Do families access our services with ease and without judgement? • How well are families supported in developing strategies which lead to positive relationships and better outcomes? • Do staff feel empowered and supported to work with children and families in a way that establishes positive relationships? • Do we offer staff training, development opportunities, time for reflection to ensure we are offering the best support and supervision available? Do we seek feedback from staff on its impact on practice? • Do we have clear quality assurance approaches in place which evaluate practice on a single and multi-agency basis? • Do we make use of Family Group Decision Making as an early intervention tool? If not why not?

¹⁴ [How good is our third sector organisation? - Evaluation resource \(education.gov.scot\)](https://www.education.gov.scot/publications/how-good-is-our-third-sector-organisation-2017/evaluation-resource)

	<ul style="list-style-type: none"> • Family Group Decision Making is used as an early intervention tool, where families are actively encouraged to come together to discuss a concern or problem. • Trauma responsive practices are considered by leaders and embedded across systems, policies, procedures and environments. 	<ul style="list-style-type: none"> • Are the key principles of trauma informed practice¹⁵ embedded through our service design?
Rights-based planning & participation	<ul style="list-style-type: none"> • Children’s rights are at the heart of service design and planning, and are the focus through which every decision and support service is viewed. • Children and families are involved in the decisions that affect them and their views inform the support they receive from services. • Staff use a rights-based approach that takes account of families’ voices in relation to service design and planning. • Family support is rooted in GIRFEC and wrapped around the whole family taking a needs-based approach in the planning and participation of services. • Children’s rights and wellbeing impact assessments are used regularly 	<ul style="list-style-type: none"> • To what extent is the workforce competent and confident in relation to UNCRC and the GIRFEC National Practice Model? How can these have a positive impact on wellbeing outcomes for children, young people and families? How do we know and how do they shape their practice? • Do we carry out regular Children’s Rights and Wellbeing Impact Assessments?¹⁶ • Do we have the resources, easy-to-read guides, training etc in place to assist with our rights-based planning?

¹⁵ [Introduction - Trauma-informed practice: toolkit - gov.scot \(www.gov.scot\)](http://www.gov.scot)

¹⁶ [Children's Rights and Wellbeing Impact Assessment guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Availability & Access		
Families are aware of support available to them and are empowered to access that support. Support is easily accessible and located in places that work for children and families within their local communities.		
Themes:	Features of highly-effective practice?	Challenge questions
Better collective awareness of available support – families should have an awareness of how to access support with support being promoted free from stigma and judgement.	<ul style="list-style-type: none"> • Children and families in our area have a good awareness and understanding of where to access support or who to ask for support. • Information is clear and easily accessible for families on the type of support that is available to them. • We make information widely available through local and LA wide parenting pathways. • Those who work with children and families (including those working in universal services and other services that come into contact with families) are aware of and have a good understanding of family support in the local area and are able to help or sign-post families to that support. 	<ul style="list-style-type: none"> • Do we regularly seek feedback from families on their awareness of local support and how best to raise awareness of family support? • Do we test local awareness and understand the impact this has on the accessibility of services? • Do we regularly raise awareness about the different types of family support available? For example, across universal services and beyond? • Do we regularly communicate with partners to ensure there is a robust understanding about the availability of support i.e. through training opportunities, information sharing? • Do we raise awareness with partners about what they can do to help sign-post families to available support? • Do we ensure our communications are easily understood and shared in a variety of ways that meets the needs of families? • Do we ensure we are promoting the support available in a non-stigmatised way, highlighting that it is available for all who need it and not just for those in crisis? • Is our support clearly linked with the GIRFEC National Practice Model? • Is our workforce aware of all the support available to be able to direct families to relevant services?
Universally accessible early help and support –	<ul style="list-style-type: none"> • Families have easy routes of access to early help and support. 	<ul style="list-style-type: none"> • Do we regularly seek feedback from families on how accessible our family support services are?

<p>there should be no barriers to accessing support, regardless of a family's background, the reason for, or how they reach into family support services.</p>	<ul style="list-style-type: none"> • We make information available to families through easily understood promotional materials. • Families are able to reach into services instead of having to be referred on through services. • Our services promote a 'support seeking' culture, free from stigma, in trusted spaces and places where families would normally go. • We wrap our support around the individual needs of families so it doesn't matter where they access support, they will receive help. • We link with various support services, including to income maximisation, employability, housing etc. • We pro-actively consider equality issues to ensure we identify and reduce any barriers to accessing support. • We take trauma-aware approaches to providing support. • Something on wait times? 	<ul style="list-style-type: none"> • Do we have a number of communication channels for public and professional use? Are we online? Using social media? Able to provide hard copies of documents if requested? • Do we operate a 'no wrong door' approach to supporting families and ensure that support is available to families when they need it? i.e. Do we work with our partners to ensure ease of access for families? Do we need 24/7 access to some of our services? • Are our services based on local communities' lived experiences, developed through local consultation and experience? • Is access to our services available through a number of gateways i.e. online, schools, community halls, religious settings? • How effective are we at identifying and removing barriers to accessing support? • How well do we promote and value fairness, equality and diversity in the accessibility of family support services? • Does the local community offer a variety of safe places and easily accessible support i.e. local access to services and facilities, including in rural areas? • Are trauma responsive practices embedded across systems, policies, procedures and environments? • Are we responsive to the needs of the 6 child poverty family types and other disadvantaged groups, including families facing socio-economic disadvantage? • Do we know why some families who need support do not access that support? What do we need to do to encourage them to seek the support they need?
<p>Support delivery where and</p>	<ul style="list-style-type: none"> • We ensure that families have a choice about the support they receive and ensure that it is tailored to meet their 	<ul style="list-style-type: none"> • Do we listen to the needs of families and take creative approaches in responding to their needs?

<p>when to suit families.</p>	<p>individual needs, for as long as they need it.</p> <ul style="list-style-type: none"> • We offer support that is rooted in GIRFEC and take a needs-based approach that is flexible, and tailored to meet the individual needs of families. • We use place based models ensuring support is available at community level, ensuring we meet the unique needs of the community, including rural communities. • We offer support that is clearly connected to, or even housed in, locations that work for local families and the community, such as schools, health centres, village halls and sports centres. • We offer flexible/mobile/virtual support, going to those in need where necessary • We work with our partners to ensure that support is joined up across services. • Our workforce is responsive to the needs of families and are trusted to be innovative in how best we support them. • We recognise the impact of identity and lived experiences of discrimination and exclusion, and take this into account when planning and delivering services. 	<ul style="list-style-type: none"> • Do we collaborate with families on how best to support them? • Do we locate or access sites appropriately taking into account local demographics, travel infrastructure and lived experiences? • Do we continually monitor services, noting changes in demand and requests for help, adapting local services as need be? • How well do we support communities to be strong, resilient, supportive, influential and inclusive? What difference is this making? • Do we maximise the assets of the local community and community-based relationships? • How well do we develop relationships and partnerships with communities? How well do we support communities to improve and increase networking? How effective are these partnerships and networks? • Are we flexible in where we provide support, recognising the need for accessibility in rural and island areas?
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Whole System Approach - Creating a Family Support system that is accountable to service users. Taking a whole system approach to ensure support can be offered across a wide spectrum of need from the least intensive to the most intensive requirements. There is a non-siloed and proportionate approach to funding with clear budgets that meet the scale of need. Partners involved in delivering and designing family support share a collective responsibility for the whole system, supported by an innovative, collaborative and fair approach to the procurement of services.

Themes:	Features of highly-effective practice?	Challenge questions
<p>Non-siloed aligned and proportionate family support funding that matches scale of need</p>	<ul style="list-style-type: none"> • We work creatively across services taking a non-siloed approach to funding that is proportionate, flexible and responsive to local need and demand. • We are able to take a joint approach to the planning of services and the agreement of budgets using evidence to inform decisions. • We have well established joint commissioning processes across our CSPP articulated in our Children’s Services Plan. • We have clear governance and accountability structures to ensure our family support funding is equitably applied, effectively monitored and there is tangible impact. 	<ul style="list-style-type: none"> • Do we prioritise funding for holistic whole family support in local budgeting decisions, working across budgetary lines? • Do we use evidence to inform budget allocations based on an assessment of need and with information gathered from a variety of sources i.e. including feedback from children and families and different equality groups? • Do we assess the effectiveness of a service when making funding decisions? • Do we work collaboratively across services taking evidence informed decisions? • Are we prepared to take objective/needs based views to funding projects to improve outcomes?
<p>Shared accountability for whole</p>	<ul style="list-style-type: none"> • Family support is identified as a local priority with a clear shared vision on how to support families across partners. Local delivery partnerships have clear roles and 	<ul style="list-style-type: none"> • Is Holistic Whole Family Support embedded in our local Children’s Services Plan and referenced/acknowledged in associated Plans such as individual organisational service plans and wider partnership plans?

<p>system/joined up approach</p>	<p>responsibilities with agreed terms of reference in place.</p> <ul style="list-style-type: none"> • CSPP delivery partners have a public presence where minutes of meetings and decisions are published. • Partnerships have widespread representation, including but not limited to: <ul style="list-style-type: none"> ○ Children and Young People ○ GPs ○ NHS ○ Third Sector Interfaces ○ Adult services ○ Education services • Partnerships take a flexible approach to membership bringing in expertise when necessary to help with local needs assessments and decision making. 	<ul style="list-style-type: none"> • Does our CSPP provide a robust governance structure for delivery of Family Support? • Does our CSPP include the right representation to deliver local family support needs? • Is our governance structure publicly accountable to families using the services? • Do we actively review partnership membership taking account of changing needs and dynamics? • Do we regularly identify knowledge gaps in our governance structure and bring in expertise when required which supports the “no wrong door” approach, for example parents, service users etc?
<p>Commissioning and Procurement</p>	<ul style="list-style-type: none"> • We have a partnership-wide, consistent, procurement system and commissioning framework agreed by all participating organisations which takes account of all relevant multi-agency governance fora in the CSPP area. • Procurement systems are innovative, collaborative, rights-based, community and outcomes focused. • Commissioning frameworks are straight forward with good guidance available for planning purposes. 	<ul style="list-style-type: none"> • Are families involved in commissioning and procurement and do they feel their interests in service quality are being taken into account? • Are those being consulted involved early in commissioning and procurement decision making? • Are there opportunities for collaboration, shared learning and refinement of approach for service providers in the monitoring and evaluation of contracts? • Do we consider opportunities for collaboration across several local authority areas? • Do we regularly review guidance for commissioning and procurement taking on feedback from those who use it?

	<ul style="list-style-type: none"> • Procurement advisors are fully briefed with external expertise bought in where necessary to support. • Our competitive processes focus on quality, not costs. • Children and families are involved, where appropriate, pre and post commissioning. • Commissioning frameworks are based on partnerships co-designing solution and sharing power. • We seek to take collaborative approaches with other authorities to ensure value for money and best use of resources. • Procurement approaches ensure suppliers adopt fair work practices, including paying the real Living Wage. 	<ul style="list-style-type: none"> • Do we build in/require suppliers to adopt and demonstrate appropriate fair work first practices? • Do we continually review our procurement process against the Fair work procurement guidance?
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Leadership, Workforce & Culture		
<p>Creating a workforce with a clear and shared understanding of families across the whole system is imperative towards effective delivery of shared outcomes across localities. There should be a clear workforce strategy with skills and values centred on the principles of holistic whole family support. Best practice should be shared locally and nationally. Workers should have support for skills development to a level that they need to fulfil their ambition and feel empowered to be innovative.</p>		
Themes:	Features of highly-effective practice?	Challenge questions
<p>The workforce and management has a clear and shared understanding of Children and Family demographics and culture in their localities.</p>	<ul style="list-style-type: none"> • We actively seek out workforce members with specific skill sets and knowledge, and from a diverse background. • We have a shared understanding of the needs of all children and young people and are confidently able to apply this to their work. • We use consistent terminology and language, and have complimentary recruitment policies/procedures, across our partner organisations. 	<ul style="list-style-type: none"> • Is the workforce confident and competent in delivering services? • Is the workforce aware of the needs of the communities they serve? • Do we have a workforce from diverse backgrounds? • Are the GIRFEC principles grounded in the workforce's vision and values? • Do we regularly examine the language and culture of our organisations? • Does our workforce understand the unique individual experiences of care experienced children and young people? • Does our workforce understand its role as corporate parents?
<p>Address power dynamics by empowering the workforce to be innovative in how they support children and</p>	<ul style="list-style-type: none"> • The workforce is consistently consulted, feels well informed and is confident that their views are taken into account. • We have a strong and shared commitment to protecting vulnerable children, improving the wellbeing of 	<ul style="list-style-type: none"> • Does the workforce feel motivated, involved, committed, confident and valued? How do we know? • Does our workforce and our service providers feel that their work contributes to improved outcomes for children, young people and their families? • Does our workforce consider that they are meaningfully involved in developing and improving services for children, young people and families?

<p>families (including in the design and delivery of services).</p>	<p>children, young people and families and to promoting equalities.</p> <ul style="list-style-type: none"> • Effective communication exists between staff across all levels of the partnership. • Staff are confident and competent practitioners with access to learning and educational opportunities to meet their identified needs. • Staff are confident in supporting those in a paid role, acting in a parental capacity, eg foster carers, in residential homes. 	<ul style="list-style-type: none"> • Are innovative ideas from the workforce harnessed and tested? • Is there is a safe space for issues to be raised by the workforce or service providers. How do we know? • Do we provide sufficient support for foster carers, adoptive parents, residential homes' staff? • Is there is a clear culture of improvement across all of our partnerships? How do we know, what evidence is available?
<p>Support for skill development and mechanisms for sharing best practice and learning nationally</p>	<ul style="list-style-type: none"> • Senior leaders empower staff and take steps to develop at all levels to improve the overall delivery of family support. • All staff participate in individual and collective professional learning which improves outcomes for families. • There is a clear workforce strategy that supports skill development and values centred on the principles of holistic whole family support. • Staff work collaboratively to strengthen their understanding and implementation of key national policies. • The workforce is empowered to share best practice and learning. 	<ul style="list-style-type: none"> • Do we undertake a skills review re what is needed to effect change (linked to proposed GIRFEC training needs analysis)? • Is there evidence of clear and measurable impact of professional learning on outcomes for families? • Is the workforce confident in discussing how they have improved their practice as a result of their professional learning activities? How do we know? • Is the workforce motivated to improve the impact of their practice on children, young people and their families through their learning and development? • Is our learning strategy fit for purpose? How do we know? Have the workforce and service providers been consulted?

	<ul style="list-style-type: none"> • There is a network or 'safe space' to share learning. • Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies. 	
Development of Holistic Workforce with improved capacity to deliver	<ul style="list-style-type: none"> • There is a clear workforce strategy with skills and values centred on the principles of holistic whole family support. • The workforce has the resources available to it to support families in the best way possible. • The workforce can make creative choices in partnership with families about the support that is tailored to the individual families' needs. 	<ul style="list-style-type: none"> • Does the workforce enjoy working for their service? • Are they active partners in a range of joint work with colleagues who work in adult's as well as children's services? • Do we have an evidenced-based workforce strategy which centres on the principles of holistic whole family support? • Does our workforce strategy ensure the resources required are available to support families and staff to deliver services? How do we know?