



Children and Young People (Scotland)  
Act 2014

**Revised Draft Statutory Guidance  
for Part 18 (Section 96)**



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

## CONTENTS

Responding to this Consultation	1
Statutory Guidance – Assessment of Wellbeing	3
1 Introduction	5
2 Purpose of Part 18 (Section 96) of the Act: Assessment of Wellbeing	6
3 Context	7
4 Wellbeing and Welfare	8
5 Indicators of Wellbeing	9
6 Section 96: Assessment of Wellbeing	10
7 Who Should Contribute to an Assessment of a Child’s Wellbeing?	12
8 The Wellbeing of Groups of Children	13
9 Consultation Questions	15
Respondent Information Form	16

## Responding to this Consultation

We are inviting responses to this consultation by 4 February 2022.

Please respond to this consultation using the Scottish Government's consultation hub, Citizen Space (<http://consult.gov.scot>). Access and respond to this consultation online at [https://consult.gov.scot/children-and-families/assessment\\_of\\_wellbeing](https://consult.gov.scot/children-and-families/assessment_of_wellbeing). You can save and return to your responses while the consultation is still open. Please ensure that consultation responses are submitted before the closing date of 4 February 2022.

If you are unable to respond using our consultation hub, please complete the Respondent Information Form to:

GIRFEC Team  
Scottish Government  
Area 2-B South  
Victoria Quay  
Edinburgh, EH6 6QQ

### Handling your response

If you respond using the consultation hub, you will be directed to the About You page before submitting your response. Please indicate how you wish your response to be handled and, in particular, whether you are content for your response to be published. If you ask for your response not to be published, we will regard it as confidential, and we will treat it accordingly.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

If you are unable to respond via Citizen Space, please complete and return the Respondent Information Form included in this document.

To find out how we handle your personal data, please see our privacy policy: <https://www.gov.scot/privacy/>

### Next steps in the process

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public at <http://consult.gov.scot>. If you use the consultation hub to respond, you will receive a copy of your response via email.

Following the closing date, all responses will be analysed and considered along with any other available evidence to help us. Responses will be published where we have been given permission to do so. An analysis report will also be made available.

## **Comments and complaints**

If you have any comments about how this consultation exercise has been conducted, please send them to the contact address above or at [wellbeingconsultation@gov.scot](mailto:wellbeingconsultation@gov.scot)

## **Scottish Government consultation process**

Consultation is an essential part of the policymaking process. It gives us the opportunity to consider your opinion and expertise on a proposed area of work.

You can find all our consultations online: <http://consult.gov.scot>. Each consultation details the issues under consideration, as well as a way for you to give us your views, either online, by email or by post.

Responses will be analysed and used as part of the decision-making process, along with a range of other available information and evidence. We will publish a report of this analysis for every consultation. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review
- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

## 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. The role of the *Named Person*

Practice Guidance 2. The role of the *Lead Professional*

Practice Guidance 3. Using the *National Practice Model*

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

Practice Guidance 4. Information Sharing

### The Statutory Guidance

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

This draft guidance was co-produced with a range of colleagues across local authority areas, health boards, the third sector and national organisations. Its development stemmed from a commitment made by the Deputy First Minister in September 2019. While much progress had been made prior to the pandemic, the more recent updates have purposefully reflected our current landscape.

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.<sup>1</sup> However more needs to be achieved as we work towards #KeepingThePromise, and 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:

---

<sup>1</sup> Throughout this document, “children and families” refers to children and young people under the age of 18, their parents and carers. A glossary of further terms used in this document can be found at Annex A.

- **placing the child and family at the centre**, and promoting choice, with full participation of children and families in decision-making;
- **working in partnership with families to enable a rights-respecting, strengths-based, inclusive approach**;
- **understanding wellbeing as holistic and interconnected**, with a child's developmental experiences understood within the wider context and influences of family, community and society;
- **valuing diversity and ensuring non-discrimination**;
- **equitably tackling multiple and intersecting forms of inequality**;
- shifting resources and support towards providing an **early offer of support** to improve outcomes for children, young people and families; and,
- **joint working in a culture of co-operation and communication** between practitioners and services, both locally and nationally across Scotland.

# Part 18 (Section 96) – Assessment of Wellbeing

## 1 Introduction

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

1.2 This part of the 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 – 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.

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

1.4 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](#).

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

1.6 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](#).

## 2 Purpose of Part 18 (Section 96) of the Act: Assessment of Wellbeing

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

- 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 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 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).



## 3 Context

3.1 Taking a holistic view of the wellbeing of children is at the heart of the GIRFEC approach. GIRFEC has its origins in 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, 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.

3.2 The UNCRC [general principles](#) of non-discrimination, best interests of the child, right to life, survival and development, and respect for the views of the child, are the overarching rights needed for any and all rights in the convention to be realised, and as such, should be the foundation for any assessment of a child's wellbeing (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included: sometimes referred to as SHANARRI). The SHANARRI wellbeing indicators are also informed by the UNCRC rights and requirements. They are overlapping and connect areas that are fundamental to understanding what children 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 UNCRC can be found on [Human rights: Children's rights - gov.scot \(www.gov.scot\)](http://www.gov.scot).

3.3 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'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 individual circumstances and what support they get from their family, community and professional services.

3.4 The Act identifies various times when practitioners should undertake a wellbeing assessment using the eight wellbeing indicators 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 5 below). These are a component of the model of assessment known as the National Practice Model (section 6 of this guidance). It should be read in conjunction with Practice Guidance 3 – Using the National Practice Model that set out how assessments should work.

3.5 Wellbeing is multi-dimensional. A child's wellbeing in relation to one indicator may impact on, and interact with, their wellbeing in relation to other indicators. A child'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.

## 4 Wellbeing and Welfare

4.1 Section 96 of the Act refers to eight indicators of wellbeing, described in section 5 below. The Act does not alter the references to welfare that already exist in legislation. Welfare, as it relates to children, 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.

4.2 Links between welfare and wellbeing exist across the eight indicators, and while a [child protection](#)<sup>2</sup> response may be required to make sure a child 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 continuum. 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 significant 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.

4.3 The relationship between welfare and wellbeing is strengthened by section 95 of the Act, which amends the [1995 Act](#) to ensure that children's and young people's wellbeing is considered by local authorities when exercising certain functions. Under section 95, [a new section, 23A](#) ('Sections 17, 22 and 26A: consideration of wellbeing'), is inserted after section 23 of the 1995 Act. The amendment 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.

4.4 The new 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.

---

<sup>2</sup> <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/>

## 5 Indicators of Wellbeing

5.1 Using the GIRFEC values and principles, the approach to considering children's wellbeing must be rights-respecting, strengths-based, holistic and adaptable enough to take account of the stage of development and the complexity of each child's individual life circumstances. The rights of a child should be respected at all times. Each child has a right to be safe, healthy, nurtured, active, respected, responsible, included and have a right to an education. When considering the wellbeing of children under the Act, practitioners and organisations must consider the rights of the child (UNCRC) alongside each of the eight wellbeing indicators (as listed below), in collaboration, wherever possible, with children and their family.

5.2 Section 96(2) of the Act lists the eight [wellbeing indicators](#). When used in the assessment of wellbeing, this is how the indicators should be interpreted:

**Safe** – protected from abuse, neglect or harm at home, at school and in the community.

**Healthy** – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, 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** – having a nurturing place to live in a family setting with additional help if needed, or, where this is not possible, sustained nurture is equally fundamental to provision of the most suitable care and continues to be essential to wellbeing for those requiring supported accommodation during their transition to adult life and services.

**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 given a voice and involved in decisions that affect their life.

**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 social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

5.3 In practice, the eight indicators can be connected and overlapping. When considered together, they give a holistic view of each child, and enable the child, and the adults supporting them, to consider strengths, as well as barriers to growth and development.

5.4 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 poverty and social isolation are examples of influences that can have a negative effect on all the indicators of wellbeing.

5.5 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 any barriers to communication accessibility, for example, social and/or digital isolation.

5.6 Depending on a child's circumstances or health condition, a holistic assessment of wellbeing may need to be supported by specialist assessments. The wellbeing indicators provide a consistent framework within which to consider specialist assessments.

## 6 Section 96: Assessment of Wellbeing

6.1 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 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.

6.2 Wellbeing assessments relating to individual children or young people may be related to Part 6 (Early Learning and Childcare), 9 (Corporate Parenting), 11 (Continuing Care) and 12 (Services in Relation to Children At Risk of Becoming Looked After, etc.) of the Act.

6.3 An assessment of wellbeing must seek to identify all the factors in the child’s life which may be benefitting or adversely affecting their wellbeing. This will help establish how best to support the child when they experience difficulties. It will include, but is not limited to, recognising individual, family and community strengths as well as difficulties such as poverty, health, disability or communication needs, and how these needs might be met.

6.4 In assessing a child’s wellbeing, their age, stage of development and the context of their life with their parents, wider family and community should be considered. Wellbeing assessments should be completed in partnership with the child and their family using the GIRFEC [National Practice Model](#) proportionately to identify areas of strength, any wellbeing needs and any action that may be appropriate to help meet the needs identified and improve outcomes. The views of the child or their family may differ from the practitioner’s view and a holistic assessment should take account of all views. Communication or learning impairment should not be seen as a barrier to seeking views.

6.5 Communication and shared decision-making between the child, family and professionals has always been, and will continue to be, a crucial part of wellbeing assessments. If the child’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<sup>3</sup> should be followed.

6.6 Practitioners should recognise that children can thrive in different environments. They must therefore be respectful of and responsive to the child’s, or their parents’ education, communication capacity, life experiences, socio-economic status, lifestyle, culture and beliefs. This has relevance to all aspects of wellbeing.

---

<sup>3</sup> Link will be provided in final publication.

6.7 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 Children's Reporter as specified in section 60(3) of the [2011 Act](#). The Children's 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.

6.8 Early intervention 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 and willingness to change should be considered in order to assess whether the child's wellbeing needs are likely to be met by voluntary support or whether a compulsory supervision order might be necessary. SCRA have published [Guidance on Referral to the Reporter](#).

6.9 A wellbeing need, or an accumulation of wellbeing needs can lead to a child or young person being at risk of significant 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 significant harm often relates to how safe, healthy and nurtured a child is, but the other wellbeing indicators 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.

## 7 Who Should Contribute to an Assessment of a Child's Wellbeing?

7.1 Section 96(1) refers to “a person” assessing the wellbeing of a child. 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 Part 3; relevant authorities as listed in schedule 2; listed authorities as detailed in schedule 3; and corporate parents as listed in 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.

7.2 A wide range of practitioners are required to think about children's wellbeing in the course of their day-to-day activities. Practitioners who undertake a professional responsibility role for children, such as a named person<sup>4</sup> or lead<sup>5</sup> professional, and those with indirect responsibilities (for example, those delivering services to parents) may contribute to an assessment of a child's wellbeing. Any assessment should be carried out in partnership with the child and family where they are involved in decision-making.

7.3 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.<sup>6</sup>

7.4 Service providers in the community may have information<sup>7</sup> relevant to children's wellbeing, which may be important to inform a wellbeing assessment.

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

7.6 Nationally available practice materials<sup>8</sup> will give detail on how a wellbeing assessment should be completed in a range of circumstances.

---

4 Link will be provided in final publication.

5 Link will be provided in final publication.

6 Link will be provided in final publication.

7 Link will be provided in final publication.

8 Link will be provided in final publication.

## 8 The Wellbeing of Groups of Children

8.1 Sections 5 and 6 above relate to wellbeing assessments for individual children, but Part 3 and Part 9 of the Act relate to the wellbeing of groups or populations of children. Wellbeing information relating to children living in a particular area, or who are part of a particular group, is to be used in planning services and reporting on outcomes.

8.2 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 promotes, supports and safeguards the wellbeing of 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,
- 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.

8.3 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.

8.4 When considering the wellbeing of children 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.

8.5 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 support 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 and their families.

8.6 Part 1 of the Children and Young People (Scotland) Act 2014<sup>9</sup> 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 of the requirements of the UNCRC (footnote 12). Some public authorities to which Part 1 applies will also be subject to duties under Part 3 Children's Services Planning; in particular, local authorities and health boards.

8.7 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 take a child rights-based approach. The CRWIA is a purpose built policy and legislation impact assessment designed for use by Scottish Government, public bodies and children's services, however, it can be used by anyone. 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 utilise both UNCRC and GIRFEC frameworks 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 help us champion the interests of children, as well as challenge us to think about what more we can do to place children at the centre of our policies.

8.8 The Carers (Scotland) Act came into effect in 2018 and represented 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 first and foremost. Further information on the rights for all unpaid carers can be found in the [Carers' charter - gov.scot \(www.gov.scot\)](http://www.gov.scot/Carers%20charter), in an easy-to-digest format.

---

<sup>9</sup> Subject to the outcome of legal proceedings before the Supreme Court, reporting duties under section 15 the UNCRC Bill will replace this duty. Section 6(1) of the UNCRC Bill will require public authorities not to act incompatibly with the UNCRC requirements. Section 15 of the UNCRC Bill will place a duty on listed authorities to report on what they have done in the previous 3 years and what they plan to do in the next reporting period to: (i) comply with the section 6(1) duty; and (ii) secure better or further effect of the rights of children.



## 9 Consultation Questions

Please read the draft guidance, then let us know your views by answering the following questions.

1) How clear and easy is the guidance to understand?

Completely       Mostly       Somewhat       A little       Not at all

2) With regard to the assessment of wellbeing, within the overall GIRFEC approach, does the guidance make practitioners' roles and responsibilities clear?

Completely       Mostly       Somewhat       A little       Not at all

3) Are the definitions provided for the wellbeing indicators (section 6.1) clear and easy to understand?

Completely       Mostly       Somewhat       A little       Not at all

4) To what extent do you think that the guidance will help practitioners understand how to embed the United Nations Convention on the Rights of the Child, and to protect, respect and uphold children's rights within the assessment of wellbeing?

Completely       Mostly       Somewhat       A little       Not at all

5) Can you outline anything specific that would be helpful to add to this guidance to assist the assessment of wellbeing?

6) Are there any areas where the further development of resources or guidance would be helpful in supporting the assessment of wellbeing?

## Respondent Information Form



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

**Please Note.** This form **must** be completed and returned with your response.

To find out how we handle your personal data, please see our privacy policy:

<https://www.gov.scot/privacy/>

Are you responding as an individual or an organisation?

Individual

Organisation

Full name or organisation's name

Phone number

Address

Postcode

Email

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response with name

Publish response only (without name)

Do not publish response

**Information for organisations:**

The option "publish response only (without name)" is available for individual respondents only. If this option is selected, the organisation name will still be published.

If you choose the option "do not publish response", your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Yes

No



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

© Crown copyright 2021

**OGL**

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit [nationalarchives.gov.uk/doc/open-government-licence/version/3](https://nationalarchives.gov.uk/doc/open-government-licence/version/3) or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at [www.gov.scot](http://www.gov.scot)

Any enquiries regarding this publication should be sent to us at  
The Scottish Government  
St Andrew's House  
Edinburgh  
EH1 3DG

ISBN: 978-1-80201-232-3 (web only)

Published by The Scottish Government, October 2021

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA  
PPDAS913906 (10/21)

W W W . G O V . S C O T