Included, Engaged and Involved in Edinburgh

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

Implementation date: November 2018

Control schedule

Version control

Version	Date	Author	Comment
0.1	1.11.2018	Gillian Barclay / Martin Vallely	

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
5th March 2019	Education, Children and Families Committee	[Hyperlink to report]	[Hyperlink to minute]

Included, Engaged and Involved in Edinburgh

'Edinburgh's Children and young people enjoy their childhood and achieve their potential'

1. Policy statement

1.1   Included, Engaged and Involved outlines the Communities and Families approach to the implementation of the Edinburgh Children's Partnership's ambition to create a child friendly city, where children and young people's rights are respected and preventing problems becomes as important as dealing with crisis.[1]

2. Scope

2.3   This policy outlines the approach for all Communities and Families staff, all establishments, commissioned services and our relationships with children, families and the wider community. The policy recognises that inclusive practice has implications for all aspects of schools and other services working with children and families:

'A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education. The themes of leadership, partnership, shared values, wellbeing, social justice and equality ……… are the foundation stones of an excellent school and, as such, need to be firmly embedded within self-evaluation.'

How Good is Our School? Fourth Edition' Education Scotland 2015 p4.

2.4   The policy informs the Council's Education Improvement Planning and Quality Improvement Framework.[2] In addition, it underpins key procedures. The most relevant procedures and associated templates are mapped out in Appendix 1.

3. Definitions

3.1   **Additional Support for Learning Pathways** – Edinburgh's approach to proportionate support; Pathway 1 – classroom based supports, Pathway 2 – establishment supports,

---

[1] The Edinburgh Children's Partnership, Children's Services Plan 2017-20,p1.
[2] Edinburgh Learns: Quality Improvement Frameworks;1. Equity for Learning, 2. Improving Quality in Learning, 3. Excellence in Learning (inc. Teaching and Learning and Digital Learning), 4. Health and Wellbeing for Learning, 5. Pathways for Learning 6 Parental Engagement City of Edinburgh Council Education Improvement Plan 2018-2021, May 2018.

Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.

3.2 **Additional Support Needs** – defined by the Education (Additional Support for Learning Act) 2009; considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career. The barriers to learning are not defined as being within the child. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.[3]

3.3 **Child/children** – anyone under the age of 18.

3.4 **Corporate parent** – describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after pupils.

3.5 **GIRFEC** – Getting it Right for Every Child, the Scottish national practice model.

3.6 **Inclusion** – All learners are accepted within a diverse community where a high quality education for all is developed and sustained by removing barriers to participation, learning and achievement to overcome inequalities that arise through the learning environment, social and emotional factors, health and disability and family circumstances.[4]

3.7 **Four key features of inclusion** – Present, Participating, Achieving, Supported[5]

3.8 **Parent/s** – describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

3.9 **Presumption of mainstream (Standards in Scotland's Schools Etc. Act 2000)** – the presumption of mainstreaming enshrines the right of all children to attend a mainstream school unless legally defined exceptional circumstances are met.

---

[3] Supporting Children's and Young People's Learning: A report on progress of implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (As Amended) pub 2012 http://www.gov.scot/Publications/2012/02/7679/3

[4] Derived from Support for All Education Scotland; https://education.gov.scot/scottish-education-system/Support%20for%20all

[5] Excellence and Equity for All: Guidance on the Presumption of Mainstreaming (Consultation November 2017).

3.10 **Schools** – all local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of the City of Edinburgh Council

3.11 **The rights of the child** - The <u>United Nations Convention on the Rights of the Child (UNCRC)</u> sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood. The UNCRC forms the basis <u>Getting it right for every child (GIRFEC).</u>

4. Policy content

Introduction - Edinburgh 2050

4.1 Edinburgh aspires to become a place *'without poverty or barriers to achievement, where instead a good quality of life is a basic requirement enjoyed by all.'* (Edinburgh 2050 vision).

4.2 An inclusive Edinburgh offers a fairer and more successful future for all of our children, parents, staff and our wider community. This is a vision of an inspired, connected, fair, and thriving City, where all children and young people enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors.

4.3 In an inclusive Edinburgh school education fosters a good climate for learning, it encourages respect and tolerance for others, promotes citizenship attainment and achievement and lays the foundations for lifelong learning.[6]

4.4 This is a vision of a child friendly city with high achieving and inclusive schools, inspired by the Scottish vision for inclusive education:

'Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to

---

[6] http://www.edinburgh.gov.uk/news/article/2240/edinburgh_reveals_ideas_for_a_city_vision

achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.'[7]

4.5   In this way Edinburgh aims to fulfil the obligations of the United Nations Convention on the Rights of the Child (1989) and key national policy including: Getting it Right for Every Child, 'Included, Engaged, Involved 2' (2017), the Additional Support for Learning Act (2009), How Good is Our School? (2015) and the National Improvement Framework (2018):

'We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.'

The National Improvement Framework and Improvement Plan p4. 2018.

Inequalities and Inclusive Schools – One Service Approach

4.6   Inclusive schools provide models of high achieving, open, just and tolerant communities. They build on the strengths (prior achievements, interests, experiences and ambitions) that children and parents bring and provide equitable opportunities, resources and support removing barriers to success. An ethos built on positive relationships and a commitment to inclusion, across the whole school community, is underpinned by a coherent, inclusive curriculum and learning and teaching that meets learners' needs and provides appropriate challenge.

4.7   Inequalities occur in school education where barriers to participation, learning and achievement arise for whatever reason. Barriers may arise from any factor that has an adverse impact on the child, including, for example:

- *Learning environment* – where the learning and teaching approaches and/or overall curriculum are significantly different from what the child or young person requires.

- *Culture or language* – where the child is learning via English as an additional language.

---

[7] Scottish Government Draft Guidance on inclusive practice and presumption to provide education in a mainstream school or early learning and childcare establishment after Professors Mel Ainscow and Susie Miles

- *Family circumstances* – where family life is disrupted, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of school education or, school attendance is very poor and is adversely affecting educational progress.

- *Disability or health* – where the child or young person faces barriers to learning and development from, for example, blindness, physical disability, autism, serious childhood illness or a mental health problem.

- *Social and emotional factors* – children or young people may have had adverse childhood experience, such as bereavement or loss. Under stress, they may exhibit behaviour difficulties which may lead to offending. They may be being bullied, which prevents them attending school regularly, developing positive relationships with school staff and other young people or engaging effectively with their learning.[8]

4.8 We know that inequality often impacts on different aspects of a child's life and our approach needs to reflect this in outward looking and well-integrated approaches to get it right for every child. We are committed to achieve this with a shared vision across schools, services and partners working together with a 'one service approach' to getting it right for each and every child. One of the core aims of the UN Convention on the Rights of the Child is that all children should be listened to and treated with respect. Children and young people need to understand their right to contribute and to be listened to. '*The views and needs of children and young people will be at the centre of all service delivery.*'[9] Likewise, the importance of parental engagement in improving children's outcomes is widely recognised.

4.9 We recognise that the child and parents are key players in getting things right and for that reason our approach emphasises the importance of working *with* children and the important adults in their lives.

4.10 Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who thrive despite having had a history of adverse childhood experiences.[10]

---

[8] Supporting Children's Learning Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) p69-70, 2017

[9] Edinburgh Children's Services Plan 2017-2020

[10] Strengthening the Foundations of Resilience 3 WWW.DEVELOPINGCHILD.HARVARD.EDU

4.11   Effective key adults offer supportive and responsive relationships and act as positive role models. They maintain high expectations, encourage children to play to their strengths through participation in hobbies, interests or groups and help them to develop good social and emotional skills. We support the view that any member of staff or adult in a child's life can become a key support and champion for that child and therefore have a positive impact on long term outcomes.

4.12   Where there are differences of view or diverse interests, inclusive schools foster ambitious and solution focussed approaches. By using restorative practices to build stronger relationships, foster compassionate, tolerant, supportive and resilient communities we reduce the likelihood of conflict and deal with difficulties through collaboration and mutual understanding.

'An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their emotional well being and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.'[11]

4.13   Within the context of this policy, research evidence and our self evaluation we have based our approach on these key principles:
- We respect children's rights
- Every child has the entitlement to an education directed towards realising their potential
- We are responsible for anticipating children's needs, making reasonable adjustments when required and providing progressive and inclusive learning environments and opportunities for all
- Parents are the most important caregivers and prime educators in children's lives
- We get the best outcomes for children when we build positive relationships with the child, their parents and other key adults in their lives
- Starting with the assets that children and their families bring is the best way to realise their potential
- Schools and partners need to work with shared goals in order to get it right for every child
- Restorative approaches help create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors[12].

---

[11] Consultation on excellence and equity for all: guidance on the presumption of mainstreaming (2017), Ministerial Foreword.
[12] Education Scotland, Parentzone, Restorative Approaches

Our aim is that these principles are reflected in our approach at all levels and in particular they embedded in our approach to Getting it Right for Every Child.

4.14 Early identification of children at risk and ensuring they get the help when they need it is an essential part of meeting needs. Our Integrated Assessment Framework supports a single child centred approach to assessment, planning and support. This tailors the support and help that children and their parents are offered to support their individual wellbeing. The purpose is to enable support as close to the point of need as possible through pathways offering proportionate levels of support.[13]

4.15 Our practice framework provides all staff across schools and children's service a common understanding of wellbeing through the national wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The core Getting It Right questions form the basis of all child planning for all staff:

- What is getting in the way of this pupil's wellbeing?
- Do I have all the information I need to help?
- What can I do now?
- What can I (or my agency) do to help?
- Do I need additional help from others?

---

[13] Additional Support for Learning Pathways – Edinburgh's approach to proportionate support; Pathway 1 – classroom based supports, Pathway 2 – establishment supports, Pathway 3 – classroom and establishment with support from school partners, Pathway 4 – specialist provision.

5. An Inclusive Vision for our Children

5.1   Edinburgh's 2050 vision describes an inspired, connected, fair, and thriving City, where all Edinburgh's children enjoy their childhood and achieve their potential as successful learners, confident individuals, responsible citizens and effective contributors[14]. This is a city where:

- we are welcoming and respectful to all - every child belongs
- we respect children's rights, promote equality, prevent discrimination and challenge prejudice
- we maintain high aspirations and achieve positive outcomes for all
- we work with children and families using a strengths-based approach
- we 'stand by' children in need
- we build compassionate relationships and communities,
- we use restorative approaches to resolving differences
- we prevent or remove barriers and avoid working in ways that *create* problems for children and their families.

5.2   This is a vision of a child friendly city, one where:

> In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
>
> We belong,
>
> We contribute,
>
> We learn,
>
> We are supported and we help others.

5.3   In the process of developing our vision we have undertaken reviews with a number of schools and conversations with staff, children and families. We asked children and parents to picture an approach in which they feel they belong and they pictured this as '*Edinburgh Together'*. As a result we adopted Edinburgh Together as the identity for the ASL Consortium that provides additional services to schools and families.[15]

---

[14] The Edinburgh Children's Partnership's vision
[15] Edinburgh Together ASL Consortium is a 'one service' partnership led by Barnardo's, Canongate Youth and Children1st

5.4 Likewise, we want our vision to be meaningful and inspiring to children, parents, staff and partners. As part of our ethos of collaboration and our commitment to Edinburgh being a child friendly city we will be consulting further on how best to express and implement this vision to provide school education that helps all Edinburgh's children to:

- feel that they are valued and respected for who they are, their potential
- feel inspired by relevant and progressive learning environments and opportunities
- benefit from effective support when they need it
- have trusted relationships with adults
- benefit from solution focused and creative approaches to problems and challenges
- contribute as members of open and restorative communities.

6. Moving Forward - from Strength to Strength

6.1 Addressing the factors that create barriers to learning, described earlier (4.7), is central to the work of all schools but this is not something that schools alone can achieve [16]. We believe that a best value approach shares effective practice, enables collaboration at all levels and enables effective use of resources within and between establishments, clusters, localities and citywide networks according to need.

6.2 Where establishments and services work in partnership we get the best outcomes for children and most effective use of resources with a one service culture. Within this approach there is a shared purpose and professional commitment to do what it takes individually and collectively to create a child friendly city. In a child friendly Edinburgh:

---

[16] *'Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. ...... You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school.* 'How Good is Our School? 4'th Edition, Education Scotland 2015, P5.

'children and young people's rights are respected, there is a focus on restorative practice and preventing problems becomes as important as dealing with crisis'

(The Edinburgh Partnership, Edinburgh Children's Services Plan 2017-20)

6.3   As one service we will continue the improvement of practice working *with* children, their families and communities though a strengths-based approach. Strengths-based practice has a number of key advantages by:

- Enabling a common understanding of a child's identity, strengths, needs, aspirations
- Placing the child and the family at the centre and supporting them as active participants
- Building and sustaining positive relationships as a key asset in achieving sustainable change
- Taking a restorative approach to relationships and problems

Together this provides the most fruitful basis for realising the child's potential and overcoming barriers to successful outcomes.

6.4   There are strong foundations for inclusive practice in Edinburgh's schools as evidenced in self-evaluation and school inspection reports. This reflects substantial evidence of continuing progress across the City, for example:

- Improving positive destinations
- Improving school attendance
- Reducing school exclusions

6.5   We recognise that closing the gap in attainment, achievement and wellbeing to enable all children to achieve their potential is a continuing challenge. Indeed, each step of progress reveals opportunities for achieving yet more and new challenges. To support continuing improvement across schools and children's services we will need to continually:

- Invest in relevant professional learning to support improvement in inclusive practice
- Strengthen integrated approaches and progressive intervention
- Strengthen relationships and communities of support with children, families, schools and other partners
- Nurture a one service culture of support and challenge to enable quality improvement, sharing of effective practice and the best use of resources.
- Ensure policy, planning and budget processes support continuing progress in realising our vision.

6.6   Themes we have identified through self-evaluation provide the pillars of our approach, we summarise these as the *4 Rs* which support common core practices: (appendix 2):

- Relationships
- Rights Respecting
- Resilience building
- Restorative

6.7   These core practices reflect existing strengths in our schools and services where we can continue to make progress. Developing these strengths will be key to the realising our vision for Edinburgh's children and an integral part of our one service ethos and approach. In order to progressively improve outcome for children we will ensure the 4 Rs inform policy, planning, procedure, practice and professional development at all levels.

6.8   All schools and services demonstrate a shared commitment to self evaluation using the four key features of inclusion to measure whether all children are: present, participating, achieving and supported.

6.9   Schools and services actively self-evaluate their vision, values, ethos and pupil outcomes through the use of HGIOS 4, the Standards and Quality Improvement Planning Process and the Scottish Government National Improvement Measures (NIF).

6.10 Inclusion, equality and social justice are for all pupils therefore it is essential that universal resources are used to support processes to prevent and remove barriers to learning to create sustainable inclusive environments.   Likewise, targeted and additional resources need to be used in ways which bring most direct and long-lasting benefit to children and families and support sustainable inclusive practice and environments.

6.11 Achieving best value in use of resources is a key theme for leadership, partnership, and self evaluation at all levels. This has implications for every practitioner, school and service and for policy, strategy and financial planning processes for the Council and the Children's Partnership.

7. Roles and responsibilities

Responsibility of Leadership

7.1 To develop an ethos of inclusion, a culture of mutual respect and shared values. Responsibility for firmly embedding policies, procedures and practice that ensure these principles are upheld.

7.2 To demonstrate commitment to developing the 4 R's through on-going professional learning and development, and appropriate levels of support and challenge.

7.3 To provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.

7.4 To ensure policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in this policy and accompanying procedures.

7.5 To plan and manage resources proactively and efficiently to support effective inclusive practice

7.6 To seek out and contribute positively to partnerships which will lead to better outcomes for the children and young people and in particular for those at greatest risk due to social circumstances or additional needs.

7.7 To ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.

Responsibility of All

7.8 To act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.

7.9 To demonstrate a commitment to developing core practice in relation to the 4 R's.

7.10 To model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).

7.11 To contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.

7.12 To promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.

7.13 To demonstrate a commitment to the four key features of inclusion ensuring all children are: present, participating, achieving and supported.

7.14 To demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.

7.15 To have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.

7.16 To act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.

7.17 To actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.

7.18 To recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs such as the strategies outlined in the Inclusive Learning and Collaborative Working (CIRCLE) resource.

7.19 To implement approaches to positive relationships and inclusion as outlined in Edinburgh's Inclusive Learning and Collaborative Working (CIRCLE) resource, Pupil Support Guides and establishment policies and procedures.

8. Related documents

8.1   Additional Support for Learning (Scotland) Act 2004
8.2   City of Edinburgh Service Plan Children and Families (2014 – 2017)
8.3   Children and Young People (Scotland) Act 2014
8.4   Edinburgh 2050 Vision (2017)
8.5   Edinburgh Integrated Plan for Children and Young Person's Services
8.6   Edinburgh Children's Partnership Children's Services plan 2017-20
8.7   Education (Scotland) Act 2016

9   Equalities impact

9.1   All staff will ensure that they promote equalities and that where appropriate they make reasonable adjustments in the application of the policy and procedures for those individuals with 'protected characteristics' and of particular relevance, age; disability; gender reassignment; race; religion or belief; sex or sexual orientation.

9.2   This may include for example paying due regard to cultural factors that are relevant in ensuring that the establishment's ethos is inclusive and that cultural differences in behaviours and dress code are taken into account. It would also include ensuring that due regard is given to the implications of a learner's disability in the design and implementation of school policy and procedures regarding behaviour and creating differentiated expectations and approaches to take into account individual needs where necessary.

9.3   All staff have a professional duty to promote the wellbeing and protect the interests of Looked After Children.

10 Sustainability impact

10.1   This policy will bring better outcomes to children, young people and families and contribute to community inclusion, safety and cohesion in the long term.

11 Risk assessment

11.1   This Policy Included, Engaged, Involved is in accordance with Scottish Government Guidance (Included, Engaged, Involved 2) and The Scottish Government paper Developing a positive whole-school ethos and culture –

Relationships, Learning and Behaviour. These set guidance for education authorities and establishments in this area.
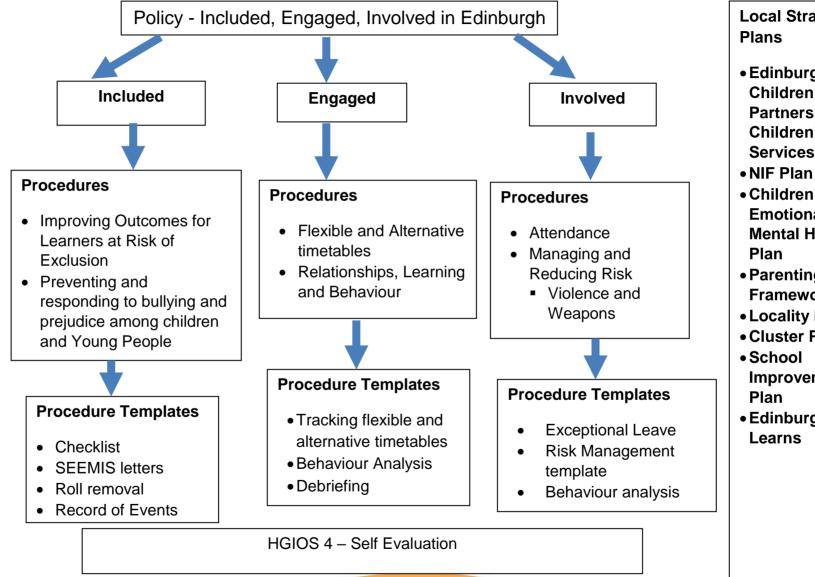
12 Review

12.1 This policy and accompanying procedures will be reviewed in October 2019.

Appendix 1: Examples of Associated Policies, Procedures and Strategic plans

Policy - Included, Engaged, Involved in Edinburgh

National Drivers

- **Included, Engaged and Involved Part 2 2017**
- **Developing a whole school positive ethos and culture: Relationships, Learning and Behaviour 2018**
- **National Improvement Framework**
- **GIRFEC**
- **Children and Young People (Scotland) Act 2014**
- **Additional Support for Learning Act**
- **Respect for All**

Local Strategic Plans

- **Edinburgh Children's Partnership, Children's Services Plan**
- **NIF Plan**
- **Children's Emotional and Mental Health Plan**
- **Parenting Framework**
- **Locality Plans**
- **Cluster Plans**
- **School Improvement Plan**
- **Edinburgh Learns**

Included

Procedures

- Improving Outcomes for Learners at Risk of Exclusion
- Preventing and responding to bullying and prejudice among children and Young People

Procedure Templates

- Checklist
- SEEMIS letters
- Roll removal
- Record of Events

Engaged

Procedures

- Flexible and Alternative timetables
- Relationships, Learning and Behaviour

Procedure Templates

- Tracking flexible and alternative timetables
- Behaviour Analysis
- Debriefing

Involved

Procedures

- Attendance
- Managing and Reducing Risk
  - Violence and Weapons

Procedure Templates

- Exceptional Leave
- Risk Management template
- Behaviour analysis

HGIOS 4 – Self Evaluation

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

Appendix 2 – The Four R's example principle's for practice

School communities may wish to articulate what demonstrating values and practice related to the 4 R's means within their individual school community. Below are some possible examples.

Finding the right language to make this meaningful to parents, pupils and staff could form part of a process of community engagement.

Relationships

- Positive relationships are crucial to developing a successful school community.
- The presence of one or more supportive key adults is a crucial component in a child's resilience – we believe that any adult can make the difference.
- Adults form meaningful relationships with every child, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections.
- Adults are all available and approachable – if a child wants to connect with us at an unsuitable time we always offer an alternative.

Rights Respecting
- We all have a responsibility to model and share community values based on everyone's rights (to be safe, to learn, to be listened to).
- We support everyone's right to access the support they need to achieve their potential.
- We listen to each other and respect and celebrate our diversity.
- We know there are consequences for decisions and actions that have had a negative impact on the rights of others. Consequences are proportionate and support us to develop behavioural awareness and take responsibility.

Restorative
- Conflict arises if there is a breakdown in relationships or respect for rights.
- We all have a responsibility to repair relationships.
- Restorative approaches do not start at a point of conflict but begin with our whole school ethos of positive relationships, rights and respect.

Appendix 2 – The Four R's example principle's for practice

- Restorative approaches are for all members of the school community, regardless of role.

Resilience
- We use the Getting It Right for Every Child approach to work together with children and their families.
- We look for opportunities to highlight and build on strengths.
- We help families and children identify their own strengths and use them to find solutions.
- We develop individual skills, strengths and offer supports that promote resilience including making sure every child has at least one 'good adult'.