

# Jersey's Children First

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## Responding to Need Toolkit

Jersey's Children First



# Contents

Purpose of this toolkit

How to use this toolkit

Learning objectives

Part A: Identifying need

Part B: Assessing need

Part C: Providing targeted support

# Purpose of this toolkit

The purpose of this toolkit is to provide activities and exercises to support anyone who may be required to identify, assess and respond to the needs of children and young people in their role.

## Context

Statutory Guidance has been published to support everyone who works with and/or provides services to children, young people and families to understand their roles and responsibilities under the Children and Young People (Jersey) Law 2022.

Jersey's Children First training has been updated in line with the Law and statutory guidance. A series of e-learning training modules and toolkits on the statutory guidance have also been developed.

This toolkit supplements the Jersey's Children First training modules on Starting a Wellbeing Assessment and How to Complete a Wellbeing Assessment and Plan Interventions.



Children and Young People  
(Jersey) Law 2022  
Statutory Guidance

*"We all must play our part in promoting and supporting the wellbeing and safeguarding the welfare of children and young people in Jersey"*

Deputy I. Gardiner, Minister for  
Children and Education

Children and Young People (Jersey) Law  
2022 Statutory Guidance

# How to use this toolkit

If you work with, or provide services for, children or young people and are likely to carry out wellbeing assessments or be appointed as the Lead Worker in a Team Around the Child, you must have regard to the statutory guidance on wellbeing assessments and wellbeing plans.

You should ensure that you have completed the updated Jersey's Children First training on assessments and planning for children and young people, even if you have completed it previously. This is because some terminology and processes have been updated in line with the Children and Young People (Jersey) Law 2022 and statutory guidance.

The activities in this toolkit are designed to help you to apply your knowledge and skills from the online training in your professional role or organisation.

These activities can be completed as a group, or as a paired or individual activity. For further information about how to deliver individual, paired and group training sessions, please refer to the toolkit delivery notes available on [gov.je](https://www.gov.je).

There are three parts to this toolkit and these are explained on the next page.

# Learning objectives

## **Part A: Identifying need**

The activities in Part A are designed to support anyone who works with, or delivers services to, children and young people and their families.

The learning objective for Part A is:

- Describe the tools and resources available to support you to identify emerging or existing needs for children and young people in your role
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## **Part B: Assessing need**

The activities in Part B are designed to support anyone who might be required to carry out a wellbeing assessment for a child or young person as part of their role.

The learning objectives for Part B are:

- Describe what makes a good quality wellbeing assessment
  - Give examples of how you can improve the quality of the wellbeing assessments you carry out in your role or organisation
- 

## **Part C: Providing targeted support**

The activities in Part C are designed to support anyone who might be the Lead Worker for a wellbeing plan for a child or young person as part of their role.

The learning objective for Part C is:

- Describe the steps you would take, and considerations you would make, if you are the Lead Worker for a wellbeing plan
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# Part A

## Identifying need

This session is for anyone who might come across a child or young person presenting with a need as part of their role (works with CYP).

The session has been designed as a group session, but can also be carried out as a paired or individual exercise.

As a reminder, the learning objective for this session is:

- Describe the tools and resources available to support you to identify emerging or existing needs for children and young people in your role

Approximate time required: 70 minutes

### **Preparation notes**

- Ensure you have completed the relevant Jersey's Children First training and read the statutory guidance related to identifying needs - this is within the Working Together section of the guidance.
- Book a room with sufficient space for everyone to participate.
- Invite all the relevant participants, and make sure you have everyone who will need to contribute in the room. Make sure people understand they should complete the relevant e-learning before this session.
- Arrange refreshments for the session.
- Assign someone in the group to type up the actions – ensure they understand their role in the session.

# Part A

## Identifying need

### Welcome (approx. 5 minutes)

Open the session with a warm welcome and ice-breaker if necessary. Give the purpose of the session and establish any ground-rules you think necessary.

### Brainstorm 1: Areas of wellbeing (approx. 10 minutes)

The wellbeing of children and young people is understood in relation to eight areas. These eight indicators of wellbeing are the basic requirements for all children to grow and develop and reach their full potential.

**Safe**

**Healthy**

**Achieving**

**Nurtured**

**Active**

**Respected**

**Responsible**

**Included**

Write the eight areas of wellbeing on a board or flip chart sheet.

Invite the group to brainstorm the different ways a child or young person's wellbeing might be affected in relation to these areas and use sticky notes to record the group's responses.

Encourage the group to think about how needs in relation to these eight areas of wellbeing might look different for different children and young people. Ask the group why they think children and young people's needs might present differently.

*More information on the eight wellbeing indicators is available as a Jersey's Children First resource on [gov.je](http://gov.je).*

# Part A

## Identifying need

### Discussion 1: Tools and resources for identifying need (approx. 15 minutes)

Ask the group to discuss what tools and resources are available to support them to identify and respond to the needs of children and young people, however they present.

Ensure that the discussion includes the following tools and resources:

- The Continuum of Need

The Continuum of Need is a shared tool for all practitioners who work with children, young people or their families which can assist you to identify and respond to children and young people's needs at the level of support and intervention required.

Guidance on the Continuum of Need is available on the [Safeguarding Partnership Board website](#).





# Part A

## Identifying need

- The Five Questions

The Five Questions are designed to help you decide what to do next if you think a child needs support.

Asking yourself these questions will help you make a decision about any action you need to take:

1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child and their family?
3. What can I do now to help?
4. What can my agency, service or setting do to help this child?
5. What additional help, if any, may be needed from others?

More information on the Five Questions is available on [gov.je](https://www.gov.je).

### **Discussion 2: The voice of the child (approx. 10 minutes)**

Listening and giving weight to the voice of a child or young person is central to an understanding of their wellbeing.

Invite the group to discuss why the child or young person's own perspective of their wellbeing is important.

# Part A

## Identifying need

### **Reflect (approx. 10 minutes)**

Ask the group to reflect on their responses to the brainstorm and discussion activities.

Use the following prompts:

- Does the group feel there are any barriers to identifying the needs of children or young people in their role or organisation?
- How might these barriers be overcome?
- Is everyone in the group comfortable using the tools and resources to identify needs? Why / why not?

### **Action planning (approx. 10 minutes)**

Make a note of any actions to take forward from the session, including actions that would improve or benefit practice.

Ensure that for every action a timescale is recorded, and the person responsible for taking the action forward is noted.

# Part A

## Identifying need

### **Proof of learning (approx. 2 minutes)**

Remind people of the objective of this session. Ask the group if they feel they have achieved the objective:

- Describe the tools and resources available to support you to identify emerging or existing needs for children and young people in your role

### **Close (approx. 5 minutes)**

Thank everyone for their contributions and let them know when the next session together will be.

# Part B

## Assessing need

This session is for anyone who might be required to carry out a wellbeing assessment for a child or young person as part of their role.

The session has been designed as a group session, but can also be carried out as a paired or individual exercise.

As a reminder, the learning objectives for this session are:

- Describe what makes a good quality wellbeing assessment
- Give examples of how you can improve the quality of the wellbeing assessments you carry out in your role or organisation

Approximate time required: 70 minutes

### Preparation notes

- Ensure you have completed the relevant Jersey's Children First training and read the statutory guidance related to assessing needs - this is within the Working Together section of the guidance.
- Book a room with sufficient space for everyone to participate.
- Invite all the relevant participants, and make sure you have everyone who will need to contribute in the room. Make sure people understand they should complete the relevant e-learning before this session.
- Arrange refreshments for the session.
- Assign someone in the group to type up the actions – ensure they understand their role in the session.

# Part B

## Assessing need

### **Welcome (approx. 5 minutes)**

Open the session with a warm welcome and ice-breaker if necessary. Give the purpose of the session and establish any ground-rules you think necessary.

### **Discussion: why are assessments important (approx. 10 minutes)**

Invite the group to share their thoughts on why wellbeing assessments are important.

Prompts may include:

- What is the purpose of a wellbeing assessment?
- How do assessments support the provision of targeted support?

### **Brainstorm: what makes a good quality assessment? (approx. 15 minutes)**

Assessments for both wellbeing needs and health or development needs should be structured using the eight areas of wellbeing, which we explored in Part A of this toolkit.

On a board or flip chart sheet, write the following elements that make a good quality wellbeing assessment:

# Part B

## Assessing need

- Child-centred
- Holistic
- Non-duplicative and timely
- Involves parents and families
- Considers next steps
- Accessible and transparent
- Accountable

*Please refer to the statutory guidance for more information on what these elements involve.*

Using sticky notes, invite the group to share examples of how these aspects of a good quality wellbeing assessment are met through current practice in their role or organisation.

It may be helpful to prompt the group to think about the tools and resources that they can use to help them complete the assessment. For example:

- My World Triangle
- Chronology of Significant Events
- Resilience and Vulnerability Tool
- A Day in My Life Tool

Next, using different coloured sticky notes, ask the group to give examples of where they are not currently meeting these elements of a good quality wellbeing assessment.

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

# Part B

## Assessing need

### **Reflect (approx. 10 minutes)**

Ask the group to reflect on their responses to the discussion and brainstorm activities.

Use the following prompts:

- Are there any changes to practice in your role or organisation that could improve the quality of wellbeing assessments?
- Are the tools and resources that are designed to support you to carry out a wellbeing assessment accessible?
- Are there any other tools, resources or training that could support you to carry out wellbeing assessments?

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

### **Action planning (approx. 10 minutes)**

Make a note of any actions to take forward from the session, including actions that would improve or benefit practice.

Ensure that for every action a timescale is recorded, and the person responsible for taking the action forward is noted.

# Part B

## Assessing need

### **Proof of learning (approx. 2 minutes)**

Remind people of the objectives for this session. Ask the group if they feel they have achieved the objectives:

- Describe what makes a good quality wellbeing assessment
- Give examples of how you can improve the quality of the wellbeing assessments you carry out in your role or organisation

### **Close (approx. 5 minutes)**

Thank everyone for their contributions and let them know when the next session together will be.



# Part C

## Providing targeted support

This session is for anyone who might be the Lead Worker for a wellbeing plan for a child or young person as part of their role.

The session has been designed as a group session, but can also be carried out as a paired or individual exercise.

As a reminder, the learning objective for this session is:

- Describe the steps you would take, and considerations you would make, if you are the Lead Worker for a wellbeing plan

Approximate time required: 90 minutes

### Preparation notes

- Ensure you have completed the relevant Jersey's Children First training and read the statutory guidance related to the provision of targeted support - this is within the Working Together section of the guidance.
- Book a room with sufficient space for everyone to participate.
- Invite all the relevant participants, and make sure you have everyone who will need to contribute in the room. Make sure people understand they should complete the relevant e-learning before this session.
- Arrange refreshments for the session.
- Assign someone in the group to type up the actions – ensure they understand their role in the session.

# Part C

## Providing targeted support

### **Welcome (approx. 5 minutes)**

Open the session with a warm welcome and ice-breaker if necessary. Give the purpose of the session and establish any ground-rules you think necessary.

### **Brainstorm 1: What makes a good Lead Worker? (approx. 10 minutes)**

Where an assessment has shown that a child or young person has a need or multiple needs, a wellbeing plan can be put in place to facilitate the provision of targeted support. The Lead Worker plays a critical role in preparing, managing and coordinating a wellbeing plan.

In the centre of a board or flip chart sheet, write the question:

***‘What makes a good Lead Worker?’***

Invite the group to add sticky notes to the board or flip chart sheet, responding to this question.

Prompts may include:

- Is a positive working relationship with the child, young person and their family important?
- How can the Working Together Principles (see the statutory guidance and training) support a Lead Worker to coordinate support?

Review the responses of the group and ask any follow up questions to support discussion and reach consensus.

# Part C

## Providing targeted support

### **Discussion 1: Preparing a wellbeing plan (approx. 15 minutes)**

When preparing a wellbeing plan, you must consult and, in so far as is reasonably practicable, ascertain and have regard to the views of the child, their parents and any other practitioners working with them.

Invite the group to discuss the following:

- Why is it important to capture and reflect the views of the child or young person in their wellbeing plan?
- Why is it important to capture and reflect the views of the child or young person's parents?
- Why is it important to capture and reflect the views of any other practitioners working with the child or young person?

Next, ask the group to give examples of how they would engage with these different groups.

Ask the group if they can foresee any difficulties in engaging with these different groups.

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

# Part C

## Providing targeted support

### **Brainstorm 2: Reviewing a wellbeing plan (approx. 15 minutes)**

Wellbeing plans must be subject to review to ensure that they are responsive to a child or young person's changing needs.

Invite the group to brainstorm what makes an effective review of a wellbeing plan.

Use sticky notes to record and group responses under themes.

Prompts may include:

- Consider the importance of finding a review format and schedule that works for the child or young person and their family
- Consider how to capture and reflect the views of the child or young person and their parents in your review
- Consider how to communicate the outcome(s) of a review in a transparent and accessible way

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

# Part C

## Providing targeted support

### **Discussion 2: Keeping, disclosure and destruction of wellbeing plans (approx. 10 minutes)**

Wellbeing plans should be maintained and kept by you, as the Lead Worker, in accordance with Jersey's data protection legislation and guidance.

Invite the group to discuss and share examples of internal policies and systems in their organisation that support the maintenance, disclosure and destruction of wellbeing plans.

Prompts may include:

- Are internal policies related to the keeping, disclosure and destruction of wellbeing plans accessible to all who need them? If policies are not clear or accessible, how might they be made more accessible?

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

# Part C

## Providing targeted support

### **Reflect (approx. 10 minutes)**

Ask the group to reflect on their responses to the discussion and brainstorm activities.

Use the following prompts:

- Are there any changes to practice in your role or organisation that could support you, as a Lead Worker, to prepare, manage and coordinate a wellbeing plan for a child and young person?
- Are the tools and resources that are designed to support you as a Lead Worker accessible?
- Are there any other tools, resources or training that could support you as a Lead Worker?

*Keep a note of the group's responses, you will revisit these in 'action planning'.*

### **Action planning (approx. 10 minutes)**

Take a note of any actions to take forward from the session, including actions that would improve or benefit practice.

Ensure that for every action a timescale is recorded, and the person responsible for taking the action forward is noted.

# Part C

## Providing targeted support

### **Proof of learning (approx. 2 minutes)**

Remind people of the objective for this session. Ask the group if they feel they have achieved the objective:

- Describe the steps you would take, and considerations you would make, if you are the Lead Worker for a wellbeing plan

### **Close (approx. 5 minutes)**

Thank everyone for their contributions and let them know when the next session together will be.

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**The Jersey's Children First and  
statutory guidance e-learning  
modules and toolkits are  
available from [gov.je](http://gov.je)**

