



**A strengths-based approach:  
Using Flourish to plan, prioritise, and evidence**

# Outcomes for today

- Quick overview of Flourish as strength based approach
- How it can be used operationally to plan, prioritise and evidence – examples
- How might you use it ? (workshop in rooms)
- Group feedback
- Closing questions and thoughts



# What FLOURISH means

It is about our ambition for children, young people and families. Focusing on building strengths

Each letter of  
**FLOURISH**  
reflects an  
aspect of  
children and  
young people's  
lives that they  
have told us is  
important to  
them



We want Norfolk to be a county where every child can **flourish**:

## **f**amily and friends

Children and young people are safe, connected and supported through positive relationships and networks

## **l**earning

Children and young people are achieving their full potential and developing skills which prepare them for life

## **o**ppportunity

Children and young people develop as well-rounded individuals through access to a wide range of opportunities which nurture their interests and talents

## **u**nderstood

Children and young people feel listened to, understood and part of decision-making processes

## **r**esilience

Children and young people have the confidence and skills to make their own decisions and take on life's challenges

## **i**ndividual

Children and young people are respected as individuals, confident in their own identity and appreciate and value their own and others' uniqueness

## **S**afe and secure

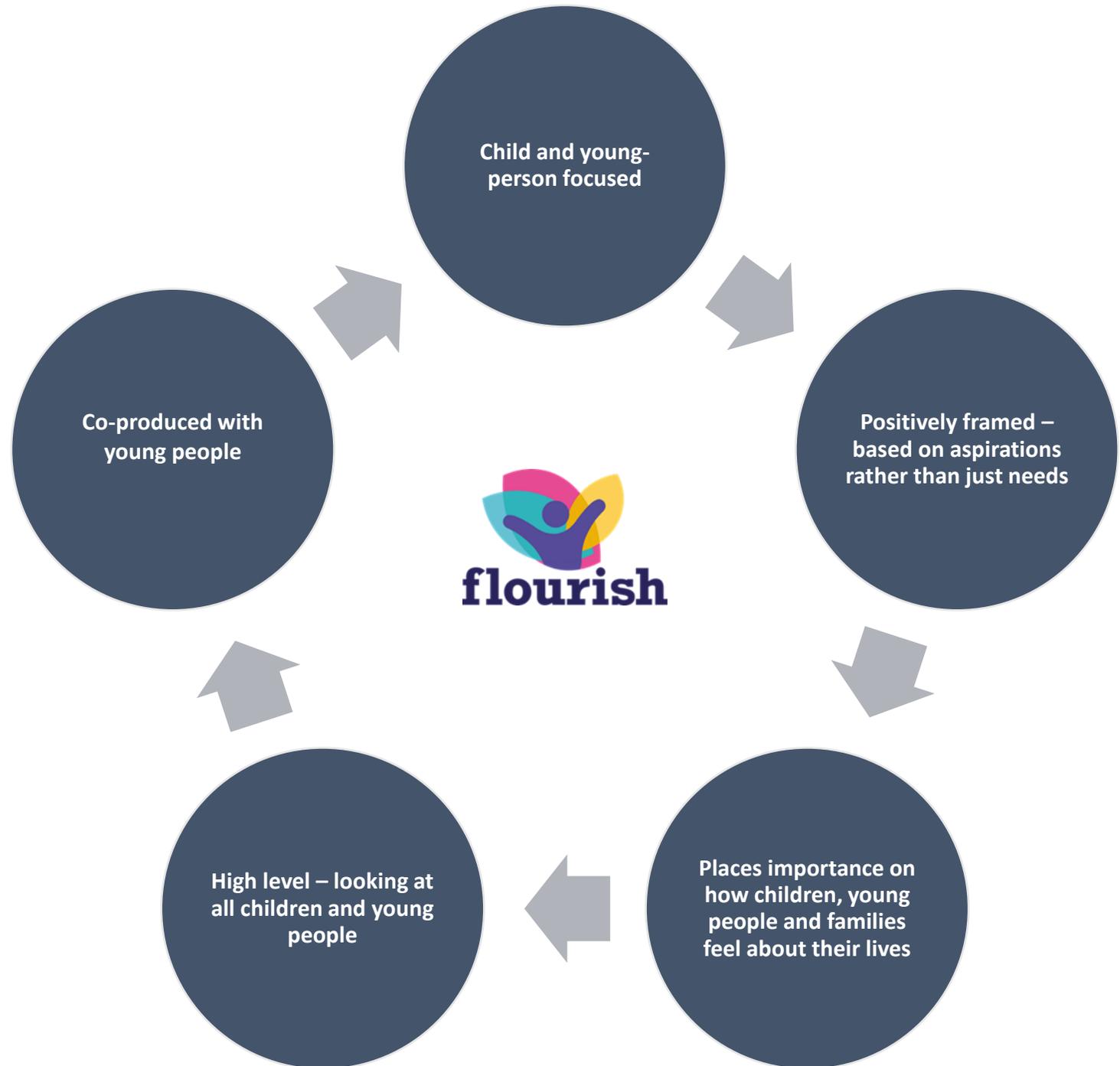
Children and young people are supported to understand risk and make safe decisions by the actions that adults and children and young people themselves take to keep them safe and secure

## **h**ealthy

Children and young people have the support, knowledge and opportunity to lead their happiest and healthiest lives



**FLOURISH**  
is a  
**Strength**  
**Based**  
**Framework**



# Flourish Outcomes Framework – Impact and Outcomes

<b>F</b> amily & Friends  Children and young people are safe, connected and supported through positive relationships and networks	<b>L</b> earning  Children and young people are achieving their full potential and developing skills which prepare them for life	<b>O</b> pportunity  Children and young people develop as well-rounded individuals through access to a wide range of opportunities which nurture their interests and talents	<b>U</b> nderstood  Children and young people feel listened to, understood and part of decision-making processes	<b>R</b> esilience  Children and young people have the confidence and skills to make their own decisions and take on life's challenges	<b>I</b> ndividual  Children and young people are respected as individuals, confident in their own identity and appreciate and value their own and others' uniqueness	<b>S</b> afe & Secure  Children and young people are supported to understand risk and make safe decisions by the actions adults and children and young people themselves take to keep them safe and secure	<b>H</b> ealthy  Children and young people have the support, knowledge and opportunity to lead their happiest and healthiest lives
<ul style="list-style-type: none"> <li>• As many CYP as possible are able to live safely with family</li> <li>• Where CYP are not able to live with their family, they have the support they need to build a stable foundation of positive relationships</li> <li>• CYP have positive childhood experiences in their homes, schools and communities</li> <li>• CYP have the support they need from their parents and carers</li> <li>• CYP have positive role models and trusted adults in their lives</li> <li>• CYP have the skills and opportunities to develop positive friendships and relationships which support them throughout their lives</li> </ul>	<ul style="list-style-type: none"> <li>• CYP establish a great early years foundation for learning and see the benefit in becoming lifelong learners</li> <li>• CYP enjoy learning and developing skills and feel positive about what they can achieve</li> <li>• CYP have good engagement with learning in and out of school, including attendance and extra-curricular opportunities</li> <li>• CYP make the best possible progress in learning and education</li> <li>• CYP are supported by families, professionals and communities at all stages of their development</li> <li>• YP are equipped with the skills and confidence to live as independently as possible</li> </ul>	<ul style="list-style-type: none"> <li>• CYP have improved equity of opportunity through the removal of barriers including improved economic, geographical and digital inclusion</li> <li>• CYP have a wide range of education, employment, training, social and community activities available to them</li> <li>• All CYP, at every age and regardless of disability or additional needs, have access to opportunities that suit their needs and ambitions</li> <li>• CYP have the emotional, personal and practical support they need to make the most of the opportunities available</li> </ul>	<ul style="list-style-type: none"> <li>• CYP are active, respected and included members of their communities as individuals and collectively</li> <li>• All CYP voices are influential in all decisions made about their lives</li> <li>• CYP feel adults respect their views and opinions and promote CYP influence</li> <li>• CYP know their rights, how to make their views known and are confident to speak up</li> <li>• CYP are confident that all strategies and services for CYP have their needs and ambitions at their heart</li> <li>• CYP are confident that their voice will make a difference and can see the impact they are making</li> </ul>	<ul style="list-style-type: none"> <li>• CYP can understand and make good decisions and are empowered to do so</li> <li>• CYP know what independence entails and are able to transition in the best way for them</li> <li>• CYP are supported to try new things, have a variety of experiences and be curious and aspirational</li> <li>• CYP understand life can be complicated and know asking for help is OK</li> <li>• CYP can recognise when they need help and have choice and control over the support they receive</li> <li>• CYP have a range of options for support and advice</li> </ul>	<ul style="list-style-type: none"> <li>• CYP are understood and valued as individuals and in their social groups</li> <li>• CYP understand and value each other</li> <li>• CYP and others on their behalf are able to tackle prejudice and discrimination</li> <li>• CYP have safe spaces to explore, develop and become confident in their identity as they grow</li> <li>• CYP's self-expression is prioritised, promoted and respected</li> <li>• CYP have a range of opportunities to influence the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• CYP are free from exploitation, abuse and neglect</li> <li>• Fewer CYP enter/re-enter the criminal justice system</li> <li>• CYP are safe and secure in all settings, including where they live</li> <li>• CYP feel that families, professionals and communities understand and carry out their role in keeping them safe</li> <li>• CYP trust the people and systems that are there to help keep them safe, know where to go for help and feel confident and able to do so</li> <li>• CYP know what to do to keep each other safe</li> <li>• CYP are supported to understand and take appropriate risks</li> </ul>	<ul style="list-style-type: none"> <li>• CYP have the best achievable physical, mental and sexual health</li> <li>• CYP know how to get healthy and keep healthy and are confident in their own self care</li> <li>• CYP have choice in how they access health services, including the best possible virtual health experience</li> <li>• CYP are supported at the earliest possible stage, reducing crises</li> <li>• CYP know when and where to go for help with physical and mental health and have confidence and trust to do so</li> </ul>

# Flourish Outcomes Framework – Determinants

## Universal Determinants – applicable across all FLOURISH impacts

- Effective early identification and intervention
- Skilled and understanding workforce
- Choice and control
- Effective, accessible information, advice and guidance
- Aligned, easy pathways
- Targeted support
- Integrated system working
- Accessible, engaging opportunities
- Sufficient, effective support networks

## Tailored Determinants – particular to individual FLOURISH impacts

<b>F</b> amily & Friends	<b>L</b> earning	<b>O</b> pportunity	<b>U</b> nderstood	<b>R</b> esilience	<b>I</b> ndividual	<b>S</b> afe & Secure	<b>H</b> ealthy
<ul style="list-style-type: none"> <li>• Effective, accessible universal preventative services</li> <li>• Risk and safety mitigation and management</li> <li>• Edge of care support</li> <li>• Safe, stable places to live</li> <li>• Healthy peer relationships</li> <li>• Trusted, safe relationships with adults</li> </ul>	<ul style="list-style-type: none"> <li>• Effective, sufficient, high quality learning provision</li> <li>• Access to life-long learning and skills development</li> <li>• Inclusive and preventative practices</li> <li>• Peer support</li> <li>• Good home learning environments</li> <li>• Engagement with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of inequalities and barriers</li> <li>• Removal of barriers</li> <li>• Availability of pathways</li> </ul>	<ul style="list-style-type: none"> <li>• System commitment to participation</li> <li>• Embedded co-production</li> <li>• Empowerment of children and young people</li> <li>• Engaging promotion</li> <li>• Children, Young People and Family-led planning</li> <li>• Feedback and encouragement</li> <li>• Advocacy of children and young people's views</li> </ul>	<ul style="list-style-type: none"> <li>• Basic needs are met</li> <li>• Effective transition planning</li> <li>• Risk coaching and mitigation</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Promotion of understanding and acceptance</li> <li>• Pro-active challenge from individual to system level</li> <li>• Safe environments</li> <li>• Peer support</li> <li>• Inclusive, person-centred service design and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Safe environments</li> <li>• Effective perpetrator deterrent and prosecution</li> <li>• Preventative interventions</li> <li>• Effective safety promotion</li> <li>• Understanding of risk</li> <li>• Community and peer understanding and support</li> <li>• Effective, timely information sharing and communication</li> <li>• Trusted relationships with adults and agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritisation of prevention and wellbeing</li> <li>• Holistic approaches to clinical and social needs</li> <li>• Healthy environments</li> <li>• Understanding risk and impact of choices on healthy lifestyles</li> <li>• Healthy behaviours</li> </ul>

## Examples....Use the framework to ....

- audit your casework or load, RAG rating
- identify gaps/strengths in your casework or load
- develop your team, develop your practice
- - away days, team meetings,
- frame appraisals/supervision
- Evidence your decision-making, case planning, thinking
- Frame job descriptions or person specs

# BREAKOUT ROOMS

How might you use it ?



# FEEDBACK FROM THE ROOMS



Thoughts and questions ?

