



**A strengths-based approach:
Using Flourish in direct work with children,
young people and families**

Outcomes for today

- Quick overview of Flourish as strength based approach
- How it can be used in direct work
- 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**:

family and friends

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

learning

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

oppportunity

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

understood

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

resilience

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

individual

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

Safe and secure

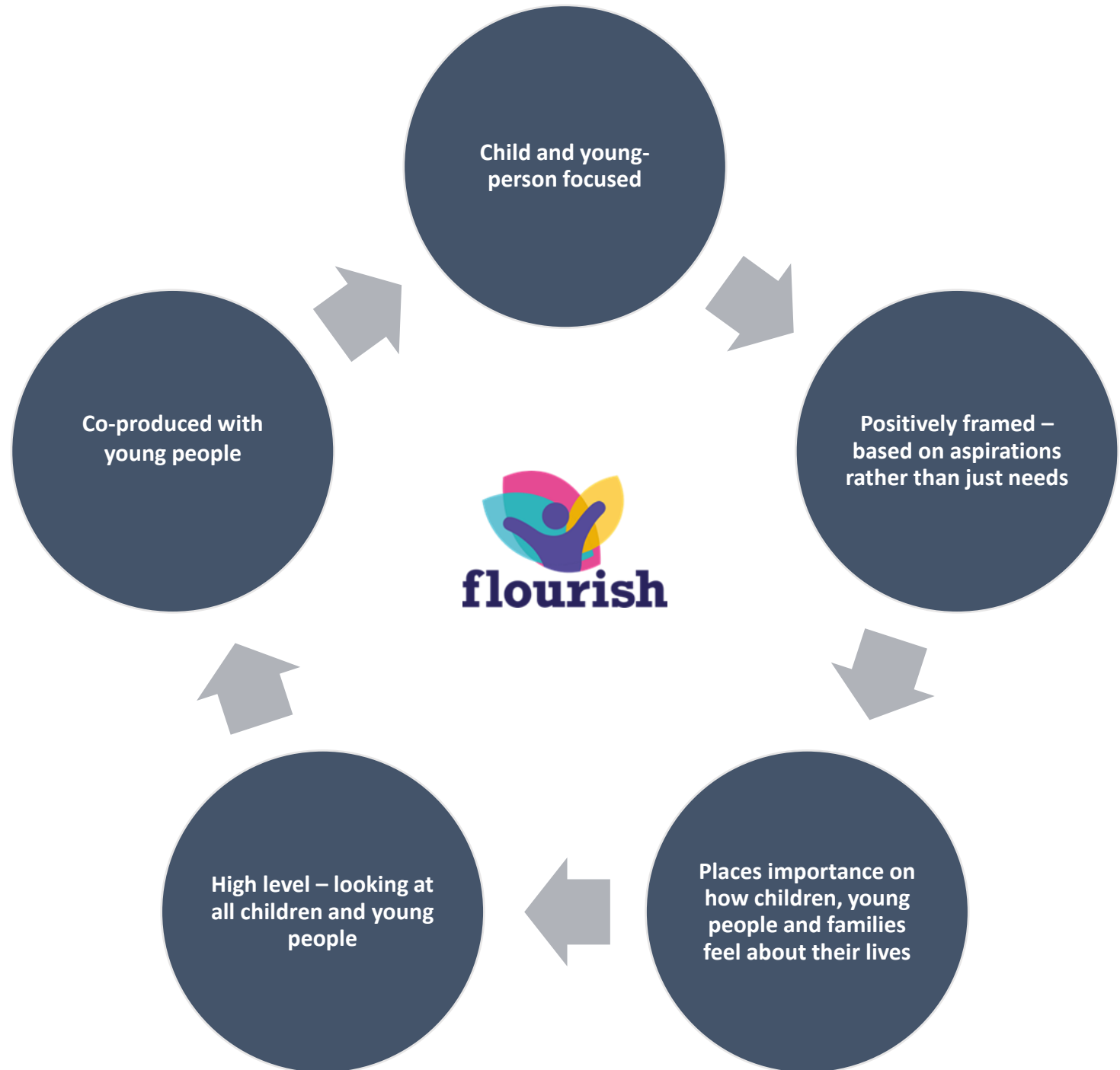
Children and young people are supported to understand risk and make safe decisions by the actions that adults and children and young people themselves take to keep them safe and secure

healthy

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

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

Use the framework to

- What is an outcome ? “A consequence of an action”
- Often we caught up in action, not consequences of action
- Focus on issues that really matter to CYP
- Avoid formulaic, routine direct work
- An antidote to firefighting or crisis driven direct work
- A menu of things to focus on

Some examples....

- Choose one column, or bullet point, on each visit or session
- Share the framework with CYP and use as basis for conversation
- Ask CYP where they want to start
- Do CYP agree/disagree with the impacts or outcomes ?



BREAKOUT ROOMS

How might you use it ?



FEEDBACK FROM THE ROOMS



Thoughts and
questions ?

