Outcomes are set out in the Child’s Plan and are linked to the overarching SHANARRI outcomes. Personal outcomes must involve the child/young person/family, reflect their wishes about what they want to achieve and overall be specific, measurable, achievable, realistic, time-limited (SMART):

Outcomes in a Child’s Plan must be SMART:

- **Specific** – What exactly are we going to do? With/for whom? What is the specific outcome for the child? This must be well-defined and clear. At the end of the planned activities, what will have changed for the child/family?
- **Measurable** – How will you know when the outcome has been achieved? How will you measure progress towards the outcome? For example through self report/Wellbeing Web/observation of behaviour, feedback/discussion etc.
- **Achievable** – Can we realistically get this done in the timeframe/within available resources? Outcomes should not be beyond the person’s or the service’s capabilities.
- **Realistic** – Is the outcome relevant and proportionate? Is it within reach and possible?
- **Time-limited** – By when do we want to achieve change? Set specific timescales for each stage and avoid the use of ‘ongoing’ and ‘ASAP’.

Outcomes should not be too general, too vague or immeasurable. Tools such as the Wellbeing Web will assist workers, children and their parent/carers to work together to identify the specific outcomes they want to achieve.

This guide contains some examples of SHANARRI outcomes that may feature in a Child’s Plan. The outcomes described are examples and are not meant to represent an exhaustive list.
SAFE

- Safe from immediate harm
- Protected and guided by parents/carers
- Living in a safe and secure home environment
- Improved hygiene in the home
- Safe from bullying in the home/school/community
- Reduced risk of bullying/violence/drug or alcohol use/sexual exploitation
- Protected from risk of exploitation by others (i.e. Internet)
- Consistent and positive contact with parents/siblings/carers
- Reduced/safer parental consumption of controlled substances
- Protected from domestic abuse/violence
- Reduction in/cessation of anti-social/ offending behaviour
- Protected from anti-social/ criminal activity within the community
- Receives a nutritious/improved diet
- Weight is within appropriate limits
- Parents/carers take responsibility for meeting child’s health needs, specifically…
- Age appropriate physical development in fine and gross motor skills
- Age appropriate language and communication skills
- Emotional and developmental needs met
- Independent hygiene habits established
- Cessation of smoking/drinking/eating to excess
- Reduced parental stress
- Improved mental health and well-being
- Improved family relationships
- Ability to express feelings appropriately
- Improved management/cessation of self harm
- Reduction in impact of trauma/bereavement/loss
ACHIEVING

- Targets in IEP met
- School attended regularly
- Positively engaged in learning
- Positively responds to additional support
- Improved confidence as a learner, specifically in...
- Plays and works co-operatively with peers
- Follows class routines and instructions
- Works well independently
- Confident when faced with new challenges
- Copes well with change (planned and unplanned)
- Manages changes to routine and/or transitions
- Age appropriate self care skills/independence established
- Practical life skills developed
- Successful transition to nursery class/primary school/secondary school/post school provision
- Enters and sustains employment/ education/ training
- Vocational skills acquired
- Basic needs met (food, accommodation, clothing)
- Appropriate care and guidance from parents/carers
- Experiences appropriate boundaries and supervision at home
- Experiences love, emotional warmth and attachment
- Loved and cared for by a trusted adult
- Well developed sense of self-esteem and self-respect
- Well developed sense of identity and belonging
- Developmental needs understood and met by parents/carers
- Receives additional support and care when required
- Remains with birth family
- Improved family routines
- Positive contact with birth family
- Improved knowledge of parenting/caring role
- Improved attachment to carer
- Improved capacity to prevent abusive/harmful behaviours
Active

• Explores his/her environment safely
• Physically fit and active
• Interests and talents developed through opportunities and encouragement
• Positively engaged in play
• Positively engaged in recreation/sport/activities
• Appropriately engaged in social activities
• Sense of achievement obtained from engagement in activities
• Actively and appropriately involved within the family/social network
• Actively and appropriately involved within the school/community
• Risks assessed and managed well
RESPECTED

- Parent/carers/child involved in the planning/decision making process
- Listened to and views taken seriously
- Works with others to resolve problems/conflict
- Understands and accepts the consequences of his/her choices and actions
- Trusted by/trusting of significant adults and friends
- Does not express/experience discrimination
- Improved family relationships and communication
- Respects other cultures and faiths
- Cares about and respects others
- Regular praise and encouragement received
- Other children’s possessions respected
- School materials and equipment respected
- Privacy and personal space respected
- Consistent level of intimate/personal care provided
- Treated with dignity and respect
Caring and considerate towards others
Behaves responsibly at home/school/community
Works co-operatively with other children/adults
Understands right and wrong (appropriate to age and stage of development)
Accepts responsibility for his/her actions/behaviour
Understands and accepts the consequences of his/her actions
Parental responsibility taken for child’s wellbeing
Copes with challenges/difficulties
Assesses and manages risks appropriately
Makes positive choices
Improved behaviour
Improved communication skills
Improved social skills
Understands plans for his/her future (appropriate to age and stage of development)
Takes pride in his/her personal hygiene and appearance
Travels independently to and from school/college/other
- Listened to and views taken seriously
- Lives in stable accommodation suited to family size and needs
- Lives in a well-maintained, safe and secure home environment
- Family have enough money to live on
- Lives safely within his/her own community
- Accepted and valued by parents/friends and peers/ school/ community
- Included in a positive peer group
- Meaningful and supportive friendships established
- Included meaningfully in class/year group
- Improved social networks
- Improved behaviour/ reduced exclusions
Below is an example of how some of the suggested outcomes may translate into a Child’s Plan. This is for illustrative purposes only and does not set out an expectation that outcomes must be specified under every wellbeing indicator in every Child’s Plan.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Priority Actions</th>
<th>By Whom</th>
<th>By When</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safe</strong></td>
<td>Sam lives in a safe home environment. Andy will not see Sam in the home environment. Contact with Andy will be in the Child and Family Centre every Tuesday after school. Sandra to continue with her alcohol support programme.</td>
<td>Jodi James (SW) Andy Angus (father) Sandra Angus (mother)</td>
<td>Immediate From today: 10 April 2013</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Healthy</strong></td>
<td>Sam is able to express his feelings appropriately. One to one support for Sam in looking at past issues including domestic violence and how this has impacted on him. Supporting Sam to develop coping strategies.</td>
<td>Worker to be allocated – CYP Action Service</td>
<td>Weekly sessions from w/b 23rd May 2013</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Achieving</strong></td>
<td>Sam has improved confidence as a learner, specifically in reading. Sam will receive additional support with his reading. Sam will receive parental support with his homework.</td>
<td>Fran Magnuson ASN Teacher Sandra Angus</td>
<td>Twice weekly until end of term.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Nurtured</strong></td>
<td>Sam experiences appropriate boundaries and supervision at home. Sandra to undertake a 6 week programme of work on safe parenting with Family Support Officer and keep a reflective log of parenting issues. Regular home visits to be undertaken to Sam and Sandra at home to address identified issues.</td>
<td>Sandra Angus Fiona Davies (FSW) Jodi James (SW)</td>
<td>Weekly Work to commence on 5 May. Minimally fortnightly home visits.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Responsible Party</td>
<td>Timeframe</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td>Sam is positively engaged in a sporting activity.</td>
<td>Sandra Angus</td>
<td>Weekly football term-time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sam attends football coaching.</td>
<td>Sam Angus Football Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respected</td>
<td>Sam and Sandra are listened to and have their views taken seriously.</td>
<td>Jodi James Sam Angus Sandra Angus</td>
<td>By next review: 29 May 2013.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on Wellbeing Web has to be completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td>Sam is caring and considerate towards others.</td>
<td>Sam Angus Mrs Patel (class teacher)</td>
<td>Weekly from 23 April 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sam to participate in the nurture program in school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included</td>
<td>Sam and his family have enough money to live on.</td>
<td>Jodi James (SW) Sandra Angus</td>
<td>Within one week – By 15 April 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Referral to be made to welfare rights to support Sandra to make relevant benefit claims.</td>
<td></td>
<td>Within one week – By 15 April 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact to be made with Housing regarding housing benefit overpayment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following are not SMART outcomes:

- ‘Achieve full potential’ – how will you know? how will you measure this?

- ‘Complete wellbeing web’ – this is an action not an outcome.

- ‘Is healthy’, ‘Is safe’ – too broad, too vague, not SMART.
As Talking Points has developed, local partnerships have identified links with parallel work on outcomes for children and families. Although not a precise science, it is possible to identify links between Talking Points outcomes and SHANARRI/My World Triangle as follows:

<table>
<thead>
<tr>
<th>TALKING POINTS</th>
<th>SHANARRI indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Life or maintenance outcomes that people seek to achieve or maintain</td>
<td>Wellbeing indicators to inform the involvement of all services working with children</td>
</tr>
<tr>
<td>Feeling safe</td>
<td>Safe</td>
</tr>
<tr>
<td>Staying as well as you can</td>
<td>Healthy</td>
</tr>
<tr>
<td>Having things to do</td>
<td>Achieving</td>
</tr>
<tr>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Living where you want/as you want</td>
<td>Nurtured</td>
</tr>
<tr>
<td>Dealing with stigma/discrimination</td>
<td>Respected</td>
</tr>
<tr>
<td>Included</td>
<td></td>
</tr>
<tr>
<td>Seeing people</td>
<td>Included</td>
</tr>
<tr>
<td>Change outcomes or improvements people experience through tackling barriers to quality of life</td>
<td>My World Triangle: Physical, social, educational, emotional, spiritual and psychological development; How I grow and develop</td>
</tr>
<tr>
<td>Improved confidence/morale</td>
<td>Becoming independent and looking after myself; Confidence in who I am</td>
</tr>
<tr>
<td>Improved skills</td>
<td>Learning &amp; achieving; Being able to communicate</td>
</tr>
<tr>
<td>Improved mobility</td>
<td>Enjoying family and friends</td>
</tr>
<tr>
<td>Reduced symptoms</td>
<td>Being healthy</td>
</tr>
<tr>
<td>Process outcomes</td>
<td>What I need from people who look after me; My wider world</td>
</tr>
<tr>
<td>The experience of people using services</td>
<td>Guidance supporting me to make the right choices</td>
</tr>
<tr>
<td>Listened to</td>
<td>Guidance supporting me to make the right choices</td>
</tr>
<tr>
<td>Having a say</td>
<td>Understanding my family history background and beliefs</td>
</tr>
<tr>
<td>Treated with respect</td>
<td>Play encouragement and fun; Being there for me</td>
</tr>
<tr>
<td>Responded to</td>
<td>Knowing what is going to happen and when; Keeping me safe; Everyday care and help</td>
</tr>
<tr>
<td>Reliability</td>
<td>Included</td>
</tr>
</tbody>
</table>