

Session 3: What do we mean by Getting it right for every child (GIRFEC)?

Activity: GIRFEC statements

Facilitators should decide how they present this activity to parents/carers. They could use the statements to increase their awareness only or provide them with guidance about how to complete with their child at home using a traffic light system to record their response. The statements are designed to prompt discussion in a manner and pace which is comfortable for the child. Their responses will indicate the link to the Well-being indicators.

Statement	Red	Amber	Green	Indicator
I am free from harm and safe in school				Safe
I am kept safe by the adults in my school				
I feel safe when I talk about my feelings to people in school				
I feel safe when travelling to and from school				
I am supported to make good choices about what I eat and drink				Healthy
I know I can talk to someone about my feelings in school				
I am supported to talk about what I am good at to feel better about myself				
I am supported to keep myself clean and tidy				
I am supported to improve my health and feel good about myself				
I know the importance of having a daily routine (sleep, healthy food, exercise)				
I understand why being clean and tidy is important to my well-being				Achieving
I learn in school				
I can identify the difference between my qualities and my skills				
I have good manners and know why these are important				
I am supported to try new things to improve my experiences and learning				
I am encouraged to be successful and supported to be the best I can be				
I am helped to be creative				
I am encouraged to work independently				



I am cared for, safe and supported in my school and in my life				Nurtured
I am listened to by my peers and adults in the school				
I am supported to make positive choices and decisions about my well-being				
I know people I can talk to about my well-being				
I am encouraged to talk about what I am good at				
I am encouraged to try new things				
I can play and have fun with my friends/peers in school				Active
I am supported to have hobbies and interests outside school				
I am supported to take part in games and sports in school				
I am supported by others to look after my physical well-being				
I know the importance of being active				
I am able to express my views to adults around me				Respected
I am listened to by others who value my opinion				
I am involved in decisions made about me				
I know people around me give me praise				
I know people around me value my talents and abilities				
I am supported and involved in making good choices about my learning				Responsible
I can ask an adult for help if things go wrong				
I can help others in my school				
I always take responsibility for my behaviour and actions				
I am encouraged to take part in the life of the school				
I can use my initiative				
I can work as part of a team				
I am welcome and included in my class and school				Included
I am accepted for who I am by my friends and family				
I have access and support to overcome any barriers to my learning				