

NOT Just

is **THOUGHT**



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GUIDANCE NOTES

1. This document is provided to enhance the learning of professionals during their training, as well as educating members of the public about the sorts of issues that children, young people and young adults will be encouraged to talk about with their friends, families and with professionals as part of an engagement strategy.
2. This document cannot be used as a questionnaire and is provided as a background resource to show the origin of the co-designed “Core Questions” found on the Not Just a Thought... website.
3. Learning and Engagement work using this document must be done in the context of the ethos of the Not Just a Thought... project, explained on the project website.
4. This Learning and Engagement document must be used in conjunction with the resources available on the Not Just a Thought... website.
5. This document contains the Core Engagement Model. A supplementary document, MORE THAN Not Just a Thought, exists which can be used as a more detailed Learning and Engagement model for those circumstances where there is a need for, or time for, a more in-depth discussion about the issues covered in these documents.
6. The questions in this document are phrased as if the child, young person or young adult is working through them but they can be easily adapted to a professional, carer or parent going through them instead – either with the child, young person or young adult present or as a way of gathering relevant information from people who know the child, young person or young adult.
7. There will be some children aged under 5 years old where a person with a good rapport with a child of this age will be able to get some information from the child about these questions or will be able to observe behaviours that help to answer these questions.
8. There will be children aged 5-9 years old where a person with a good rapport with a child of this age will be able to get some information from the child about these questions or will be able to observe behaviours that help to answer these questions.
9. Some children aged 9-14 years old will need some help with these questions. Observed behaviours or parent/carer/professional concerns are also important.

10. Some children aged 14-17 years old will need some help with these questions. Observed behaviours or parent/carer/professional concerns are also important.

SECTION 1: Thinking about starting a conversation

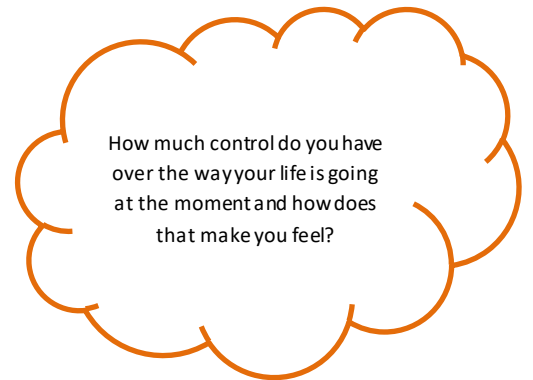
- You can ask any questions you want to.
- You can take a break at any time.
- You may want to think about some of these things in advance.
- You may want to write some things down or type some things.
- You should be totally honest and tell the truth.
- You should let the professional know if you find something upsetting or difficult, and why if you can.
- The professional¹ should be up front and talk about confidentiality.
- The professional should make clear they are your advocate².
- The professional should treat you with respect and keep the discussion simple and direct.
- The professional should explain about the conversation you are having and why this is needed.
- The professional will not discriminate against you.
- The professional should respect diversity.
- The professional should not make it seem as if you are being interviewed.

¹ A professional might be a teacher, social worker, doctor, nurse, police officer, youth worker, health visitor or midwife.

² An advocate is someone who supports you.

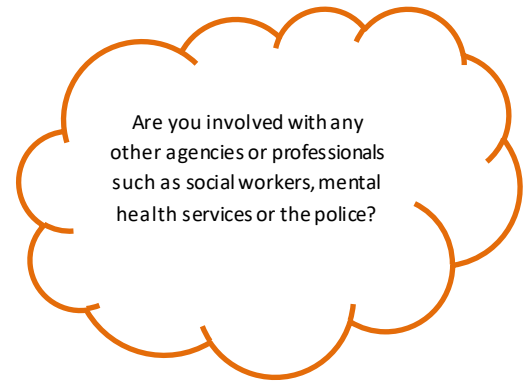
SECTION 2: THINKING ABOUT YOUR HEALTH AND WELLBEING

1. How are you feeling today?
2. How is your general health?
3. Are you eating ok all of the time?
4. Do you smoke?
5. Do you drink any alcohol?
6. Have you taken any drugs?
7. Do you always feel safe?
8. Do you have any worries?



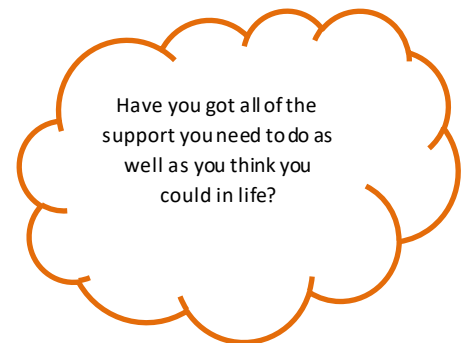
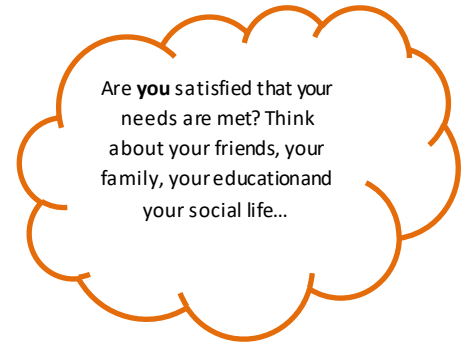
SECTION 3: THINKING ABOUT WHERE YOU SPEND YOUR TIME

1. Where do you live?
2. Tell me about the people who you live with
3. What are the rules like where you live?
4. Are you happy there?
5. Is it always safe where you live?
6. How is your sleep where you are living at the moment?
7. Do you ever stay out overnight and, if so, where do you stay?
8. What do you usually do during the daytime?
9. Do you or did you get any extra help with your learning?
10. Do you always do the things you are supposed to during the day and in the evenings?



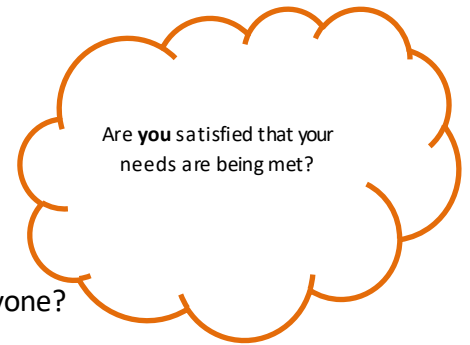
SECTION 4: THINKING ABOUT HOW YOU SPEND YOUR TIME

1. What do you do for fun?
2. Tell me about the people you chat to online
3. Where do you spend most of your free time?
4. What about time other than your free time – are you supposed to be in school, college or employment?



SECTION 5: THINKING ABOUT WHO YOU SPEND YOUR TIME WITH

1. Who do you spend most of your time around?
2. Who do you trust most?
3. Have you got a girlfriend or a boyfriend or are you seeing anyone?
4. Have you ever been sexually active?
5. Do you feel like you are in a situation that you are not comfortable with?
6. Is anyone hurting you at the moment?
7. Is anyone upsetting you at the moment?
8. Has anyone significant in your life recently suffered from a serious illness, or disappeared out of your life or died?
9. Do you have to care for anyone else?




SECTION 6: THINKING ABOUT YOUR OVERALL SAFETY

1. Thinking about your overall safety: you have the right to feel safe and be protected from harm, abuse and bad things... Do you feel safe?
2. Thinking about if you ever felt unsafe in the future, who would you be most likely to ask for help?
3. Is there something else that you want to mention?
4. How did it feel to go through these questions and thoughts?



SECTION 7: THINKING ABOUT SUMMARISING THINGS AND WHAT WE MIGHT DO NEXT

1. SITUATION

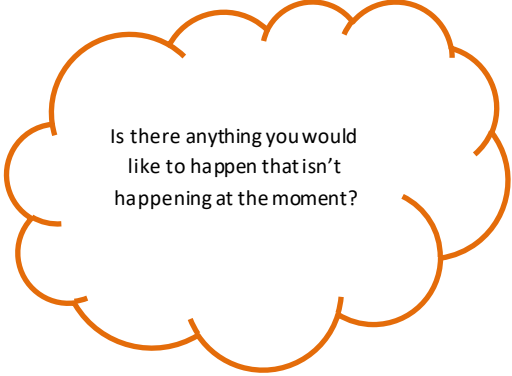


How would you summarise your life at the moment?

2. BACKGROUND

3. ASSESSMENT

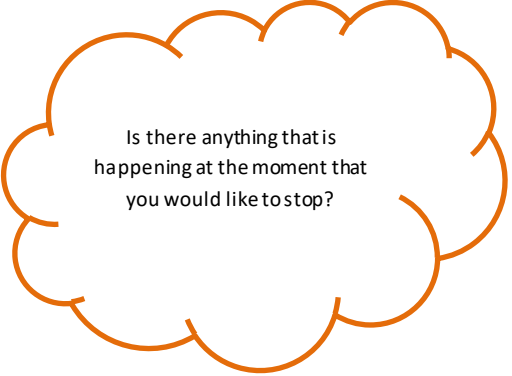
4. RECOMMENDATIONS



Is there anything you would like to happen that isn't happening at the moment?

5. CONCLUSIONS

6. OUR NEXT STEPS



Is there anything that is happening at the moment that you would like to stop?