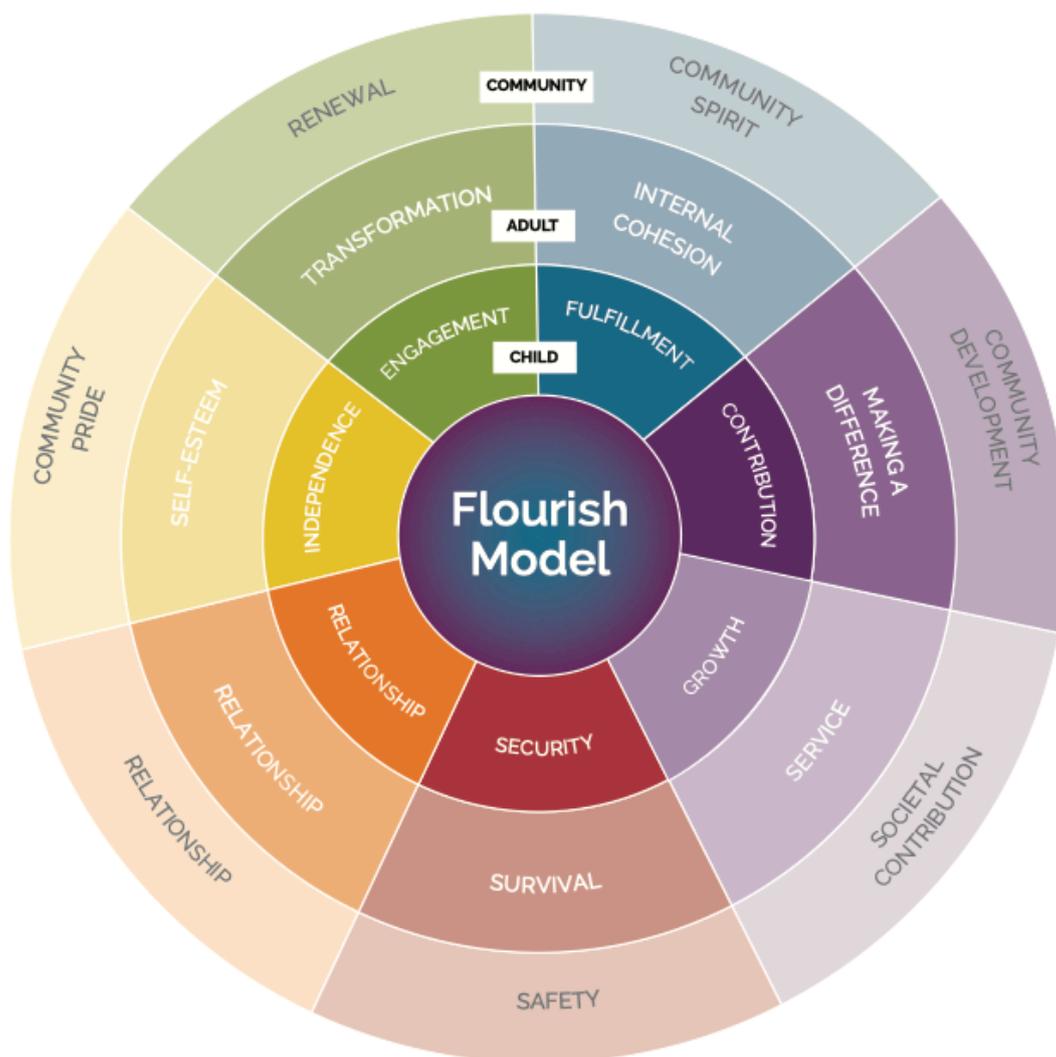


Measures of Wellbeing

The Flourish Model



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FLOURISH PROJECT WELLBEING INDICATORS

The Flourish Model is a new and powerful ecological wellbeing framework that promotes community engagement and whole-systems thinking. Based upon the shared needs that unite us as humanity, it provides a simple way to map and measure wellbeing across whole systems. From the wellbeing of individuals, to that of families, schools, communities, care homes, cities and nations it helps show what we most value, to identify any gaps or areas that might need attention, to encourage dialogue (even within ourselves!) and collaboration and to facilitate local and context-led solutions.

The indicators shown are currently those that we hope to test out and amend/improve through on-the-ground collaborations with our pilot partners. In all cases they consist of suggestions, often taken from global examples of best practice, that can be further customised and adapted in different contexts. What we hope they will do, in each case, is to show how important it is that we understand the dynamics of the whole system.

1) For individuals

The model provides an easy-to-use framework to evaluate personal values and wellbeing, to help people better understand why they are the way they are, to identify personal strengths and weaknesses and to empower a sense of personal agency. We do this through:

a) a Personal Values Assessment (PVA) that shows the things that really matter to you in your life at this time.

b) an FVM Personal Wellbeing Survey that helps you to map how you are nurturing your own wellbeing over the seven levels.

PWS QUESTIONS: To what extent do you agree or disagree with the following statements when 0 means not all and 7 means flourishing

Security

- a. I feel safe and secure where I currently live
- b. I have enough to eat every week
- c. I have a healthy, balanced diet
- d. I believe I am healthy
- e. I believe I am getting enough exercise?

Relationship

- a. I feel loved and cared for
- b. I have strong family relationships
- c. I have a strong friendship group

- d. I am able to spend time connecting with other people
- e. I never feel lonely

Independence

- a. I consider myself as a strong, independent person
- b. Within my environment I feel I am being supported to be as independent as possible
- c. My level of income currently supports my basic needs
- d. Local travel services enable me to access all the places that I want to go to
- e. I feel I can currently manage without the support of others

Engagement

- a. I currently feel happy on a day-to-day basis
- b. I am able to spend time doing the things I am interested in/love
- c. I feel I can easily access information about local activities or learning opportunities
- d. I feel supported in being able to express myself as a unique individual
- e. I feel involved in the artistic, social and creative life of my community

Fulfilment

- a. I have a sense of meaning and purpose in my life
- b. I feel I am currently able to use my knowledge, skills and resources
- c. I am happy with my work/life balance
- d. I spend the right amount of time doing the things you love
- e. My life reflects who I really am

Contribution

- a. I feel that my thoughts and opinions matter to those around me
- b. I feel that I have a say in local decision-making
- c. I feel connected to my local community
- d. I know my neighbours well
- e. I feel that I am currently able to make a contribution to local life

Growth

- a. I have a strong belief system, religious or spiritual life
- b. I feel strongly about the future of the planet and future generations
- c. I am able to spend time enjoying beauty and nature
- d. I feel supported in developing my inner life and sense of self
- e. I feel that a better world is possible



Flourish Model- Adult Questions

GROWTH

In what ways am I currently supporting my own growth/inner development/spirituality? What am I currently doing to achieve a sense of inner /deeper connection or 'high'? What is my own definition of a 'Good Life'? What values would I like to see in society? What resources would I like to be able to access to support my own sense of meaning, connection and wellbeing?

CONTRIBUTION

Do I currently feel that that my voice and opinions matter and that I am being listened to? What could need to change/ could I get involved in for me to achieve this? What would I do to create a better sense of community? What resources would we need?

FULFILMENT

Do I currently have a sense of meaning and purpose in my life? What would need to change for me to achieve this? In what ways could I use my knowledge, skills and abilities? What needs to change for me to feel more happy and fulfilled? What steps can I take to help me get there? What resources would I need?

ENGAGEMENT

In what ways am I able to access continual new learning opportunities? How can I ensure that I can spend more time doing things that I am most drawn to/ interested in and love? How can I express my individuality?

INDEPENDENCE

Am I getting the support I need to enable me to be as independent as possible? What changes would I make if I could improve my current situation? How can I learn the things I want so that I can do the things I am most interested in/want to do? How can I earn an income that supports my basic needs?

RELATIONSHIP

How am I fulfilling my need to love and be loved? What can I do to more easily/better connect with others? How can I improve the nature and quality of my family relationships? How can I improve and develop my friendship groups? What additional resources would I need to feel more connected?

SECURITY

What can I do to ensure that I feel safe and secure? Do I have shelter, clean water and enough to eat? Do I live in a safe and healthy environment? And if not, what would I need to do to achieve this? Do I have enough income to support my basic needs? Am I getting enough exercise? Am I eating a healthy, balanced diet? Am I avoiding things that I know harm my system?

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2) For Families

Using a simple **Values, Beliefs and Behaviours worksheet** developed with our partner the Barret Values Centre, the model aims to help families think about the generational patterns and the environmental factors that have shaped their own values, beliefs and mindsets. It opens up conversations, helps shape and contextualise personal stories, and engages whole families in a discussion about what creates healthy, happy lives and how to overcome the barriers to achieving them.

STEP 1: From the list below, pick the ten words or phrases that are most important to you. Feel free to add your own words

STEP 2: Now, really think about what's important to you. Pick your top three words. Circle your most important value.

Parents' Words accountability, achievement, balance (home/work), commitment, compassion, competence, continuous learning, cooperation, courage, creativity, enthusiasm, efficiency, ethics, excellence, fairness, family financial stability, friendships, future generations, health, honesty, humour/fun, independence, integrity, initiative, making a difference, open communication, openness, personal fulfilment, personal growth, respect, responsibility, risk-taking, self-discipline, success, trust, wisdom

Kids' Words doing what you say you will do, reaching your goals, balancing school work and playtime, working hard on what we believe in, being kind and understanding, being good at what you do, always learning, working well with other people, being brave, using your imagination, being excited and confident, making good use of time, doing the right thing, doing excellent work or sport, being fair, family having enough money, having friends, caring about children of the future, keeping healthy, telling the truth, laughing and having fun, able to do things on your own, being honest and trustworthy, making decisions for yourself, making life better for others, talking openly and freely with others, telling others about thoughts and feelings, having a full and happy life, improving myself, showing respect, being responsible, being brave to try something new, controlling my behaviour, being successful, trusting others, being wise

STEP 3: Now that you have identified your three values, complete the worksheet on the next page.

Family Values, Beliefs, and Behaviours

Write down your 3 most important values.	Why are these values important to you?	What do you do to show people these values? What are your behaviours?
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STEP 4: Set aside one to two hours to share your worksheets with your family. Share stories about when you have seen them living their values. It's important that you take the time to really talk about it. The real learning occurs when you slow down and connect, to listen with your heads and your hearts.

STEP 5: Take a few minutes to write what you learned from this conversation. What were your key learnings?

3) For Schools

A school is more than just teachers and students. Instead it is a complex network of people, all of whom share the hugely important role of ensuring that future generations can grow up to become knowing, caring and thoughtful people, who are in tune with themselves, with others and with the natural world. The model engages schools in an exploration about human values and what really makes for good and meaningful lives. It explores big questions and future solutions, promotes empathy and deep-thinking and empowers students to make the personal choices that help to shape the future that they want, rather than the one that is imposed upon them.

The following **School Wellbeing Indicators** are suggested as areas that might be included

Level 1 Security

- The changing and dynamic nature of children's home environments is both understood and monitored as a key contributor to children's values, beliefs and behaviour.
- Parents are supported in providing stable and secure home environments for their children.
- The school environment is a safe and healthy place to be
- Nursing and wellbeing services provide high levels of safeguarding to protect children's physical health and wellbeing
- Nursing and wellbeing services provide advice and support to parents to optimise health and nutrition
- Pastoral and counselling services provide advice and support to children in times of adverse or challenging home situations.

Datasets

Levels of School Security
Levels of food awareness and nutrition
Levels of absenteeism
Visits to school nurse
Visits to school counsellor (relating to home situations such as illness, house moves, bereavement or divorce)
Time allocated to sports and physical activities
Levels of obesity
Levels of fitness
Levels of bullying
Levels of violence
Number of children and young people needing additional support

STUDENT QUESTIONS

How safe do you normally feel at school?
How safe do you normally feel on the way to school?
How healthily do you think you eat?
How well do you normally feel?
How often do you feel scared or anxious?
Do you ever worry about your weight?
Do you worry about your body image?
Do you ever self-harm?
How many hours do you spend online every day?
In general, how well do you normally sleep?

Open Questions:

Is there anything going on at home that is making it difficult for you to concentrate and enjoy school?
Is there anything that you feel could be done to help you feel more safe and secure at school?
What do you think most influences the way you feel about your weight and appearance?

Level 2 Relationship

- Students are treated with dignity and are respected and valued as unique individuals
- Parents are respected as key contributors to their child’s learning and development
- Students and parents are supported in times of adverse or challenging home situations.
- Schools provide learning experiences that contribute to the development of positive values and character traits and that promote positive group dynamics.
- Students are helped to develop the social and emotional skills that promote positive relationships and high levels of empathy and understanding.
- Students are helped to develop positive and respectful relationships with each other, their teachers and the community.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Datasets

Teacher turnover
Teacher health and wellbeing
Levels of parental separation or divorce
Levels of parental illness or bereavement

Number of single parents
Number of children living in separated families
Levels of Adverse Childhood Experiences (ACES)
Levels of parental involvement
Levels of peer to peer support
Levels of relationship support/counselling
Levels of reported aggression
Levels of reported distress
Teenage Pregnancy rates

STUDENT QUESTIONS

In general, how happy do you currently feel with your home life?
In general, how happy do you currently feel with your school friends? In general, how happy do you currently feel with your teachers?
Do you think that you are treated well at school?
Do you feel that you are respected as an individual at school?
How often would you say that you feel lonely?
How much would you say that you feel loved?
How often would you say that you feel sad?
How angry do you normally feel?
What level of bullying have you experienced during the month?
How much of the bullying was online?
Do you feel there is always someone who you can talk to?

Open Questions:

Is there anything that the school could do to help you with challenges in your home life?
Is there anything that could help you feel more connected and supported at school?

Level 3 Independence

- Students are provided with environments that help them to develop positive mindsets and a sense of mastery
- Students are provided with environments that encourage them to be confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning.
- Students are encouraged to develop self-regulation and self-determination
- Students are encouraged to be self-aware and are helped to regulate their own emotions and behaviours
- Students develop the skills to reflect on and positively shape their behaviour
Students are self-directed, take initiative and grasp opportunity
- Students are encouraged to develop positive values and character traits that are reflected in their beliefs, behaviours and decision-making abilities

Datasets

Quality of learning environments
Level of appropriate technology
Level of learning resources
Levels of play provision
Access to green spaces
Percentage of children with good level of development in Early Years
Number of children needing social support

Levels of disability and special needs services

Levels of mental health services

Destinations of children and young people with special education needs and disabilities

STUDENT QUESTIONS

How much do you enjoy your learning at school?

How confident do you normally feel?

Do you normally need support with your learning?

Do you feel you can manage most problems pretty well on your own?

Are you comfortable seeking help when you need it?

Do you feel supported in being confident and independent?

Open Question:

Is there anything that you feel could help you feel more confident and independent?

Level 4 Engagement

- Students are provided with learning environments that honour their capacities and stretch their abilities
- Students are provided with meaningful, engaging and rewarding personalised learning experiences
- Students demonstrate clear levels of engagement
- Staff monitor the engagement levels of students and contribute to environments that deliver high quality learning experiences
- Parents are actively involved in maximising the learning opportunities for each student
- The wider community is involved in maximising student aspiration

Datasets

Levels of neuro-motor maturity

Achievement gaps at 5, 11, 16 and 19

Primary and secondary school attendance

Level of children's involvement in the arts

Levels of happiness with school

Number of visits to school counsellors

Number of children being treated for depression

Percentage of young people NEET

Number of exclusions from school

STUDENT QUESTIONS

In general, how much do you enjoy school?

In general, how much do you enjoy learning?

Do you feel that you get to spend enough time doing the things that you love? Do you manage to have a lot of fun?

Do you ever get bored?

Do you ever feel frustrated?

Open Questions:

Is there anything that could help you feel more engaged with your learning at school?

Is there anything that you would really like to learn about that isn't currently on the curriculum?

Level 5 Fulfilment

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- Students are happy
- Students demonstrate clear and sustainable levels of engagement/flow
- Students reflect that they have a strong sense of meaning and purpose
- Students can identify, set and achieve their own meaningful goals
- Students are provided with opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students are able to work on activities that fulfil them and give them a sense of personal achievement.
- Students are provided with ways of expressing and celebrating their individuality and unique potential

Datasets

Percentage of students reporting strong levels of happiness
Percentage with good achievement at the end of primary school
Percentage with good achievement at the end of secondary school
Level of children's achievement in the arts
Levels of child mental health and wellbeing
Children's concerns about body image
Levels of reported bullying Levels of self-harming
Rates of under 18s alcohol related hospital admissions
Proportion of 10 to 17 year-old offending

STUDENT QUESTIONS

In general, do you feel fulfilled by your learning at school?
Do you feel you get enough time studying things that you love?
How often do you achieve the important goals you have set for yourself?
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?
In general, to what extent do you feel excited and interested in things?
In general, how often do you feel positive?
In general, how often do you feel sad?
In general, how often do you feel depressed?

Open Question:

Is there anything that could help you feel more fulfilled at school?

Level 6 Contribution

- Students are recognised and celebrated for their unique characters, talents and abilities
- Students experience a sense of belonging and connectedness
- Students are encouraged to develop ethical decision making and responsibility.
- Students demonstrate empathy, compassion and a respect for diversity and identity
- Students actively participate in the wider life of the school
- Parents and the broader school community actively promote children's participation
- Collaborative partnerships are built with students, staff, families, local communities and other organisations to encourage active student participation

Datasets

Levels of student's participation in the life of the school
Levels of student's participation in the life of the community
Percentage of students who respond positively to feeling that they belong and can contribute

STUDENT QUESTIONS

Do you feel that your thoughts and opinions matter?

- Do you feel a sense of belonging and contribution?
- Do you feel that, if you wanted, you could have a say in the life of the school?
- Do you feel you know what's going on in your local community?
- Do you ever spend time working in the community?
- Do you feel involved in the life of your community?

Open Questions:

- Is there anything that could help you achieve a greater sense of meaning and contribution in your school activities?
- Do you have any ideas about how you and the school might be able to help and support your local community?

Level 7 Growth

- Students demonstrate passion and joy
- Staff provide caring and nurturing support for children struggling with external challenges and the demands of school life
- Students are encouraged to understand, celebrate and share their own cultural, religious and spiritual backgrounds
- Students are helped to understand and positively shape their own values, beliefs and mindsets
- Students are encouraged to understand the core issues facing humanity and their place as participants of the future
- The school has high expectations for the wellbeing and achievement of every student
The school is focused on building individual and collective wellbeing through a climate of empathy, care, contribution and positivity.

Datasets

The school has a comprehensive and integrated strategy in place to support the physical, emotional, mental and spiritual wellbeing of students in the context of quality teaching and learning.

The school has a comprehensive and integrated strategy in place to support the physical, emotional, mental and spiritual wellbeing of teachers and staff members in the context of their impact on the children in their care.

The school acknowledges its role in helping to shape the values, beliefs, behaviours, attitudes and expectations of its students to equip them for a 21st century world.

The school acknowledges its role in developing students' personal resilience and ability to cope with adversity.

The school acknowledges its role in shaping responsible, thoughtful and compassionate young people who care about themselves, others and the wider world.

STUDENT QUESTIONS

- How much do you love learning?
- What school-based area of learning do you love the most? (list of areas)
- What non-school based area of learning do you love the most? (list of options)
- How much time do you get to spend outdoors/in nature?
- Do you feel connected to the wide world?
- Do you care about the future of the planet?
- How positive do you feel about the future?
- Do you feel your life has meaning and purpose?

In general, how often do you feel joyful?

Open Question:

In what ways could the school help you to enjoy life and achieve a stronger sense of meaning and purpose?



Flourish Model- Children's Questions

GROWTH	How are we protecting children's human rights as young citizens? Are the best interests of the child at the heart of all decision-making? Are all children able to experience beauty, wonder and joy? Are we supporting all aspects of their flourishing?
CONTRIBUTION	How are children's voices being heard? How are they being actively involved as young citizens? In what ways are they able to contribute to the decision-making processes about things that effect them?
FULFILMENT	How are we ensuring that children are able to maximize their innate love of learning? In what ways are we recognizing and supporting their unique backgrounds, mindsets and learning dispositions? How are we ensuring that every child feels valued? How are we preventing them from being exposed to developmentally damaging or inappropriate pressures?
ENGAGEMENT	Are we giving children the time to be curious and explore the things in the environment that most interest them? Are we ensuring that they have lots of time and freedom for free play? Are we ensuring that they are getting the right environmental opportunities? Are we supporting them in finding lots of ways that they can express themselves as unique individuals?
INDEPENDENCE	How are we maximising early brain-building? How are we nurturing children's ability to learn and do things for themselves? How are we nurturing their resilience and ensuring that they are not afraid to take risks and learn from failure? How can we ensure that they can follow their unique interests and aspirations? How can we identify if they have problems or need extra support?
RELATIONSHIP	How do we ensure that every child feels loved and wanted? How do we provide every child with strong and consistent relationships/parenting?
SECURITY	How do we ensure that every child feels safe and secure? How do we ensure that every child has shelter, clean water and enough to eat? How do we ensure that every child has the best possible physical and emotional environment to grow up in? How do we ensure that every child has a healthy balanced diet? What healthcare systems are available to support the needs of seek or physically disabled children?

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4) Communities

Healthy environments are essential for flourishing communities. We are all nurtured and sustained by the way we feel about ourselves and where we live, and our ability to trust, respect and celebrate one another. Communities are defined by common interests, whether it be physical location, spiritual belief, faith group, sexual identity or stage of life. Each holds an enormous array of talent, skill and experience relating to how people live and how they can contribute to making things even better for themselves and those around them.

The model supports communities in identifying their strengths, isolating areas that would benefit from specific focus and attention and promoting participation and compassionate action. It invites entire communities into a dialogue about what makes a good life and how we can work together to create a flourishing future.



Flourish Model- Community Questions

GROWTH

In what ways are we supporting everyone's growth/inner development/spirituality? How are we promoting kindness, generosity and compassion as core qualities of our community? What values would we like to see in our community? How do they differ from our current reality and what steps could we take to correct this? How can we support everyone's sense of meaning, connection and wellbeing? How can we ensure that we are contributing to a happier, healthier planet?

CONTRIBUTION

How do we ensure that local people's voices and opinions matter and that they are being listened to? How can we connect people up and help them feel part of a larger community? How can we promote a sense of community pride? How can we introduce fun and laughter into the process? What would need to happen to achieve this? What resources would we need? And how would we access them?

FULFILMENT

How can we find out what local people feel would give them more meaning and purpose in their lives? What would we need to introduce/change to achieve this? In what ways could we tap into and use local knowledge, skills and abilities? What small steps could we take to help us get there? What resources would we need? and how would we access them?

ENGAGEMENT

How do we ensure that everyone knows what is going on locally and can access new learning opportunities? How can we give people access to, and involvement in, the arts? How can we help people to spend more time doing and sharing the things that they are good at and love? How can we help everyone express their unique talents and individuality?

INDEPENDENCE

How can we ensure that we can support people in being as healthy and independent as possible? What changes would we like to make to the current system? How could we find out what people are interested in and give them more access to what they would most want to do? How could we tap into and develop new forms of community wealth?

RELATIONSHIP

How are we ensuring that nobody needs to feel lonely? What are we doing to support healthy partnerships and child & family relationships? How can we help people to develop friendship groups? What additional resources would people need to feel more connected? How can we reach out to disadvantaged and minority groups?

SECURITY

What changes can we make to our streets so that we can feel safe and secure? Does everyone have shelter, clean water and enough to eat? Do we all live in safe and healthy environments? If not, what would we need to do to achieve this? Do people have enough income to support their basic needs? Are they able to get enough exercise? Are our transport systems supporting their real needs? Are we all being helped to eat healthy, balanced diets?

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Flourish Model- Community Resources

GROWTH

Self Development Groups, Growth Circles, Mindfulness and Meditation initiatives, Yoga, Holistic health and care, Life and Death Cafes, Compassion initiatives, Happiness initiatives

CONTRIBUTION

Participatory Urban Design, Art Exhibitions, Music Festivals, Community Cafes, Flourish Cafes, Youth Voice initiatives, Connect initiatives, Meet-Ups, Skill shares, Be-My-Eyes, Give-Back, Street-shares, Food-shares

FULFILMENT

Learning and Working, Making, Fixing, Trading and Sharing, Art hubs, Creative cafes, Skill-shares, Food-Shares

ENGAGEMENT

Learning and Working, Making, Fixing, Trading and Sharing
Skill-shares, Craft Cafes, Local Hubs and Networks

INDEPENDENCE

Learning and working, Playing Out, Play Streets, Forest Schools, Making, Fixing, Trading and Sharing, Digital cafes, Community [Bookshares](#)

RELATIONSHIP

Meetups, Meet your Neighbor, Coffee and Chat, Newbie Networks, Back-up Buddies, Laptop Fridays, Community Circles, Making, Fixing, Trading and Sharing, Pet shares, Adopt a neighbour initiatives

SECURITY

Participatory Urban Design, Living Streets, Walk your city, Place Standards
Cooking and Eating Initiatives, Community making, Food Forests, Community planting, Garden Libraries, Public Compost boxes

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5) For Care Homes

The model enables those caring for the older members of society to measure and sustain the values and ethos of individual settings, to support and enhance the wellbeing of managers and team members, to better underpin and sustain the health and wellbeing of residents and to ensure the cultivation of cultures of dignity, compassion and respect.

The list below gives examples of measures that can be used to monitor and track performance and outcomes across the Flourish levels.

The measures have been gathered from the Key Lines of Enquiry (KLOEs) of the Care Quality Commission (CQC), outcomes measures from the Dignity Council's Toolkit; 'Your care, your dignity, our promise' (co-created with the UK Department of Health,) The European Union PROGRESS Framework for employment, social affairs and equal opportunities, and the Age UK Wellbeing indicators.

Care Home Core Measures

CQC KLOEs and Rating
Carehome.co.uk assessment
Age UK Well-being Index
Resident satisfaction
Staff Net Promoter Score
Overall cost per resident for the care home, per year
Staff cost per care days
Average time for direct care provided per day per resident
Degree of capacity utilisation

Level 1 SECURITY

- Evidence that users' money and property are protected
- Evidence that there are safe procedures for medication, with users keeping control where possible
- Evidence that staff in the home are trained, skilled and in sufficient numbers to support the people who use the service, in line with their terms and conditions, and to support the smooth running of the service
- Evidence that training is provided to staff to ensure awareness and practice of issues relating to privacy and dignity in care
- Evidence that patients have a single, structured, multi-professional and agency record which supports integrated care
- Evidence of policies, which ensure that older people are receiving and eating food that meets their personal dietary requirements including religious and cultural needs
- Percentage of residents who suffer from decubitus ulcers stage 2_4 that began in the care home
- Percentage of residents who suffer from intertrigo

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- Percentage of residents who have had a health check by a specialist (ophthalmologist/dentist/chiropracist/hearing specialist) periodically
- Percentage of residents who had a relative weight loss in the last month that was unintended and was not agreed in the treatment plan of the resident
- Percentage of residents with dehydration symptoms
- Percentage of residents who had a fall incident in the past 30 days
- Percentage of residents who have displayed signs of challenging behaviour towards staff members and/or other residents during the past seven days
- Percentage of residents who were physically restrained during the last seven days
- Percentage of residents who are incontinent of urine at least once a week
- Percentage of residents with a long-term catheter, inserted more than 14 days ago
- Percentage of residents suffering from pain in the last 30 days
- Percentage of residents who use anti-psychotic medication
- Percentage of residents suffering from dementia who use neuroleptics
- Percentage of residents with deficits in their mouth and teeth status
- Percentage of residents with diagnosed care needs due to geronto-psychiatric disorders
- Percentage of residents suffering from thromboses
- Percentage of residents with contractures
- Percentage of permanently bed-ridden residents
- Percentage of residents with enteral tube feeding (PEG_tube)
- Percentage of staff who agree with the statement that records are kept up-to-date in their care home
- Percentage of residents who feel there are not enough staff available to meet their needs
- Percentage of relatives/friends who feel staff are competent to care for their resident
- Percentage of residents who feel safe, protected and secure in the care home
- Percentage of residents who feel their privacy is adequately protected
- Average percentage of working time lost due to sickness of staff
- Average direct financial resources available for health promotion-related training, meetings and infrastructure per staff member

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- Percentage of staff with advanced training in dealing with dementia and cognitive decline
- Average number of hours in formal training per staff member by profession
- Percentage of residents/family/friends who agree with the statement that they had been provided relevant information by admission into the care home
- Percentage of staff who agree with the statement that the decisions in their care home are made based on the quality of care rather than purely on financial resources
- Percentage of absence times (sickness, vacation, other) and auxiliary times (meetings, training, etc.) as a share of the total working time
- Percentage of staff by age groups (professional groups)

Level 2 RELATIONSHIP

- % residents who reported that they could 'completely' discuss any fears/anxieties with a healthcare professional
- % residents who reported that they were invited to visit the hospital to meet the staff before being admitted
- Percentage of residents who feel emotionally supported in managing their sense of loss
- Percentage of relatives/friends who feel emotionally supported
- Percentage of staff who feel emotionally supported in dealing with constant loss and bereavement at work
- Percentage of relatives/friends who feel staff know who they are
- Percentage of relatives/friends who feel welcomed in the care home
- Percentage of residents, relatives and staff who feel the care home is part of their local community
- The percentage of decisions implemented by the leadership of the care home based on decisions made by the residents' council
- Percentage of relatives/friends who feel involved in decision-making about their resident's care
- Percentage of relatives/friends who feel their resident has adequate access to healthcare services
- Percentage of staff who feel emotionally supported when residents die
- Percentage of residents who feel there is a positive atmosphere in the care home
- Percentage of residents who feel staff are friendly to them

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- Percentage of residents who feel they can have visitors whenever they like
- Percentage of staff who feel residents' families appear to trust them
- Percentage of relatives/friends who feel staff respond quickly when their relative asks for help
- Percentage of relatives/friends who feel they are involved in decisions about their resident's care
- Percentage of residents (and their relatives) with a defined key worker
- Percentage of residents who received professional end-of-life care in the last year
- Percentage of complaints by stakeholders that have been adequately addressed in the framework of a complaints management system
- Ratings of family members/close friends/advocates with respect to their satisfaction with care quality
- Percentage of staff who agree with the statement that colleagues work with them as part of a team
- Percentage of relatives with whom at least two meetings to review care were carried out per year

Level 3 INDEPENDENCE

- Evidence of adherence to human rights legislation e.g. the Universal Declaration of Human Rights, the European Convention on Human Rights and the European Union Charter of Fundamental Rights
- % residents who stated that the health care professional 'listened'
- % residents who had important questions answered by health professional in a way they could understand
- Percentage of residents with an assessment of abilities to eat independently and/or related risks
- Evidence that older patients receive the assistance they need to prepare for eating e.g. positioning, hand washing
- Percentage of staff who feel their training needs are met to care for residents
- Percentage of residents who have an up-to-date end-of-life care plan that is consistent with their preferences
- Evidence that religious or cultural needs for a healthy diet are promoted and met
- % residents who were given an explanation by health professional regarding care, treatment, test results
- Percentage of residents who are satisfied with their personal care

Flourish Project 2020

- Percentage of residents who feel their own rights are acknowledged and acted on
- % residents who report that they were involved as much as they wanted to be in decisions about care and treatment in decisions about care and treatment
- % residents who report that the 'right amount' of information was given about condition/treatment by healthcare professionals
- % residents who reported that hospital staff discussed with them the need for any health or social care services after leaving hospital
- % residents who report the environment was well organised
- The home environment looks and smells clean
- Evidence that users are helped to make their own decisions, control their own lives and are supported in maintaining independence
- Evidence that the health and personal care that people receive is based on their individual needs
- Evidence that action is taken when it is identified that residents needs relating to privacy, dignity or feeding have not been met
- % residents who reported that they could 'completely' discuss any fears/anxieties with a healthcare professional
- Evidence that resident/staff interactions respect privacy and staff don't say things out loud that should be said in private
- % residents who report that they did not have to share a room/bay with patients of the opposite sex
- % residents who reported that other residents could not overhear their conversation with the receptionist
- Evidence that privacy and dignity issues are being addressed for older people including those with dementia, confusion or end of life care needs
- % residents who reported that staff did not talk in front of them 'as if they weren't there'
- Evidence that the workforce ensure older people are treated with privacy & dignity and respect diversity issues
- Evidence that planned care is negotiated with residents and or carers and is based on assessment of their individual
- Evidence that residents can access resources that enable them to meet their individual need
- % residents who stated that they were given information on how to complain about the hospital care they received

Flourish Project 2020

- Evidence that older people's needs and wishes described in the care plan are adhered to when providing treatment and care
- Evidence of a race, disability, gender, sexuality and religion equality scheme according to appropriate acts
- Evidence that resident information is shared to enable care, with their consent
- Evidence that staff in the home are trained, skilled and in sufficient numbers to support the people who use the service, in line with their terms and conditions, and to support the smooth running of the service
- Evidence that training is provided to staff to ensure awareness and practice of issues relating to privacy and dignity in care
- Evidence that residents have a single, structured, multi-professional and agency record which supports integrated care
- Evidence of adherence to human rights legislation e.g. the Universal Declaration of Human Rights, the European Convention on Human Rights and the European Union Charter of Fundamental Rights
- % residents who stated that the health care professional 'listened'
- % residents who had important questions answered by health professional in a way they could understand
- Evidence of policies, which ensure that older people are receiving and eating food that meets their personal dietary requirements including religious and cultural needs
- Percentage of residents who feel staff encourage them to help themselves
- Percentage of residents who feel staff give them time to do things on their own
- Percentage of residents who feel they have sufficient control over their daily living
- Percentage of residents who have had defined care plans that are regularly updated and evaluated with specific measures according to their individual needs
- Evidence that religious or cultural needs for a healthy diet are promoted and met
- % residents who were given an explanation by health professional regarding care, treatment, test results
- % residents who reported that they could 'completely' discuss any fears/anxieties with a healthcare professional
- Evidence that older residents receive the assistance they need to prepare for eating e.g. positioning, hand washing
- % residents who stated that the health care professional 'listened'

Flourish Project 2020

- % residents who had important questions answered by health professional in a way they could understand
- Evidence of policies, which ensure that older people are receiving and eating food that meets their personal dietary requirements including religious and cultural needs
- % residents who reported that they found a member of staff to talk to about worries and fears
- % residents who report that they were given 'enough privacy' when discussing condition/treatment
- Evidence that residents receive timely assistance in meeting their comfort needs e.g. toileting, cleanliness and pain relief including from older patients with communication difficulties such as hard of hearing, English not their first language

Level 4 ENGAGEMENT

- Percentage of staff who feel that they can take informed risks in caring for residents
- Average percentage of overtime work (including non-paid hours)
- Percentage of staff who agree with the statement that their care home has the goal to deliver high standards of care
- Evidence that users have access to leisure, social activities and life-long learning and to universal, public and commercial services
- Number of joint initiatives that engage positively residents, relatives and staff with the external community in the last year
- Percentage of resident voluntary participation in organised social activities during a chosen period
- Average length of employment per staff member in the care home at one point in the year (e.g. 31st December)
- Proportion of residents participating in desired meaningful activity
- Proportion of resident hours spent in desired meaningful activity

Level 5 FULFILMENT

- Resident satisfaction with desired meaningful activity
- Evidence that social, educational, cultural and recreational activities meet individual's expectations
- Evidence residents' personal interests and values mapped
- Proportion of residents' hours spent in capturing personal stories and narratives

Flourish Project 2020

- Evidence that residents' comfort is assessed and assured
- Percentage of residents who feel their health is promoted to optimise their quality of life
- Percentage of relatives/friends who feel their resident seems happy in the home
- Percentage of relatives/friends who feel the home smells pleasant
- Percentage of residents who are satisfied about the taste and quality of the meals
- Percentage of staff who agree with the statement that all grades of staff are being equally valued in their role
- Percentage of staff who feel their own health (physical health and wellbeing) is valued at work
- Proportion of resident hours spent in desired meaningful activities
- Resident satisfaction with desired meaningful activities
- Resident levels of depression
- Percentage of residents who use anti-depressants
- Percentage of residents diagnosed with depressive symptoms at one point in time
- Percentage of staff who agree with the statement that high standards of moving and handling are practiced in their care home
- Evidence that residents comfort is assessed and assured
- Evidence that social, educational, cultural and recreational activities meet individual's expectations

Level 6 CONTRIBUTION

- Proportion of resident hours spent in activities that contribute to the life of the community
- Evidence that resident feels a sense of continued contribution and worth within the community
- Resident satisfaction with the ability to contribute to the life of the community
- Percentage of staff that feel a sense of community contribution and worth
- Evidence that the setting promotes a strong sense of community involvement
- Percentage of residents who feel staff in their unit know their life story
- Percentage of staff who feel their personal skills and abilities are recognised by colleagues

Flourish Project 2020

- Percentage of relatives/friends who feel their suggestions for improvement are welcomed by staff
- Percentage of residents who feel staff respect their personal belonging
- Percentage of residents whose cultural needs and preferences are met
- Average number of hours provided by volunteers to the care home (per year and per resident)

Level 7 GROWTH

- Proportion of residents hours spent in discussion/learning about new things
- Evidence that residents are supported in discussing/learning new things
- Evidence that the home understands and responds to the resident's spiritual background and needs
- Resident satisfaction that their spiritual and growth needs are being met
- Evidence that residents are being introduced to wellbeing approaches such as mindfulness and contemplative practice
- Percentage of residents who feel able to talk about death and dying with staff, when they wish so
- Percentage of relatives/friends who have discussed with staff end-of-life care plans for their resident
- Resident levels of peacefulness, acceptance and joy

6) For Cities

The model helps decision makers to understand, nurture and assess the local conditions that underpin the health of the city as a whole. Through actively engaging communities, and encouraging the creation of social hubs, it helps join up the dots, identify the gaps and develop practical solutions by working from the grassroots up. It works with leaders, policymakers and citizens to better understand and promote the health and wellbeing of their own communities and populations. It helps to ensure that child and family wellbeing and resilience is at the heart of all local decision-making and assists cities and local authorities to become Centres of Flourishing. Above all, it underpins the call for a more caring and compassionate world.

City Core Measures

Development of City Wellbeing Strategy
Engagement levels of leadership
Engagement levels of core partners
Allocation of adequate funding
Levels of service integration

Flourish Project 2020

Levels of citizen participation 1) children 2) adults

Levels of positive change in the Community Values Assessment (FCVA) responses

Levels of positive change in the Flourish Wellbeing Indicator (FWI) responses

Level 1 SECURITY

Economic health of the city

Ecological health of the city

Preparation for climate change (rising sea levels, flooding, forest fires, weather anomalies)

Life expectancy at birth

Quality of air

Levels of pollution

Access to water

Quality of water

Access to sanitation

Levels of affordable housing

Levels of homelessness

Levels of employment

Levels of nutrition

Levels of health provision

Access to health insurance

Levels of pre and post pregnancy care

Levels of commitment to family-friendly urban planning

Quality of transport access

Number of parks and green spaces

Accessibility of parks and green spaces

Levels of school bullying

Levels of school violence

Levels of street violence

Number of people reporting feeling safe at home

Levels of property crime

Number of reported road fatalities

Levels of pre and post-pregnancy support

Percentage of children being breastfed

Percentage of children living in poverty

Levels of adverse childhood experiences (ACES)

Number of children and young people with child protection plans

Children receiving statutory care or support

Children who are vulnerable or are concern by virtue of the identity or nationality

Children who are acting as young carers to other members of their family

Number of children with asthma

Obesity levels

Levels of smoking

Prevalence of disease

Average Life Expectancy

Premature deaths from non-communicable diseases

Level 2 RELATIONSHIP

Number of children experiencing parental separation/divorce

Levels of parental support groups and services

Levels of relationship support/counselling

Mental health levels
Teenage Pregnancy rates
Number of single parents
Number of children living in separated families
Levels of childcare support
Levels of Adverse Childhood Experiences (ACES)
Number of Youth Groups and Centres
Number of intergenerational projects
Number of elderly people living alone
Levels of Loneliness
Reported acts of kindness

Level 3 INDEPENDENCE

Access to electricity
Access to phone system
Accessibility of local transport
Levels of accessible play provision
Quality of nursery and early years provision
Levels of Pre-kindergarten enrolment
Percentage of children with good level of development in early years
Number of children needing social support
Number of adults needing social support
Levels of disability and special needs services
Levels of mental health services
Destinations of children and young people with special education needs and disabilities
Internet provider access and speed
Internet provider reliability

Level 4 ENGAGEMENT

Levels of neuro-motor maturity
Achievement gaps at 5, 11, 16 and 19
Levels of school attendance
Average school class size
Percentage of children with good levels of educational achievement
People aged 15 and over enrolled in vocational education and training
Destination of school leavers
High school graduation rates
Level of involvement in the arts
Levels of happiness with school
Levels of employment
Levels of happiness at work
Number of people not fully engaged in work or study
Number of exclusions from school
Levels of absence from work

Level 5 FULFILMENT

Percentage with good achievement at the end of primary school
Percentage with good achievement at the end of high school
Percentage of high school graduates

Levels of access to the arts
Levels of achievement in the arts
Freedom of assembly
Ability to express political beliefs and rights
Levels of sexual freedom
Religious tolerance
Levels of discrimination and violence against minorities
Levels of personal happiness with school
Levels of personal happiness with work
Levels of personal happiness with life
Amount of time spent online
Levels of child mental health and wellbeing
Levels of adult mental health and wellbeing
Children's concerns about body image
Levels of self-harming
Rates of under 18s alcohol and drug related hospital admissions
Rates of adult alcohol and drug related hospital admissions
Proportion of 10 to 17-year-old offending
Proportion of adult offending
Number of reported suicides

Level 6 CONTRIBUTION

Number of local community hubs/action groups
Number of recreational facilities
Number of arts facilities
Levels of participation in cultural programming
Levels of participation in the life of the city
Levels of opportunity to participate in the arts and related activities
Children and young people's levels of satisfaction with cultural services
Adult levels of satisfaction with cultural services
Percentage of children and young people who report positive influence in a) school b) the community
Percentage of adults who report positive influence in the community

Level 7 GROWTH

Number of local faith groups/centres
Access to faith centres
Number of wellbeing services and resources
Access to wellbeing services and resources
Access to parks and natural spaces
Number of people with regular daily wellbeing/spiritual discipline
Levels of commitment to the promotion of human rights
Level of participation in the promotion of equality, diversity and social cohesion
Level of participation in understanding the need for a sustainable world
Number of humanitarian projects
Levels of local philanthropy
Reported acts of com

Flourish Model – City Services

GROWTH

SPIRITUAL/SELF-DEVELOPMENT SUPPORT, ACCESS TO NATURE (PARKS AND GREEN SPACES), WELLBEING SERVICES AND RESOURCES

CONTRIBUTION

VOLUNTARY SERVICES, FAITH CENTRES, SUPPORT GROUPS, COMMUNITY GROUPS AND NETWORKS

FULFILMENT

UNEMPLOYMENT SERVICES, APPRENTICESHIPS, BUSINESS SERVICES AND SUPPORT, MENTORING, COMMUNITY SUPPORT NETWORKS

ENGAGEMENT

THE ARTS, MUSIC AND DANCE, LEISURE AND ENTERTAINMENT, LIBRARIES, YOUTH CLUBS, ADULT EDUCATION, COMMUNITY INVOLVEMENT, CITIZENS PANELS, COMMUNITY CONSULTATIONS

INDEPENDENCE

EARLY CHILDHOOD CARE AND EDUCATION, CHILDMINDERS, CHILDRENS CENTRES, NURSERIES, SCHOOLS, AFTER SCHOOL CARE, YOUTH SERVICES, URBAN PLANNING, PLAY AREAS, TRAVEL SERVICES, SOCIAL SERVICES, DISABLED AND SPECIAL NEEDS SUPPORT, CARE OF THE ELDERLY, MENTAL HEALTH SUPPORT, THERAPEUTIC SERVICES, PRISON SERVICES, DRUG REHABILITATION

RELATIONSHIP

PREGNANCY SERVICES, MENTAL HEALTH SERVICES, SEXUAL HEALTH SERVICES, PARENTAL SUPPORT, COUPLES COUNSELLING

SECURITY

HOUSING DEPT, HOMELESS SUPPORT, HEALTH SERVICES, SPORT FACILITIES, URBAN PLANNING, ENVIRONMENTAL HEALTH, FOOD HYGIENE, WASTE MANAGEMENT, COMMUNITY POLICING, JUSTICE SYSTEM

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7) For Nations

A system of national governance aimed at promoting wellbeing needs to account for all of the impacts (both positive and negative) of its activities. This includes protecting the essential resources of the natural world (NATURAL CAPITAL), promoting circular and regenerative economies (ECONOMIC CAPITAL), optimising human capacities and potential (HUMAN CAPITAL) and valuing the goods and services derived from a healthy society (SOCIAL CAPITAL). The model helps to shift economies away from a narrow focus on marketed goods and services (i.e. GDP) to one focused on the sustainability of the planet and the need for a deeper 'Ecology of Wellbeing'. It provides a structured underpinning to the United Nations 17 Sustainable Development Goals (SDGs) and, most importantly, puts the best interests of the child and wellbeing of future generations at the centre of all decision-making.

In this respect, significant innovation is already happening world-wide and the Flourish Model hopes to contribute its own thinking to the ecosystem of relevant stakeholders that have recently been forming around the following core areas of focus:

THE NATURAL ENVIRONMENT

Flourish Project Level 1

Environmental Sustainability air, energy, food, water, clothing, consumables

SDGs: 6) Clean Water and Sanitation 7) Affordable and Clean Energy 14) Life Below Water 15) Life on Land 16) Climate Action 17) Partnership for the Goals

CIRCULAR AND REGENERATIVE ECONOMICS

Flourish Project Level 1

Economic transformation regenerative economies, sustainable business, sustainable design, sustainable architecture, from old to new forms of power

SDGs 1) No Poverty 2) Zero Hunger 8) Decent Work and Economic Growth 9) Industry Innovation and Infrastructure 12) Responsible Production and Consumption 17) Partnership for the Goals

HUMAN CAPACITIES AND POTENTIAL

Flourish Project Levels 2,3,4,5,6,7

Promotion of Wellbeing ecological approaches, promoting global equality and social mobility, optimising early human development, promoting lifelong learning, ensuring local resilience and adaptability, enabling thriving societies, promoting a peaceful world, nurturing planetary regeneration and sustainability, education systems, social and emotional development, mental health, spiritual health, values based approaches, wellbeing frameworks and indicators

SDGs: 3) Good Health and Wellbeing 4) Quality Education 17) Partnership for the Goals

CULTURAL VALUES AND IDENTITY

Flourish Project Levels 6,7

Community Participation participative and regenerative communities, community wealth building, female empowerment, religion, faith-based approaches, compassion-based approaches, citizen hubs, youth councils

SDGs: 5) Gender Equality 10) Reducing Inequality 16) Peace, Justice and Strong Institutions 17) Partnership for the Goals

