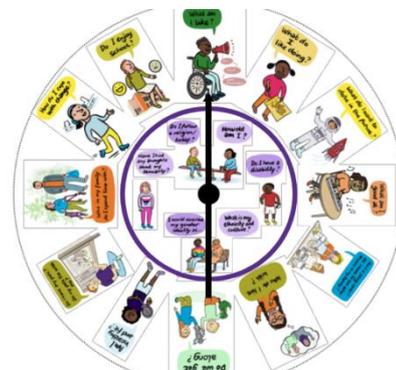


Guidance on using the 'Getting to Know Me' diversity wheel

The 'Getting to Know Me' virtual spinner is an interactive version of the Diversity Wheel from the Together with Children and Families Practice Framework (as set out in the [Together workbook](#) (page 21)).

The purpose of the interactive practice aid is to support you to engage with children and young people in a fun and creative way, to help children to talk about their identity, to tell you what is important in their life, and to help us to understand what is special and unique about each of them.



How to use the 'Getting to Know Me' wheel

At the first stage of completing the Assessment and Child's Plan, consider their age, developmental stage and their communication needs. Consider whether you will use the 'Getting to Know Me' wheel in your direct work with the child and talk to their parents about your intentions too. This is important whether in public or private law proceedings. In the former, you should make sure that the child's social worker is aware and in the latter, that the parents understand why we need to understand uniqueness in respect of the advice we give to the court

As a direct work aid, the diversity wheel may not be appropriate for use with some children. For younger children, you should not explore sexuality, identity and gender without the consent of the child's parents/carers and in the case of a looked after child, the local authority social worker. Some children may be more aware of their identity than others and **you should be prepared for any child to talk about aspects of their identity**, whether using this resource or an alternative.



Parents and carers will have been made aware, through the welcome letter, that aspects of a child's identity will be explored with them. Explain this further during initial contact and interviews.

Whenever a decision is made to use the wheel, you must let the parent or carer know about this and the content of the questions. It will be helpful to share the wheel with parents so they can see it and the questions.

If a parent does not want this resource to be used with their child, alternative resources should be used and an explanation set down in the child's record.

When you do come to use the spinner, either virtually or in person, show the child the wheel and explain that it is about getting to know them. **If the child doesn't wish to use the wheel or answer a specific question**, please respect this and find other ways to understand what is special and unique about them. There is no expectation that this practice aid will be used in the same way for every child, every time.

Where discussion is prompted by the questions on protected characteristics, **you should take your cue from the child about whether they want to discuss these or not.**

Additional resources to support you

[FJYPB Top Social Work Practice Advice & Tips - Cafcass](#)

[Working with deaf or blind adults and children - resources.doc](#)

[Transgender - children - young people - resources.docx](#)

[Working with children with complex needs disabilities - resources.docx](#)

[Working with Black children and families - a reading list](#)

[Knowledge-Bite---Working-with-Black-children-and-families-final-July-2022.pdf](#)

[Working with South Asian families.docx](#)

[Intro leaflet - Working with children with Attention Deficit Hyperactivity Disorder \(ADHD\) and Oppositional Defiant Disorder \(ODD\) 26.04.2023.pdf](#)

[Intro leaflet - Working with children with Autism Spectrum Disorder \(ASD\) 26.04.2023.pdf](#)

[Intro leaflet - Working with children with Downs Syndrome 26.04.2023 0.pdf](#)

[Intro leaflet - Working with children with Global Development Delay \(GDD\) 26.04.2023.pdf](#)

[Intro leaflet - Working with children with complex physical disabilities 26.04.2023.pdf](#)

[Intro leaflet - Working with children with sensory impairment 26.04.2023.pdf](#)

[Intro leaflet - Working with children with specific learning difficulties 26.04.2023.pdf](#)

[Cafcass Practice Aid- a day in my life.pdf](#)