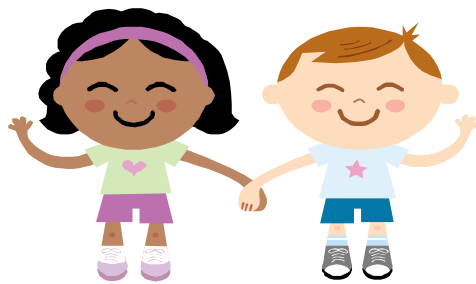




The Shetland Guide to GIRFEC



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Introduction

The purpose of this information is to give readers the essential elements of *Getting it right for every child*. It outlines the core components, values, principles and purpose of GIRFEC. It describes and illustrates some of the key concepts and tools that are central to GIRFEC.

It introduces some new concepts such as the "Named Person", and describes the key role of the "Lead Professional". It does not aim cover everything, but is a generic introduction to GIRFEC to enhance awareness and understanding. Details of local processes and forms are to be found elsewhere on the website.

What is *Getting it right for every child* (GIRFEC)?

Getting it right for every child is a new approach to identifying and meeting the needs of children and young people. *Getting it right for every child* puts the wellbeing of children and young people at the centre. A common coordinated framework for assessment, planning and action across all agencies is used to address needs. *Getting it right for every child* recognises that children have the right to be consulted about decisions that affect them.

Children and young people should get the help they need to keep them safe and achieve good outcomes. *Getting it right for every child* aims to have a single plan where there is multi-agency involvement, reducing duplication of effort and making it easier for children and their carers to participate in planning and meeting their needs. It is founded on the right amount of help at the right time.

Getting it right for every child in Shetland was previously known as the "Integrated Assessment Framework", or IAF. *Getting it right for every child* is a national programme that is being designed by the Scottish Government and put into practice locally.

Child Protection

Where there are concerns that a child has been or may be subject to significant harm, the Child Protection procedures must be followed. Any delay could be dangerous.

The 10 core components of *Getting it right for every child*

Getting it right for every child is founded on 10 core components that can be applied in any setting and in any circumstance. They are at the heart of the *Getting it right for every child* approach in practice and provide a benchmark from which practitioners may apply the approach to their areas of work.

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing.
2. A common approach to gaining consent and to sharing information where appropriate.
3. An integral role for children, young people and families in assessment, planning and intervention.
4. A coordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the Wellbeing Indicators.
5. Streamlined planning, assessment and decision making processes that lead to the right help at the right time.
6. Consistent high standards of cooperation, joint working and communication where more than one agency needs to be involved, locally and across Scotland.
7. A Lead Professional to coordinate and monitor multi-agency activity where necessary.
8. Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time.
9. A confident and competent workforce across all services for children, young people and their families.
10. The capacity to share demographic, assessment, and planning information electronically within and across agency boundaries through the national eCare programme where appropriate.

Together the Wellbeing Indicators and the core components make up the *Getting it right for every child* approach to meeting the needs of children and young people.

The approach is underpinned by common values and principles and by shared models, tools and practices that are designed to support work with children and young people.

Getting it right for every child: values and principles

The *Getting it right for every child* approach is underpinned by **common values and principles**, which apply across all aspects of working with children and young people. Values and principles are reflected in legislation, standards, procedures and professional expertise and are for everyone with a part to play in promoting the wellbeing of children and young people. The values and principles are:

Promoting the wellbeing of individual children and young people. This is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time.

Keeping children and young people safe: emotional and physical safety is fundamental and is wider than child protection.

Putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions that affect them.

Taking a whole child approach: recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life.

Building on strengths and promoting resilience: using a child or young person's existing networks and support where possible.

Promoting opportunities and valuing diversity: children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity.

Providing additional help should be appropriate, proportionate and timely: providing help as early as possible and considering short and long term needs.

Supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices may be.

Working in partnership with families: supporting wherever possible those who know the child or young person well, know what they need, what works well for them in their family and what may not be helpful.

Respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality.

Promoting the same values across all working relationships: recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, families and colleagues.

Making the most of bringing together each worker's expertise: respecting the contribution of others' and cooperating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities.

Coordinating help: recognising that children, young people and families need practitioners to work together, when appropriate, to provide the best possible help.

Building a competent workforce to promote children and young people's wellbeing: committed to continuing individual learning and development and improvement of inter professional practice.

What is different about *Getting it right for every child*?

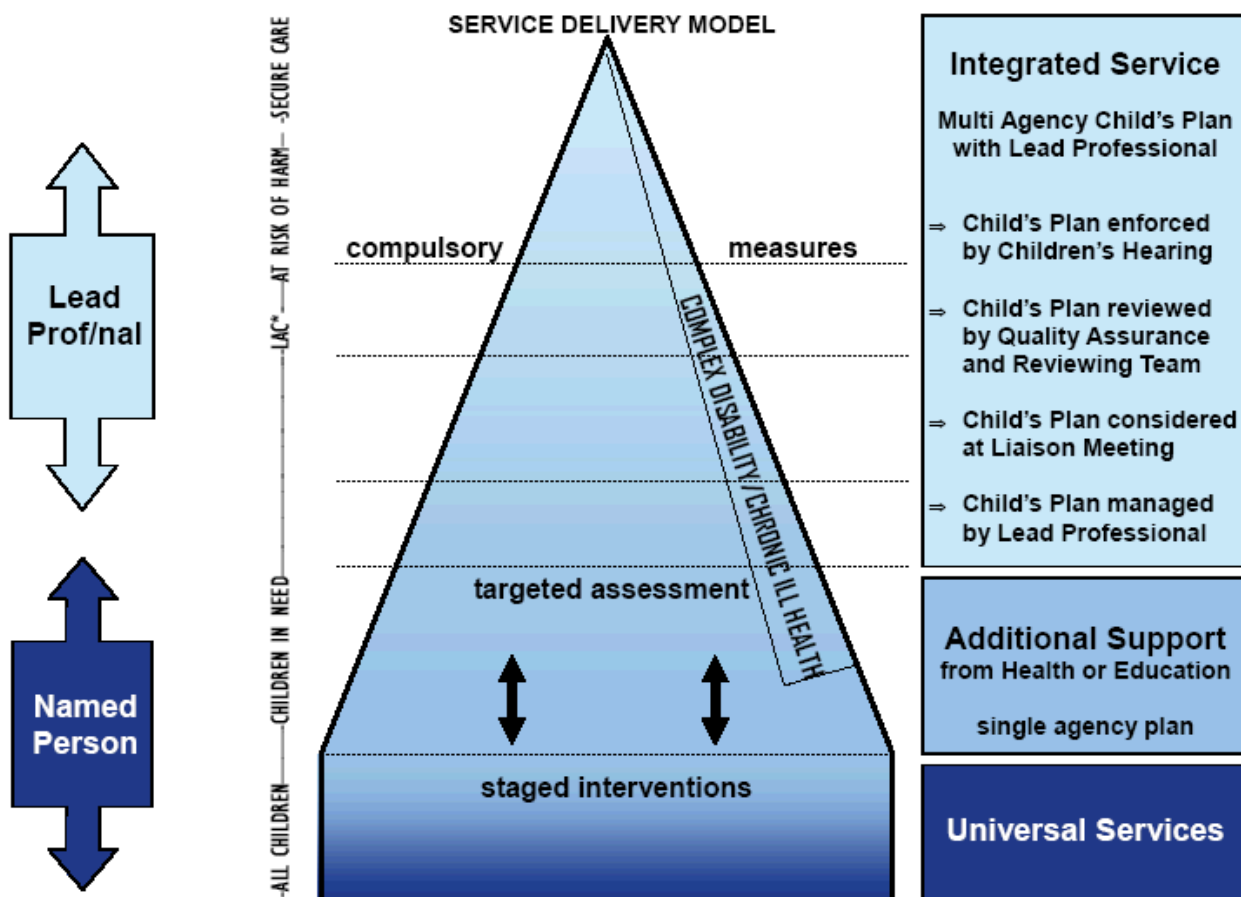
Getting it right for every child (GIRFEC) is founded on existing **good practice**.

- It is for **every child**.
- It aims to provide a **timely and proportionate** response to need.
- It is for **all agencies**.
- It takes a **holistic view** of the child/young person.
- It is an **evidence based** approach.
- The **participation, views and wishes of the child/young person, parents and carers** are crucial to good outcomes.
- It is based on **consent** to sharing information.
- It is an **outcomes led approach**, based on the concept of "wellbeing".
- For a child/young person who requires it, there is a **Plan**, based on an **Assessment**, which is **reviewed**.
- There is a common set of tools and forms to reduce duplication and enable communication and information sharing.

The Service Delivery Model

This model describes the whole population of children/young people in any area. It shows how *all children* access the universal services (health, education). Each child has a "Named Person".

- For children who require some additional support, a single agency plan may be needed.
- Some children/young people may require a coordinated plan, involving more 2 or more agencies. These children will have a Lead Professional.
- Some children/young people have complex or specialist needs and are more likely to require specialist assessment and services.
- A small number of children/young people will have plans backed up by compulsory measures.



*LAC = Looked After Child

The Practice Model

There are various ways in which the components of the practice model can be used, either singly or in combination. Practitioners can combine some or all these parts in the way most appropriate to the child or young persons needs.

Components of the Practice Model

The Wellbeing Indicators

The wellbeing indicators can be used to record concerns or problems. They are also used to detail the desired wellbeing outcomes.

The My World Triangle

This is an evidenced based model that is used to produce a holistic assessment. Please see the relevant section for more detail.

The Resilience Matrix

This is normally used as part of detailed assessment to help understand risks and protective factors.

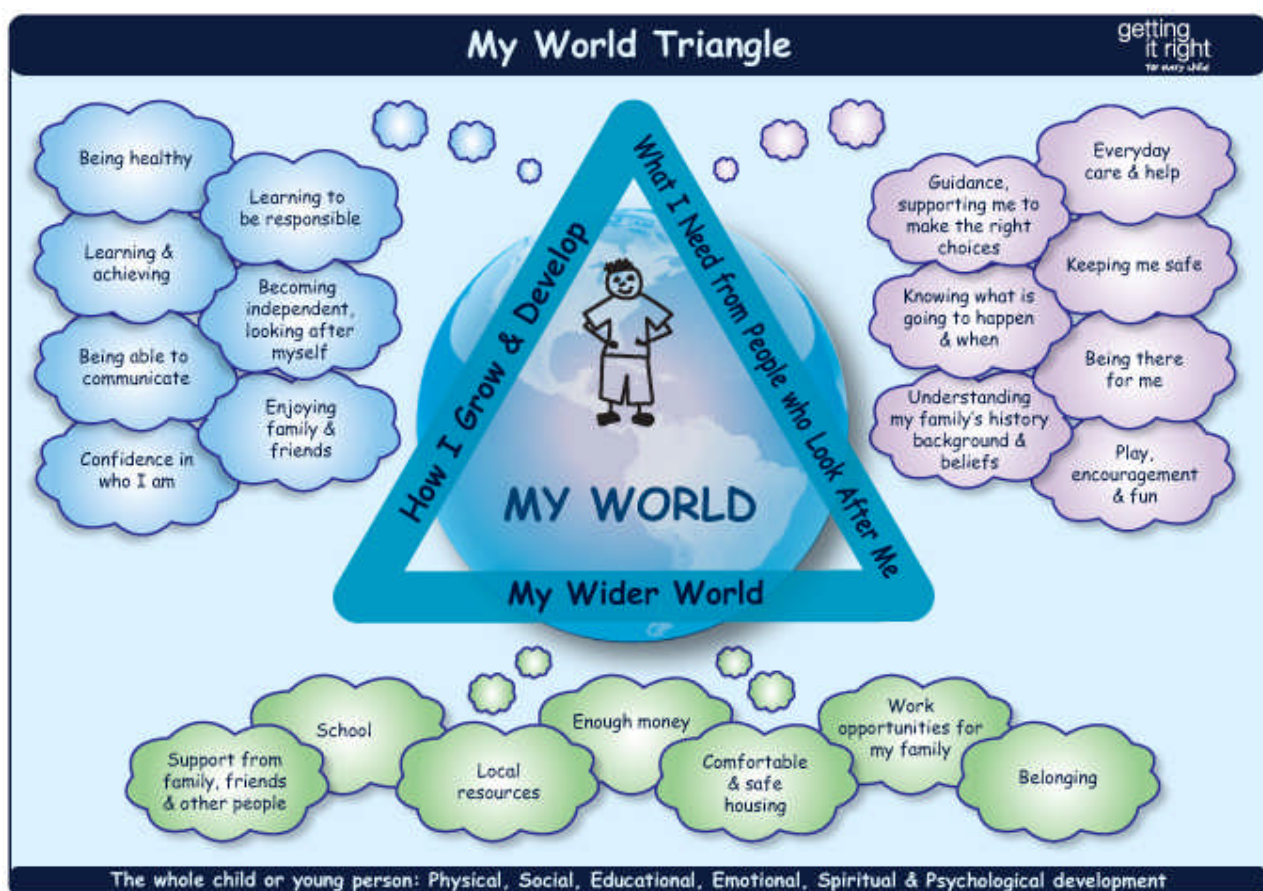
Ways of Using the Practice Model

- Using the wellbeing indicators to record and share information that may indicate a need or concern and then take action as appropriate.
- Using the My World Triangle (and where appropriate specialist assessment) to explore this information and to gather further information about a child/young persons needs.
- Using the Resilience Matrix to help organise and analyse information when necessary.
- Summarising needs against the wellbeing indicators.
- Constructing a plan and taking appropriate action.
- Reviewing the plan.

The My World Triangle

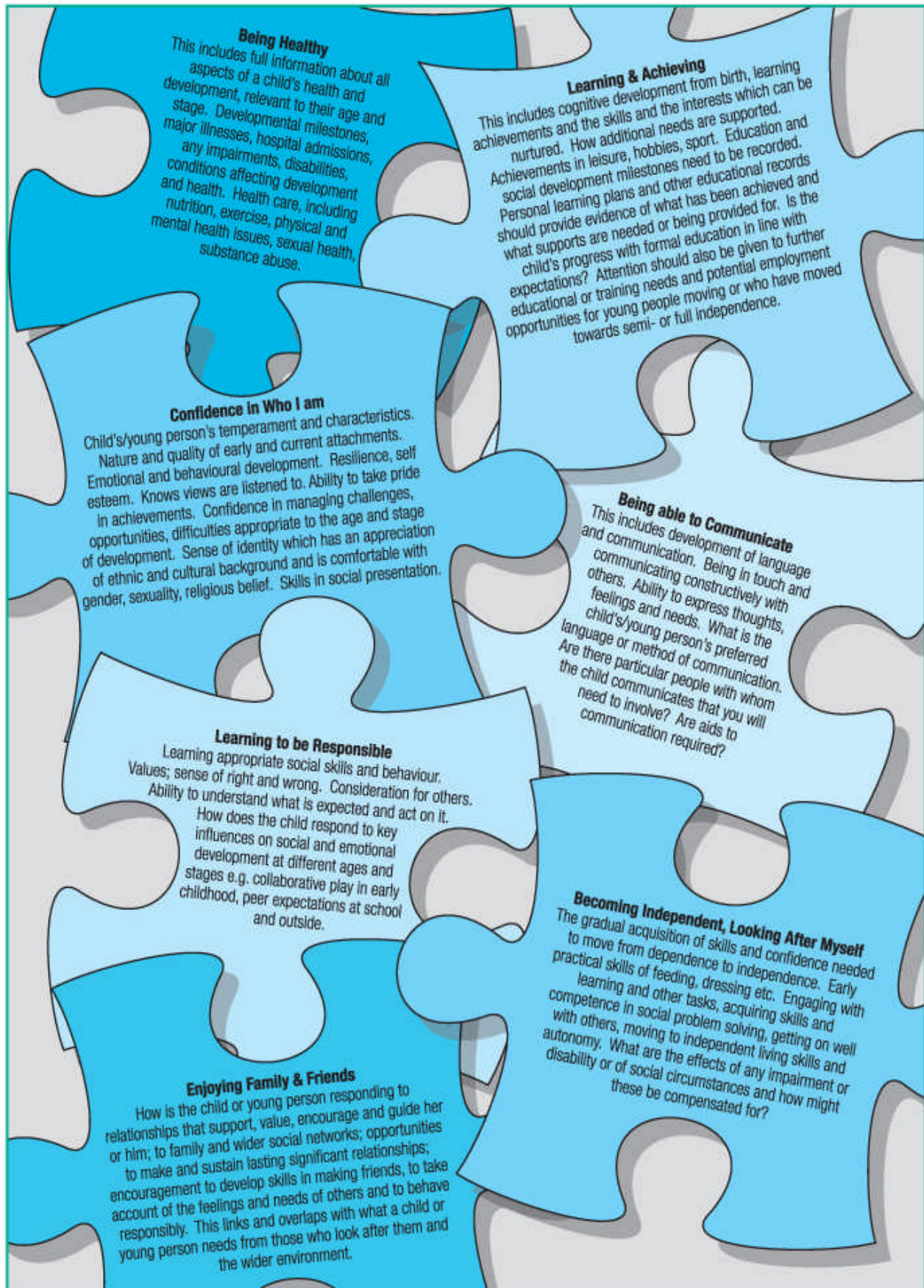
This model is based on research into child development. Using the My World Triangle allows practitioners to consider systematically:

- How the child/young person is growing and developing.
- What the child/young person needs from the people who look after him or her.
- The impact of the child/young person's wider world of family, friends and community.

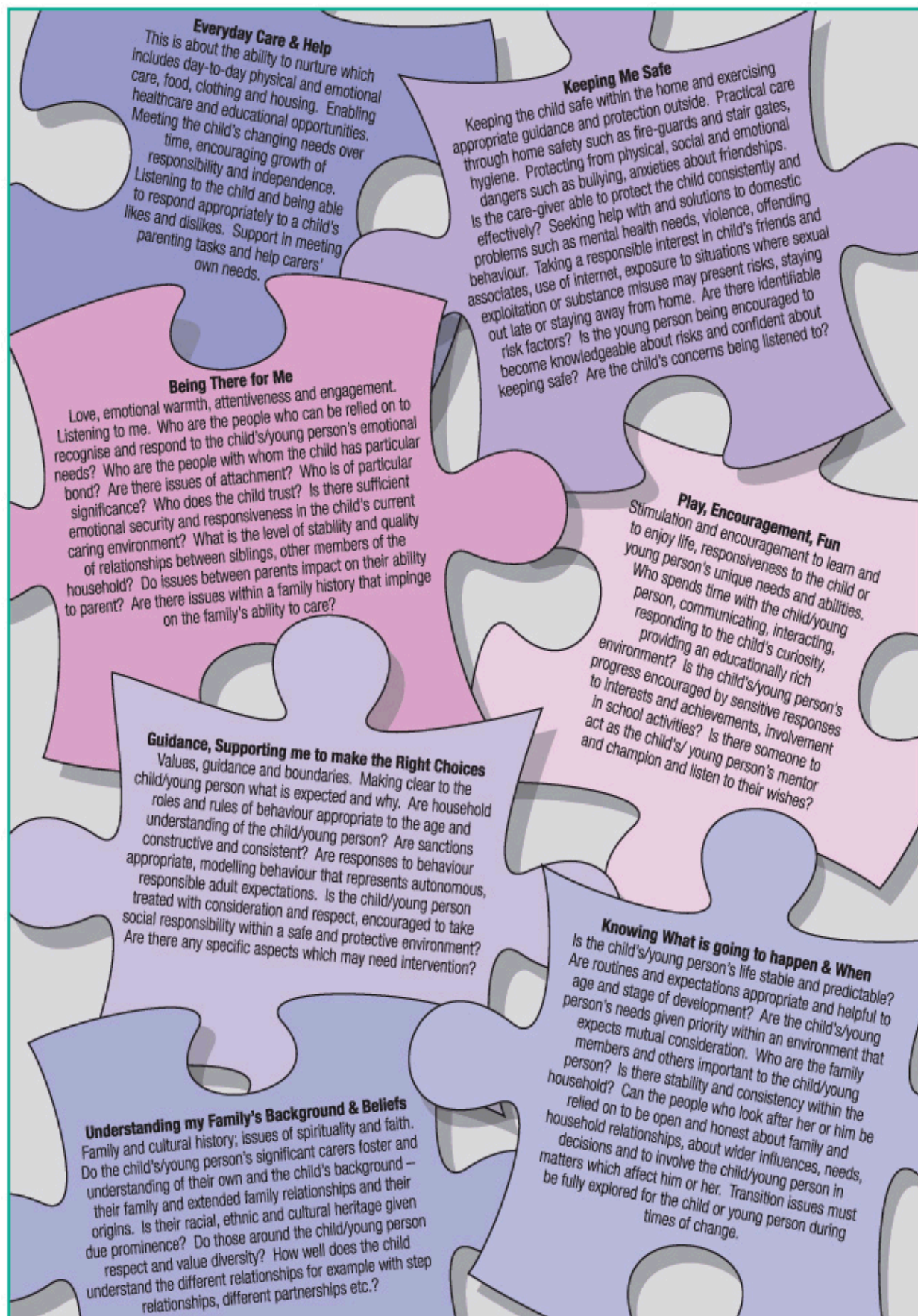


The triangle takes a holistic view of the whole child: physical, social, educational, emotional, spiritual, and psychological development.

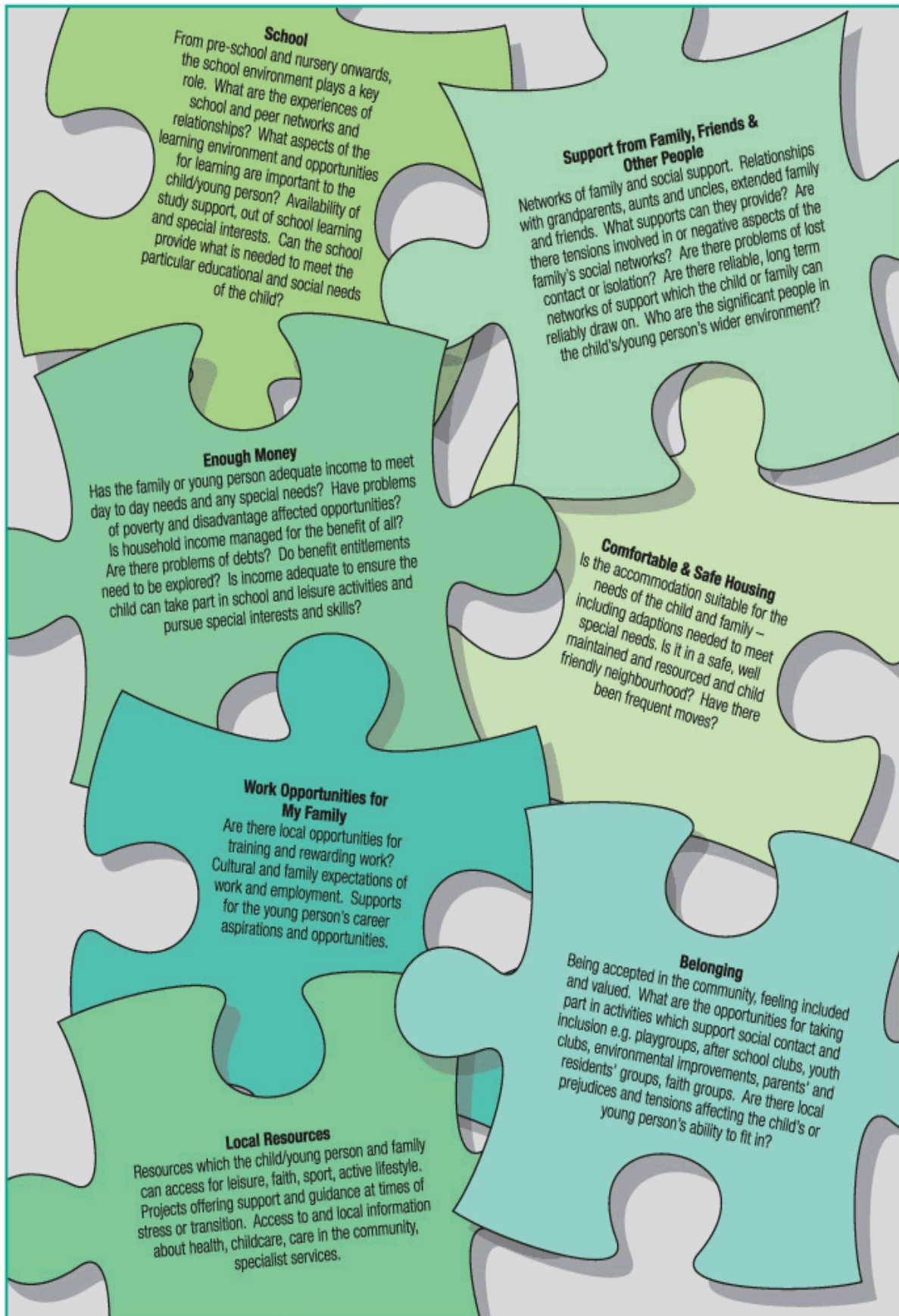
How I Grow and Develop



What I need from those who look after me



My Wider World



The Role of the Named Person

The Named Person:

- Works within Universal Services.
- Is a point of contact for child, parent, professionals and members of the community.
- Maintains agency records.
- Maintain the chronology.
- Updates the Childs details.

Who is the Named Person

- The Midwife, Pre Birth and just after.
- The Health Visitor until school age.
- Head Teacher, Depute Head, or Pupil support staff will normally carry out this role for school age children/young people.

The Role of the Lead Professional

The Lead Professional is **appointed when**

- At least two agencies are involved and delivering services to a child.
- There is a need for a coordinated action plan.

The Lead Professional is the person best placed to:

- Coordinate a Child's Plan.
- Arrange the review of the Child's Plan.
- Provide confident leadership.

Deciding the Lead Professional

Will be influenced by:

- Statutory responsibilities (if applicable).
- The kind of help a child or family needs.
- Previous contact, or a good relationship with the child.

Lead Professional will ensure

- That children and families are involved and supported.
- That participants in the plan work together to support the child/young person.
- The child/young person's situation is understood (analysis of information).
- Child's Plan is recorded and shared.
- Appropriate services are provided.
- Child's Plan is monitored and reviewed.

Building a Network of Support

Getting it right for every child aims to build a network of support to promote wellbeing. This will help ensure children and young people get the right help at the right time. The network will always include family and/or carers, and the universal services. If this is insufficient then targeted and specialist help can be called upon.



Links

The current Shetland GIRFEC pilot website

<http://www.shetland.gov.uk/socialwork-health/iafpilot.asp>

The National GIRFEC programme

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

The Highland Pathfinder

<http://www.forhighlandschildren.org/htm/girfec/girfec-agencydocs.php>

Contacts, help and support

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