

## Scalloway preschool Getting It Right For Every Child (GIRFEC) Policy

### Introduction

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.

Sometimes they - and their families - are going to need help and support.

No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The Getting it right for every child approach ensures that anyone providing that support puts the child or young person - and their family - at the centre.

Getting it right for every child is important for everyone who works with children and young people - as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty - rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making - and giving all our children and young people the best possible start in life.

### Building a network of support

Getting it right for every child aims to have in place a network of support to promote wellbeing so that children and young people get the right help at the right time.

This network will always include family and/or carers and the universal services of health and education. Many will draw support from their local community. Most of the child or young person's needs will be met from within these networks.

Only when support from the family and community and the universal services can no longer meet their needs will targeted and specialist help be called upon.

GIRFEC also supports immediate action when necessary to keep children or young people safe. This is shown in the diagram below which reads from the inside out.



### What is GIRFEC?

It's a consistent way for people to work with all children and young people. It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

## **What is GIRFEC? - (CONT)**

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it right for every child means

### **For children, young people and their families:**

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

### **For practitioners:**

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

### **For managers in children's and adult services:**

- Providing leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement Getting it right for every child
- Planning for the transition as staff in agencies move from the current working processes to the new child-centred processes

## **Foundations of Getting it right for every child**

The Getting it right for every child approach is based on solid foundations. There are ten core components and a set of values and principles which bring meaning and relevance at a practice level to single-agency, multi-agency and inter-agency working across the whole of children's services. They can be applied in any setting and circumstance where people are working with children and young people.

### **Core components**

Getting it right for every child is founded on ten core components which can be applied in any setting and in any circumstance.

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 co-ordinated and unified approach to identifying concerns, assessing needs, and 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 co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland

### **Core components - (CONT)**

7. A Named Person for every child and young person, and a Lead Professional (where necessary) to co-ordinate and monitor multi-agency activity
8. Maximising the skilled workforce within universal services to address needs and risks as early as possible
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

### **Values and principles**

The Getting it right for every child values and principles build from the Children's Charter and reflect legislation, standards, procedures and professional expertise:

- 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 that is 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 and what might be less helpful
- Respecting confidentiality and sharing information  
Sharing 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, their families and colleagues
- Making the most of bringing together each worker's expertise  
Respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

## Values and principles - (CONT)

- Co-ordinating help  
Recognising that children, young people and their 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.

### The Getting it right for every child approach

The Getting it right for every child approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

### National Practice Model

When assessment, planning and action are needed, practitioners can draw on the Getting it right for every child National Practice Model, which can be used in a single or multi-agency context, and:

- provides a framework for practitioners and agencies to structure and analyse information consistently so as to understand a child or young person's needs, the strengths and pressures on them, and consider what support they might need
- defines needs and risks as two sides of the same coin. It promotes the participation of children, young people and their families in gathering information and making decisions as central to assessing, planning and taking action
- provides a shared understanding of a child or young person's needs by identifying concerns that may need to be addressed.

The National Practice Model is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people. It allows practitioners to meet the Getting it right for every child core values and principles by being appropriate, proportionate and timely.

It is not intended or designed to replace existing methodologies but it does contain the key elements of a single planning process that should in turn lead to a single child's plan. As such, it can be used as a 'common tool' alongside and in conjunction with other processes and assessment tools.

It is a way for all agencies and workers who support children, young people and their families to begin to develop a common language within a single framework, enabling more effective inter- and intra- agency working.

Routine information needs to be recorded using the National Practice Model, in the same way as information recorded for children or young people who may need additional help. Information recorded in universal agency systems may become critical in understanding a child or young person's journey when he or she needs either enhanced single-agency or multi-agency support. This routine information may be of immense value in assessing a child's additional needs.

## National Practice Model - (CONT)

Using the National Practice Model in this consistent way allows practitioners in any agency or organisation to construct a plan and take appropriate action. It also allows for regular and consistent reviewing of the plan

National practice model diagram below

