

Getting it right for every child

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30 March 2010

Shelter Conference

What is GIRFEC ?

- *Getting it right for every child* :
- the national programme that **aims to improve outcomes** for all children and young people.
- across children's services '*Getting It Right for Every Child*' is the new approach which **puts the child at the centre**.
- It affects all services that impact on children (i.e. adult services working with parents/carers).
- It builds from universal services: moving crisis intervention to early intervention.
- It streamlines processes and uses IT to support best practice on information sharing.

Policy Framework

WHAT

Early Years Framework
Equally Well
Achieving our Potential

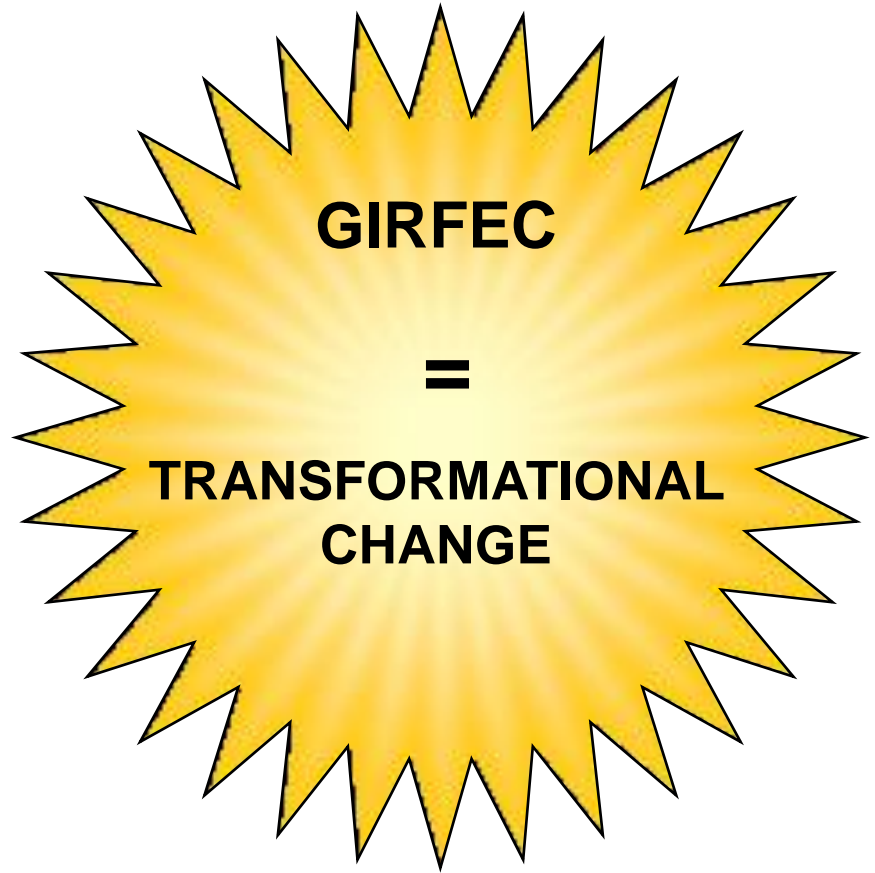
Curriculum for Excellence
Support for Learning
Youth justice
LAC

Better Health Better Care
Hall 4

Towards a Mentally Flourishing
Scotland

Meeting the Best Interests of
Children Facing Homelessness

HOW



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

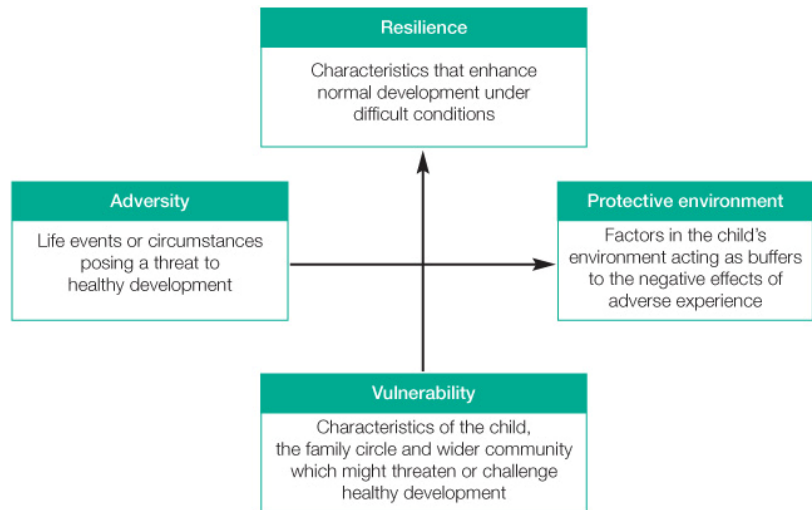
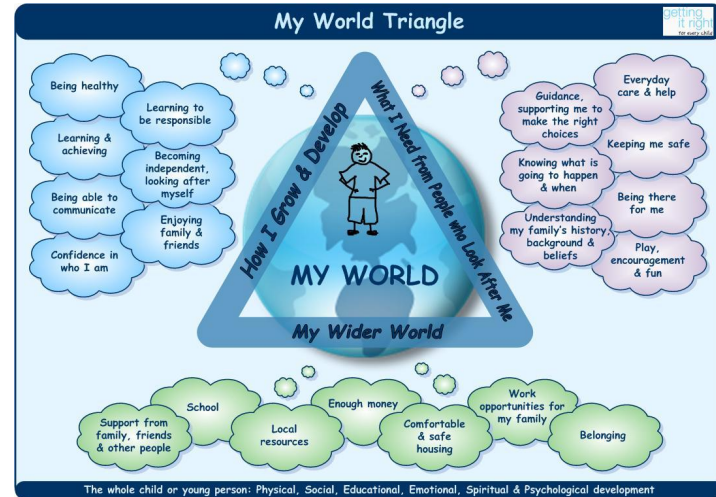
- Improving outcomes for children and their families.
- Common approach to gaining consent and sharing information where appropriate.
- Integral role for children in assessment, planning and intervention.
- Co-ordinated and unified approach , agreeing action and outcomes based on the *Well-being Indicators*.
- Streamlined planning, assessment and decision making - the right help at the right time.

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

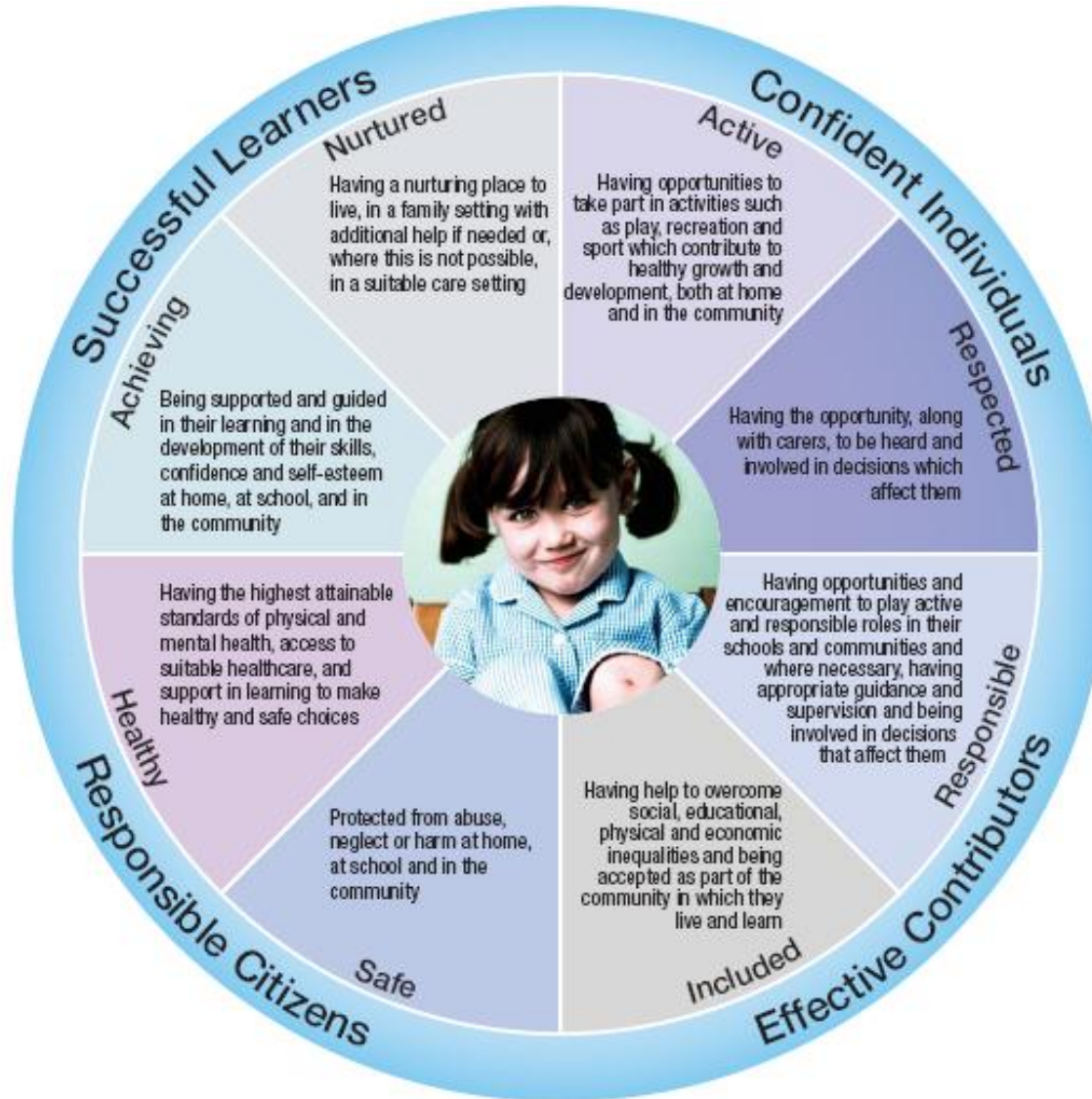
- Co-operation, joint working and communication.
- *A Lead Professional* to co-ordinate multi agency activity where necessary.
- Maximising the skilled workforce within universal services.
- A confident and competent workforce across all services.
- The capacity to share demographic, assessment, and planning information electronically.

Elements of the GIRFEC practice model

- My World Triangle
- Well-being wheel
- Resilience matrix



Well-being



The Scottish Government: vision for children - supported by eight well-being indicators

Supported by the 8 well-being indicators:

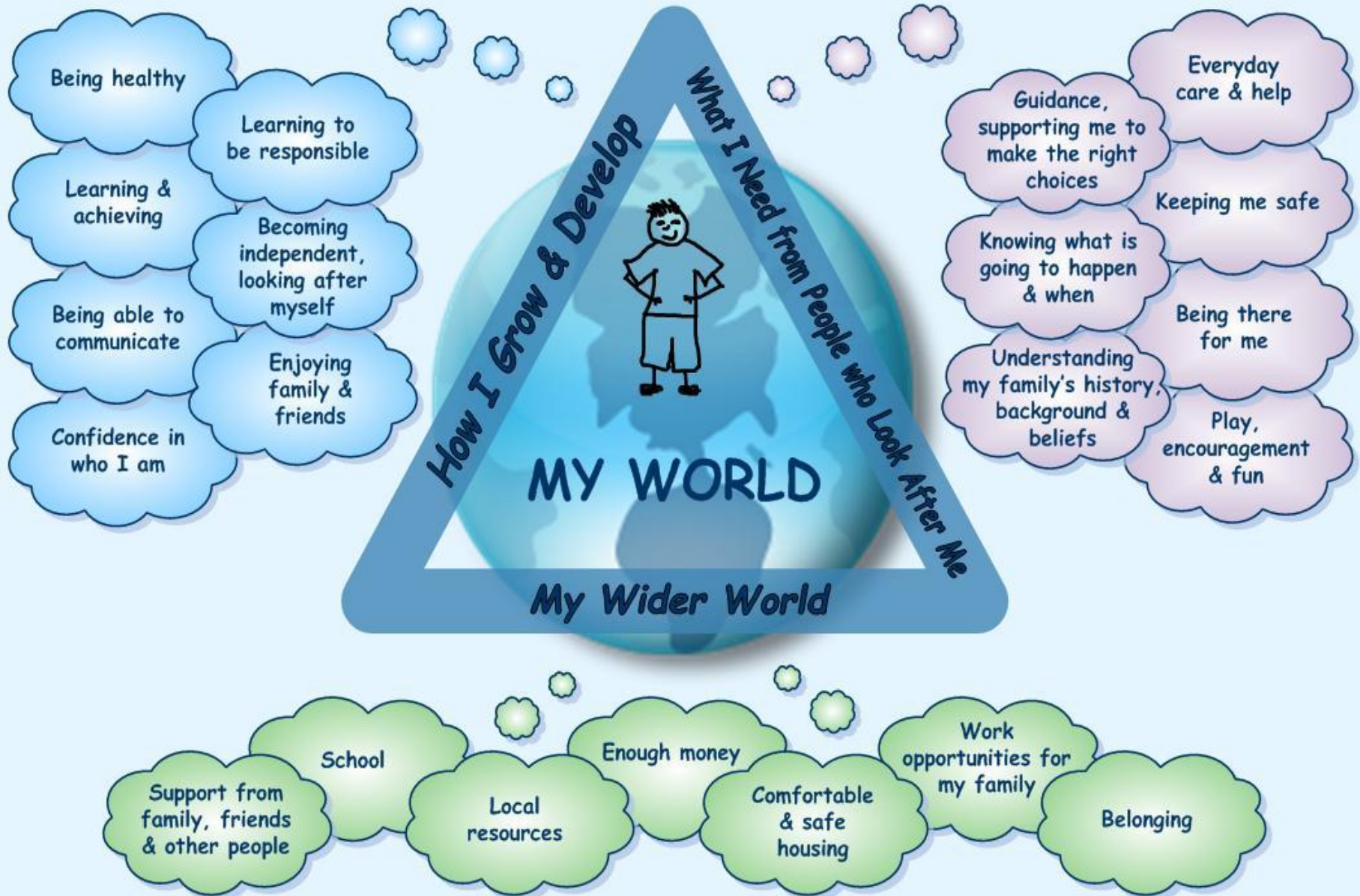
Safe/Healthy/Achieving/Nurtured/Active/

Respected/Responsible/Included

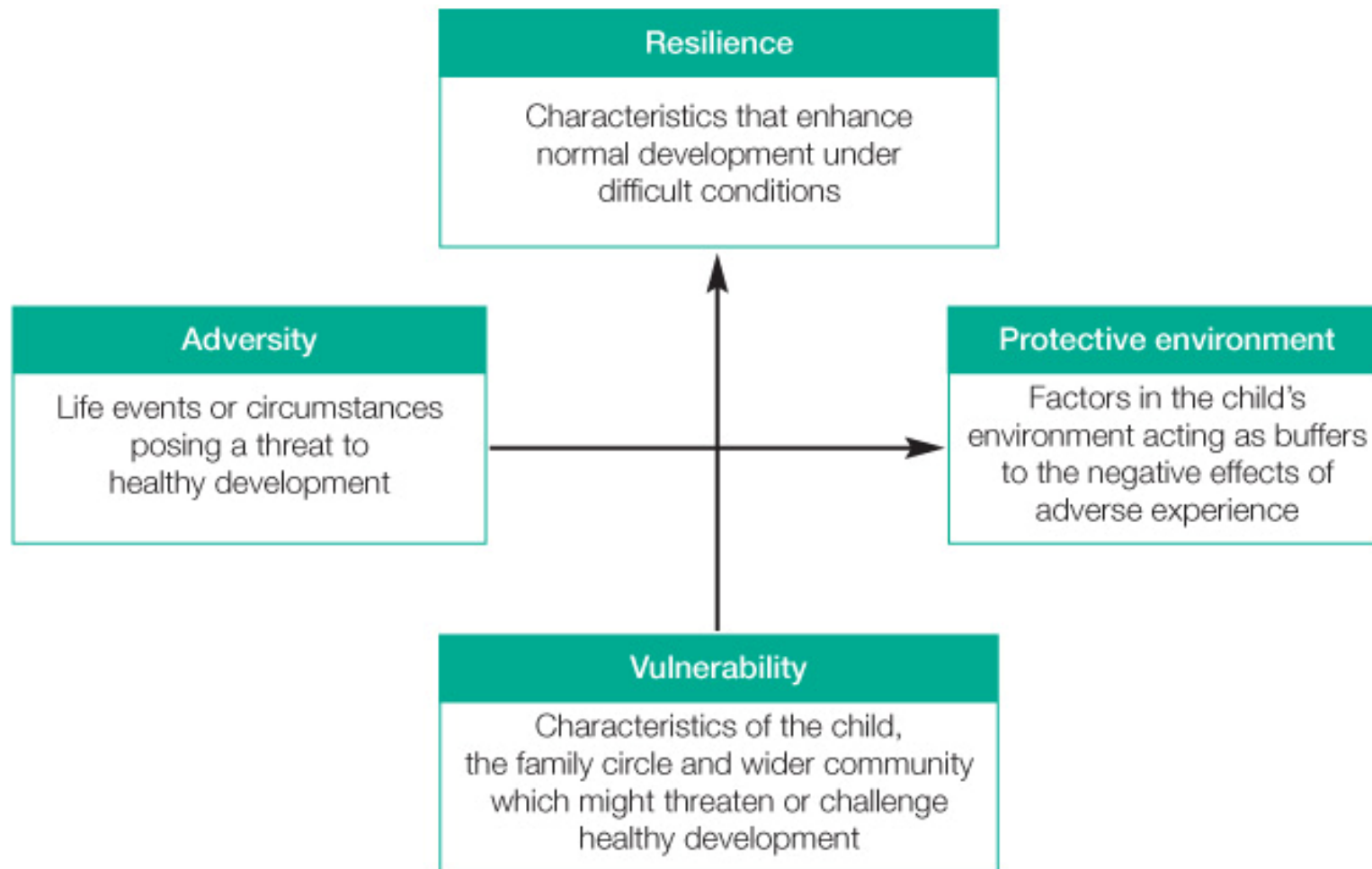
Children's well-becoming:

- **confident individuals**
- **effective contributors**
- **successful learners**
- **responsible citizens**

My World Triangle

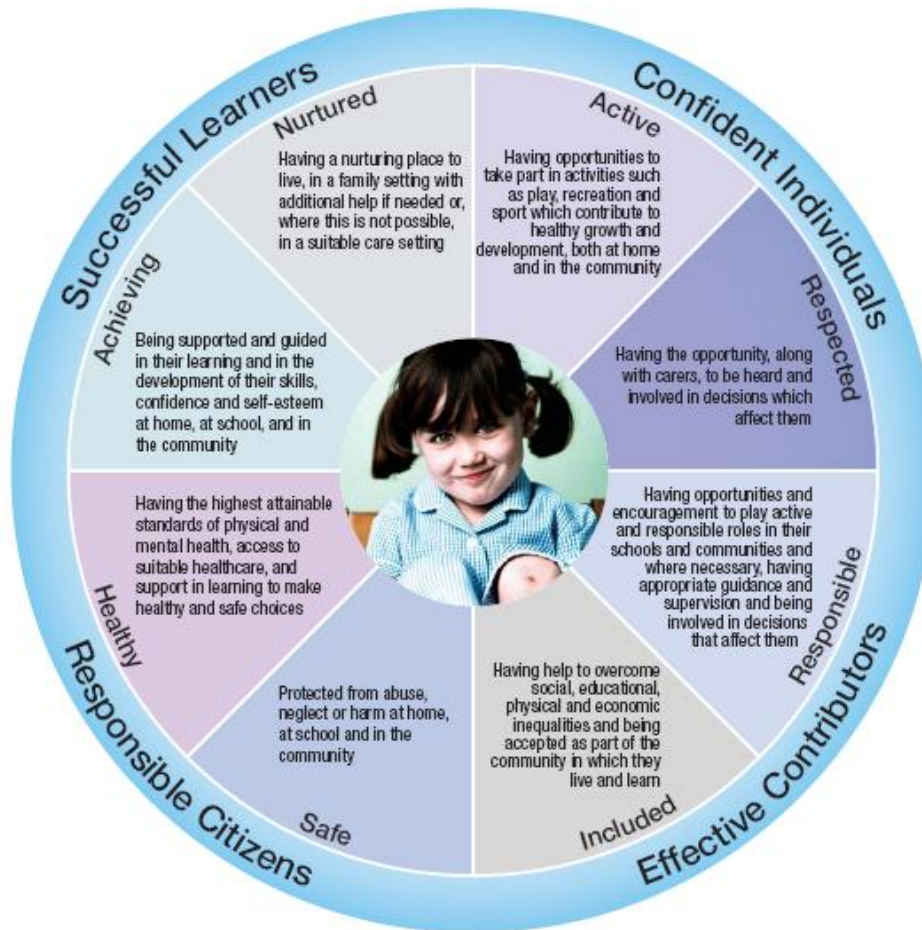


Resilience Matrix



Adapted from Daniel, B., Wassell, S. and Gilligan, R. (1999) *Child Development for Child Care and Protection Workers*, Jessica Kingsley Publishers Ltd., London and Philadelphia and Daniel, B. and Wassell, S. (2002) *Assessing and Promoting Resilience in Vulnerable Children*, Jessica Kingsley Publishers Ltd., London and Philadelphia.
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Planning action and reviewing outcomes



Where necessary develop a plan that sets out what needs to be done to improve this child's outcomes.

Use the well-being indicators to structure the plan and measure improvement.

Review the outcome of the plan with the child, young person and family and involve them at all stages.

When two or more agencies are involved, the plan is coordinated by a Lead Professional.

The GIRFEC Practice Model

Well-being

Assessment
Appropriate, Proportionate, Timely

Well-being



Resilience Matrix used when required for more complex situations



Observing & Recording
Events/Concerns/Observations/Other Information

Gathering Information & Analysis

Planning, Action & Review

Housing workers have an important role to play in children's lives

- Noting concerns and taking action.
- Working to provide adequate housing to alleviate pressure.
- Supporting and advising child and family in the community.
- Contributing to assessment.
- Partner to a Child's Plan.

Learning from pathfinders

- 2/3rds of children with a single plan showed improvements in well-being.
- 50% fewer children on CPR- but more with plans.
- Decrease in non-offence referrals to the children's reporter of 70 %.
- Average tariff score of the lowest attaining 20% of S4 pupils in Highland exceed the average scores for the lowest 20% across Scotland as a whole.
- The length of time children are looked after away from home is beginning to fall.

Learning from pathfinders

- Education, health and social workers all being asked for fewer reports.
- Social work have reported an improvement in the appropriateness of requests for their involvement and that plans are now outcome focused.
- Overall, Agencies -
 - freed up staff to spend more time supporting children, instead of writing reports;
 - improved information sharing and reduced bureaucracy.

How

Early Information Sharing (Named Person)

Building Capacity.

Common Language.

Single Assessment Plan & Review Process.

Refined & Focussed Meetings System.

Outcome not Output Focussed.

Assessment Determines Response.

The role of the central GIRFEC team

Ensuring joined - up
Government
Policies

Working to develop
Scrutiny Systems
that recognise
GIRFEC practice

Directly Engaging
and Supporting
Implementation
With
CPP's

Supporting Improved
Practice with
e-Systems and
Workforce Development

Next Steps

- Themed evaluation reports.
- Guide to implementation being produced.
- Future Scrutiny of Children's services Seminar
- On-going: development of national electronic information sharing solutions under eCare framework.
- National implementation planning.

Keeping updated

- SG website
www.scotland.gsi.gov/gettingitright
- Partner Newsletter
- Learning Community