

Getting it right for every child (GIRFEC) Policy Statement

Introduction

1. The Scottish Government's ambition is to work in partnership with children, young people, families, organisations and communities to make Scotland the best place to grow up. Through Getting it right for every child (GIRFEC), everyone in Scotland can work together to help children and young people grow up loved, safe and respected so that they realise their full potential. We want all children and young people to live in an equal society which enables them to flourish, to be treated with kindness, dignity and respect, and to have their rights upheld at all times.
2. GIRFEC is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). Together, these will create a Scotland where children and young people are recognised as citizens in their own right and where their human rights are embedded in all aspects of society - a Scotland where policy, law and decision making takes account of children's rights and where all children and young people have a voice and are empowered to be human rights defenders.
3. We remain fully committed to embedding GIRFEC at the heart of our policies and services, building on the considerable achievements and good practice established since 2006¹. This is more important than ever, given the current landscape, including:
 - opportunities brought about by the upcoming incorporation of the UNCRC into Scots law;
 - publication of The Promise and the Plan 21-24²;
 - a continued commitment to eradicate child poverty; and,
 - learning from experiences of living through the Covid-19 pandemic
4. This document sets out the Scottish Government's refreshed national policy on GIRFEC and outlines how this approach should be delivered in partnership

¹ <https://www.gov.scot/publications/child-adolescent-health-wellbeing-scotland-evidence-review/>

² [Plan 21-24 - The Promise](#)

across all sectors and services, to ensure that children, young people and families receive the right support, at the right time.

5. GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. Through a common understanding of wellbeing, we recognise that children and young people need to grow up safe, healthy, achieving, nurtured, active, respected, responsible and included, so that they can become confident individuals, effective contributors, successful learners and responsible citizens. GIRFEC was developed based on evidence, is internationally recognised and an example of a child-rights-based approach. It has been locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice for the benefit of babies, infants, children, young people and their families³.

6. While progress in improving outcomes for children and young people through GIRFEC has been evidenced over time^{4 5}, there remains challenges in implementation of particular aspects of the GIRFEC practice approach, with some uncertainty following the Supreme Court ruling that meant Parts 4 and 5 of the Children and Young People (Scotland) Act 2014 were not commenced. More recently, a reference by the UK Government of aspects of the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill to the Supreme Court has determined that certain provisions are outwith the legislative competence of the Scottish Parliament. This document seeks to reassure leaders, managers and practitioners about how GIRFEC can be delivered within the current legislative and policy framework of rights, information sharing, and delivery of supports and services to children and their families.

³ Throughout this document, "children and families" refers to children and young people under the age of 18, their parents and carers. Please go to Annex A for clarity on age of the child and definitions of a parent as recognised in this document

⁴ Review of Findings from the Inspection Programme 2012-2017, Care Inspectorate 2019, <http://www.careinspectorate.com/images/documents/4781/Review%20of%20findings%20joint%20inspection%20services%20for%20children%20and%20young%20people%202012-17.pdf>

⁵ Integrated Children's Services in Scotland: Practice and Leadership An assessment of progress and improvement, Children in Scotland 2019, <https://childreninscotland.org.uk/wp-content/uploads/2018/06/Integrated-Childrens-Services-Report.pdf>

7. It is essential that practitioners providing support to children and families have the skills, knowledge and understanding to build relationships and deliver GIRFEC effectively, and to make sure children and families understand how their rights will be respected, protected and fulfilled. This Policy Statement is accompanied by Statutory Guidance for Assessment of Wellbeing as per Part 18 – section 96(2) of the Children and Young People (Scotland) Act 2014, and refreshed practice guidance on information sharing, the role of the named person, the role of the lead professional, and using the National Practice Model.

Policy and Legislative Context

8. In supporting our ambition to make Scotland the best place to grow up, the National Performance Framework (NPF, 2018)⁶ sets out a collaboratively developed vision to create a more successful country with opportunities for all to flourish through increased wellbeing and sustainable and inclusive economic growth. The NPF aims to support everyone in Scotland to work together to achieve our national outcomes, which includes the outcome, *'all children grow up loved, safe and respected so that they realise their full potential.'* In line with our holistic understanding of the wellbeing of children, young people and families, as set out in the GIRFEC approach, we recognise that the effective implementation of GIRFEC also benefits and contributes to all of our national outcomes.

⁶ National Performance Framework, <https://nationalperformance.gov.scot/>



Figure 1: National Performance Outcomes

9. GIRFEC puts the rights of children and the young people at the heart of good practice. The UNCRC is a holistic framework for the rights of all children and a universally agreed set of minimum child rights standards. Children's rights and wellbeing are intrinsically linked and are mutually reinforcing. Where a child's rights have been respected, protected and fulfilled, their wellbeing should improve. Where a child's wellbeing is flourishing, they are better able to enjoy their rights, and defend their rights and the rights of others.

10. It is widely recognised that full realisation of children's rights requires proactivity on the part of public authorities and not only those working with children and young people but to all bodies undertaking public functions. Children's rights are not just relevant to services for children and young people but

in the decisions made and actions taken to deliver adult services as these impact on the rights and wellbeing of children and young people. It is vital to the realisation of children's rights that all those undertaking public functions consider children's rights in their work.

11. The 54 UNCRC articles⁷ set out the civil, political, economic, social and cultural rights of every child. These articles are equal and apply from birth. Running through these are 4 General Principles which play a fundamental role in realising children's rights. These are:

- Non-discrimination – the Convention applies to every child without discrimination
- Best interests of the child – must be a top priority in all decisions and actions that affect children
- Right to life, survival and development – every child has a right to life and governments must do all they can to ensure that children survive and develop to their full potential
- Respect for the views of the child – every child has the right to express their views, feelings, and wishes in all matters that affect them and have those views considered and taken seriously.

12. The Scottish Government's Child Rights and Wellbeing Impact Assessment (CRWIA⁸) is a key tool that those engaging with children and young people in Scotland can use to take a child rights-based approach. The CRWIA is a purpose built policy and legislation impact assessment designed for use by Scottish Government, public bodies and children's services, however, it can be used by anyone. CRWIAs utilise both UNCRC and GIRFEC frameworks to assess the potential impact of a policy or measure on children's rights and wellbeing. The CRWIA covers individual children and young people, and groups of children, up to the age of 18. The use of CRWIAs also encourages the participation of children and young people in decision-making. It is intended to help us champion the interests

⁷A summary of the UN Convention on the Rights of the Child, Unicef, [UNCRC summary-1_1.pdf \(unicef.org.uk\)](https://www.unicef.org/uncrc)

⁸<https://www.gov.scot/policies/human-rights/childrens-rights/>

of children and young people, as well as challenge us to think about what more we can do to place children and young people at the centre of our policies.

13. Making Scotland the best place to grow up depends upon creating the right conditions within a child and young person's wider world through societal infrastructure, community resources and networks, and supports and services for families.

14. There are strong links to the Child Poverty (Scotland) Act 2017⁹ and to the national mission to tackle child poverty. Article 27 of the UNCRC makes clear that every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development – that is why we must work together to help increase household incomes and reduce costs, ensuring families have the financial resources they need.

15. The Christie Commission¹⁰ on the Future Delivery of Public Services continues to be highly relevant to how we deliver services for children and families. We continue to work to ensure that effective services must:

- be designed and delivered with and not to people, and must work closely with individuals to understand their needs;
- prioritise preventative measures and early intervention;
- work together to achieve outcomes and tackle fragmentation and complexity in the system.

16. The outcome of the Independent Care Review: The Promise, outlines the transformational change that is required to ensure that services are centred around people to create a country that cares. We are working to ensure that for services to be effective they must:

- be shaped around children and families instead of around policy areas, budgets, legislation or monitoring;

⁹ [Child Poverty \(Scotland\) Act 2017 \(legislation.gov.uk\)](#)

¹⁰ Christie Commission on the future delivery of public services, 2011, [Christie Commission on the future delivery of public services - gov.scot \(www.gov.scot\)](#)

- meet the needs of children and families and stand ready to be accessed where they are needed and when they are needed; and,
- listen to care experienced children and young adults in the delivery, inspection and continuous improvement of services and of care.

17. Within Children's Services Planning, Part 3 of the Children and Young People (Scotland) Act 2014¹¹ seeks to improve outcomes for all children and young people in Scotland by ensuring that local planning and delivery of services is integrated and focused on supporting and promoting children and young people's wellbeing. It places a renewed emphasis on early intervention, prevention and collaborative working using the values and principles of GIRFEC.

18. Part 3 requires each local authority and its relevant health board to produce a Children's Services Plan every 3 years, in collaboration with its planning partners, which should include children, young people and families. These plans should reflect a strategic approach to the delivery of children's services which:

- include all local children, young people's and related services including other public bodies, the third sector and private sector providers;
- safeguards, supports and promotes the wellbeing of children and young people in the area concerned;
- ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising;
- is most integrated from the point of view of recipients; and,
- constitutes the best use of available resources.

19. Taken together, these aims are about creating and maintaining a local environment which facilitates effective GIRFEC practice for children and families. The Children's Services Plan itself is the description of how public bodies and their partners will work together to achieve this, providing services which are organised and equipped to deliver high-quality, joined-up, trauma informed and responsive and, where possible, preventative support to children and families.

¹¹ Children's services planning: guidance, 2020, <https://www.gov.scot/publications/children-young-people-scotland-act-2014-statutory-guidance-part-3-childrens-services-planning-second-edition-2020/pages/1/>

20. Children's Services Plans reflect the wider world of children and young people. They cover children's services as well as wider services for adults, parents, families and communities which all have an impact on children and young people.

21. Over the last decade, those working with children and families have developed effective practice to turn the aspirations of GIRFEC into a practical reality for children, young people and families. GIRFEC is now well established in most Community Planning Partnership areas with examples of integrated structures, joined up processes and common terminology, resulting in children and young people's wellbeing needs being identified and addressed at an earlier stage.

22. Part 1 of the Children and Young People (Scotland) Act 2014 also places a duty on specified public authorities to report every 3 years on the steps they have taken in that period to secure better or further effect of the requirements of the UNCRC. Some¹² public authorities to which Part 1 applies will also be subject to duties under Part 3 Children's Services Planning; in particular, local authorities and health boards. The Part 1 guidance¹³ notes that while there is no requirement within Part 3 for local authorities and relevant health boards to adopt a child's rights-based approach within their children's services planning process or to link with the Part 1 duty, given the complementary timescales, alignment of the Part 1 and Part 3 duties may benefit both processes by providing a structure within which to plan, review and report on children's rights, cementing the link between fulfilling children's rights and promotion of their wellbeing.

¹² Subject to the commencement of the UNCRC Bill, following the outcome of legal proceedings before the Supreme Court, reporting duties under section 15 of the UNCRC Bill will replace this duty. Section 6(1) of the UNCRC Bill will, if commenced (albeit in a revised form), require public authorities not to act incompatibly with the UNCRC requirements. Section 15 of the UNCRC Bill, if commenced in its current form, will place a duty on listed authorities to report on what they have done in the previous 3 years and what they plan to do in the next reporting period to: (i) comply with the section 6(1) duty; and (ii) secure better or further effect of the rights of children. The Scottish Government is considering the most effective way to respond to the Supreme Court decision but remains committed to the incorporation of the UNCRC.

¹³ <https://www.gov.scot/publications/guidance-part-1-section-2-duties-public-authorities-relation-uncrc/>

Policy Statement

23. GIRFEC as a strengths-based approach seeks to realise children's rights on a day to day basis and is therefore underpinned by key values and principles:

- **Placing the child, young person and family at the centre**, and promoting choice, with full participation of children, young people and families in decision-making;
- **Working in partnership with families to enable a rights-respecting, strengths-based, inclusive approach;**
- **Understanding wellbeing as holistic and interconnected**, with a child or young person's developmental experiences understood within the wider context and influences of family, community and society;
- **Valuing diversity and ensuring non-discrimination;**
- **Equitably tackling multiple and intersecting forms of inequality;**
- Shifting resources and support towards providing an **early offer of support** to improve outcomes for children, young people and families; and,
- **Joint working in a culture of co-operation and communication** between practitioners and services, both locally and nationally across Scotland.

24. Based on these principles, GIRFEC is about strengthening the wellbeing of children and young people as well as providing support if and when needed. This is delivered through the core components of:

- a **named person** who is a clear point of contact for children, young people and families to go to for support and advice. A named person can also connect families to a wider network of support and services so that they get right help, at the right time, from the right people;
- a **shared and holistic understanding of wellbeing** and a single model of how this can be considered and supported; and,
- a **single, shared approach to planning** for children's wellbeing where support across services is needed, co-ordinated by a **lead professional**.

25. This is supported by use of the National Practice Model which sets out a shared framework and approach to identification, assessment and analysis of wellbeing needs. It provides a consistent way for practitioners to work with

children, young people and their families to understand the child's individual growth and development in the context of their rights, unique family circumstances and wider world, exploring strengths, resilience, adversities and vulnerabilities.

26. Wellbeing is considered and assessed across the aspects of children and young people being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These are the wellbeing indicators as referred to within section 96(2) of the Children and Young People (Scotland) Act 2014, commonly known as SHANARRI. These wellbeing indicators are also based on UNCRC rights and requirements. They are overlapping and connect areas that are fundamental to understanding what children and young people need in order to grow, develop and thrive.

Continuum of need

27. The GIRFEC approach is for all children and young people, including those with temporary, longer term, or permanent needs. This includes, but is not limited to, children with an additional support need or a disability; young carers, children who experience inequality and adversity in relation to their gender or gender identity, ethnicity or race, sexual orientation, experience of poverty, refugee, asylum or immigration status; and children who are at risk of neglect or abuse, including those in conflict with the law or at risk of being in conflict. This list is not exhaustive. GIRFEC recognises that children and young people may have multiple and overlapping experiences on their continuum of need which must be considered on an individual basis.

28. The wellbeing and needs of children and young people can also be impacted by social inequalities, such as poverty, housing and local resources, or gender inequality. Addressing the social and economic circumstances in which people live is therefore essential to supporting children, young people and families. Addressing multiple and overlapping inequalities is key to preventing long term adversity and trauma.

29. Growing up experiencing adversity or trauma such as abuse, neglect, domestic abuse, community violence, homelessness or growing up in a household

where adults are experiencing mental health, alcohol or drug use problems can impact on a child or young person's healthy development and potentially have long-lasting impacts into adulthood. There are critical moments when timely and proactive support can make a long term difference to a child or young person. For example when a child or young person experiences a significant loss (e.g. imprisonment or death of a parent) or an adult they depend on is experiencing significant struggles (e.g. addiction or mental health difficulties) or their emotional security is affected by a transition between a school or service. Evidence shows that having safe, supportive relationships with trusted adults helps children and young people to address and overcome adversity and trauma, and go on to thrive and achieve their full potential.

30. Children's wellbeing can also be impacted by an additional support need, creating a barrier to their learning. Article 28 of the UNCRC makes clear that children and young people have the right to education no matter who they are. It is vital that additional support needs are identified, provided for and reviewed in line with the Additional Support for Learning¹⁴ framework to ensure that children and young people can access the right support at the right time, from the right people in order that they fully benefit from their education.

31. Article 19 of the UNCRC requires Governments to do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment while in the care of their parents or anyone else who looks after them. Child protection processes fall at the urgent end of a continuum of services which include prevention and early intervention. The GIRFEC principles and approach are consistently applicable. Children who are subject to child protection processes may already be known to services and may already have a child's plan in place. Child protection processes should build on existing knowledge, strengths in planning and partnerships to reduce the risk of harm, and to meet the child's needs.

¹⁴ [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2004/10/section/1)

32. The National Guidance for Child Protection in Scotland 2021¹⁵ reflects this integration of child protection within the GIRFEC continuum and uses GIRFEC language and core components to frame identification and proportionate responses to child protection concerns within the national practice model. The guidance outlines the continuum of support for all children, from universal support through to protection from significant harm, underlining that the wellbeing and safety of children are indivisibly connected. There is a clear articulation of the importance of GIRFEC to protecting children, particularly in recognising that all children must receive the right help at the right time.

33. Within the GIRFEC framework is a range of support from universal, additional, specialist and intensive services which can be delivered through single agencies or jointly through an integrated approach. The network of support is shown in the diagram below:



34. The diagram reads from the inside out with support closest to the child or young person and illustrates:

- Family and community provide everyday support and care
- Universal provision supports development and builds resilience
- Additional support works to overcome disadvantage and supports learning

¹⁵ [National Guidance for Child Protection in Scotland 2021 - gov.scot \(www.gov.scot\)](http://www.gov.scot)

- Specialist and intensive help addresses more complex needs that impact health and wellbeing
- Compulsory intervention ensures action to overcome adversity and risk

Keeping the Promise

35. GIRFEC, the UNCRC and the Care Review Promise¹⁶, are an indivisible part of how we deliver Scotland's vision for children, young people and families.

36. GIRFEC can contribute to the platform for developing work on family support and delivering the Promise. There is a shared commitment to build on the foundations of the Promise to Scotland's children, young people and families, to reorganise how we think, plan and prioritise for children, young people and their families. Those foundations of Voice, Family, Care, People, and Scaffolding of the Promise carry over into the first of three Plans - The Plan 21-24 with priorities in A Good Childhood, Whole Family Support, Supporting the Workforce, Planning and Building Capacity.

37. There is a challenge also to look afresh at how we communicate and engage with children and young people about how we support them. We need to consistently consider our language and how we improve our interactions. Children and young people must be listened to, and meaningfully and appropriately involved in decision making about their care, with all those involved properly listening and responding to what they want and need. There must be a compassionate and caring decision making culture focused on children and young people and those they trust.

38. Staying Together and Connected: Getting it Right for Sisters and Brothers our National Practice Guidance¹⁷ reflects our ambition to act on what we have heard. We listened to people with experience of care, who told us that separation from their sisters and brothers had a lifelong impact. The guidance puts children's wellbeing at the centre of decision making, with the voices of children reflected

¹⁶ The Promise, Independent Care Review, 2021, <https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf#page=1>

¹⁷ [Staying together and connected: getting it right for sisters and brothers: national practice guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/staying-together-and-connected-getting-it-right-for-sisters-and-brothers-national-practice-guidance/pages/1-10.aspx)

throughout its development. Of crucial importance is the expectation that siblings should share a home, away from home, where it is appropriate to do so. When that is not possible the Guidance offers creativity to professionals to promote brothers' and sisters' time together, where appropriate.

Achieving our Ambition

39. GIRFEC is an internationally recognised, ground breaking policy, which continues to be our national approach to improving outcomes for children and young people, since its inception in 2006. GIRFEC creates the conditions where children and young people can flourish, realise their potential and go on to build a Scotland that is even better for future generations. The aspirational values and principles, alongside the core components, give us a clear framework to support implementation of the UNCRC and The Promise, to make life better for all children in Scotland.

40. GIRFEC implements standards for equality set out in the Equality Act (2010)¹⁸ and the UNCRC. In doing so, it places the eradication of social and economic inequality at the heart of strategies that promote the wellbeing of children and young people. It prioritises an equitable approach that considers each child or young person's unique circumstances. Recognising and tackling multiple and overlapping inequalities is key to creating a successful country where all can thrive. Commitment to the eradication of child poverty, gender inequality and inequality related to disability, ethnicity, gender identity, sexual orientation, experience of care, immigration, refugee and asylum seeker status is fundamental to our success. Eradication of all forms of inequality cannot be achieved by one person alone, and every professional working with children and young people has a part to play¹⁹.

41. Significant progress has been made in embedding GIRFEC to support children and young people in Scotland. When GIRFEC is put into practice fully, we know it works well and makes a positive difference. It provides a consistent

¹⁸ [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

¹⁹ Specific policies, guidance papers, training and best practice can be found on Annex B

framework and shared language for children and families, those in the workforce directly supporting children and families, the strategic planning and delivery of children's services (which includes related services such as adult and community-based services), and in shaping national policy.

42. However, we also know that putting GIRFEC into practice is inconsistent across Scotland. Good practice needs to be shared and replicated, and meaningful involvement with children and young people must be undertaken. Identification of need, and therefore resources and support, must be provided sooner. We must continue working in partnership with children, young people and their families, taking a holistic approach to wellbeing, recognising that a child's wellbeing is experienced within the context of their family, local community and wider society.

43. We acknowledge the significant progress made so far in embedding GIRFEC by practitioners working alongside children, young people and families across Scotland. We now have an opportunity for transformation. We can focus on recovery and renewal from the pandemic, making sure there is strategic coherence across all policy areas affecting children and young people. Building on the bedrock of children's rights, we have the opportunity to embed GIRFEC, creating the conditions for Scotland to be the best place for children and young people to grow up.

44. We will continue working with children, young people and their families to ensure that they fully understand, and are involved in, all areas of GIRFEC practice.

What's Next?

45. The Scottish Government's Strategic Narrative Discussion Paper – Transforming Outcomes for Children, Young People and Families outlines the UNCRC as the foundation for GIRFEC and comments on what has been mentioned above, that when GIRFEC is put into practice fully, it works well and makes a positive difference.

46. Therefore during the renewal and recovery from Covid-19, we will strive to use our knowledge and learning to understand better the barriers to effective implementation of GIRFEC in beginning to address these through stakeholder engagement, not only with the leaders, managers and practitioners but also learning from and including the experiences of children, young people and families.

47. As announced by the Deputy First Minister in September 2019, we will repeal Parts 4 and 5 of the Children and Young People (Scotland) Act 2014. Following this publication of the refreshed Policy Statement, and accompanying documents of Statutory Guidance for Wellbeing Assessment and Practice Guidance on Information Sharing, the role of the named person, the role of the lead professional and using the National Practice Model, further Practice Guidance on Planning for Children will also be completed.

48. The Scottish Government remains committed to the incorporation into law of the United Nations Convention on the Rights of the Child to the maximum extent possible, as soon as practicable.

Getting it right for every child team
Scottish Government
November 2021

Annex A

49. Age of a Child

GIRFEC and the UNCRC (as it will be incorporated into Scots law) applies to everyone under 18. Before birth, midwives and maternity professionals can apply the values and principles of GIRFEC and support to the parents in considering their wellbeing, and that of the unborn baby. During a child's life, GIRFEC then continues to apply to children and young people up to the age of 18, or older if still at school, including young people who have left school but are not yet 18. Where young adults have specific needs, other legislation ensures ongoing support for them beyond 18 years of age, including the Education (Additional Support for Learning) (Scotland) Act 2004²⁰, where the definition of a child is up to 19 where they are still at school. The Children and Young People (Scotland) Act 2014, extends continuing care for eligible young adults up to the age of 21 and after care for young adults who have care experience, up to the age of 26. These Acts ensure ongoing support for these young adults beyond the ages defined above in the GIRFEC framework.

50. Definition of Parent

This document uses the term 'parent' with the same meaning as the Children (Scotland) Act 1995²¹. Parent includes a person who is a genetic parent of a child, a parent by adoption, and those who are parents by virtue of Human Fertilisation and Embryology legislation²². In this document, the term also embraces a person who has parental responsibilities in relation to the child, who has the care of a child in fact, or who is a guardian of the child or young person whether appointed by parents or the court.

²⁰ [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(legislation.gov.uk\)](#)

²¹ [Children \(Scotland\) Act 1995 \(legislation.gov.uk\)](#)

²² [Human Fertilisation and Embryology Act 2008 \(legislation.gov.uk\)](#)

Annex B

Equality and Rights Legislative and Policy Context

51. GIRFEC acknowledges that children can experience multiple and overlapping inequalities, and as a result have unique circumstances that must be addressed in a child focused holistic manner. Scotland has many policies for eradicating inequalities that underpin this approach.

52. Scotland's Race Equality Framework²³ sets out a cross section of outcomes related to community cohesion and safety; participation and representation; education and lifelong learning; employability, employment and income; and health and home.

53. A Fairer Scotland for Disabled²⁴ people is based on the social model of disability, is rooted in the United Nations Convention on the Rights of Persons with Disabilities, and the independent living movement, where disabled people can live the life they choose, participating equally alongside other citizens.

54. The New Scot Integration Strategy²⁵ aims to integrate refugees and asylum seekers into Scottish communities from day one of arrival. A refugee is entitled to the same social and economic rights as any UK citizen.

55. The Fairer Scotland Action Plan²⁶ outlines Scotland's approach to ending child poverty with a focus on maximising family incomes, boosting life chances and helping build sustainable communities.

56. The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity. It requires all public authorities to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and to foster good relations between persons who share one or more of

²³ [Race equality framework for Scotland 2016 to 2030 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/race-equality-framework-2016-to-2030/pages/1-introduction.aspx)

²⁴ [Fairer Scotland for disabled people: progress report - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/fairer-scotland-for-disabled-people-progress-report/pages/1-introduction.aspx)

²⁵ [New Scots: refugee integration strategy 2018 to 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/new-scots-refugee-integration-strategy-2018-to-2022/pages/1-introduction.aspx)

²⁶ [Fairer Scotland action plan: progress report 2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/fairer-scotland-action-plan-progress-report-2020/pages/1-introduction.aspx)

the protected characteristics²⁷ listed in the Act, which includes age, and those who do not.

57. All children can be negatively impacted by inequality through a combination of forms of discrimination against children on the grounds of sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity or other characteristics, and to discrimination suffered by those who have, or who are perceived to have, those characteristics. For example this may include, exposure to harmful gender stereotypes; gender based harassment or violence; and domestic abuse.

58. These experiences have long term social, economic and health impacts. Some children are more likely to experience negative outcomes because, intersectional discrimination, in which different types of discrimination intersect and interact (the intersection of gender and ethnic discrimination, for example).

59. This may include, girls with experience of poverty or having spent time in residential care, or girls with one or more of the protected characteristics such as disability, ethnicity, gender identity, sexual orientation.

60. Equally Safe²⁸ is Scotland's policy for preventing and responding to gender-based violence, it positions gender equality as both the cause and consequence of gender based violence. GIRFEC incorporates this policy and takes an equitable approach to understanding unique experiences of gender inequality that children have, supporting them to have an equal start in life that is equally safe.

²⁷ [Protected Characteristics](#)

²⁸ [Equally Safe: Scotland's strategy to eradicate violence against women - gov.scot \(www.gov.scot\)](#)

Annex C

Glossary of Terms

61. Child or young person

An individual who has not yet attained the age of 18 years.

62. Child's plan

A personalised child's plan is developed when those working with the child and family identify that a child needs a range of extra support planned, delivered and co-ordinated. The child's plan should reflect the child's voice and explain what should be improved for the child, the actions to be taken and why the plan has been created.

63. Child Protection

The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.

64. Getting it right for every child (GIRFEC)

This is Scotland's national approach to promoting, supporting, and safeguarding the wellbeing of children and young people. It provides a consistent framework, shared language and common understanding of wellbeing. GIRFEC puts the child at the centre and helps children get the right support from the right people at the right time.

65. Lead professional

When children and families require the help of two or more agencies for support, a lead professional will be needed. The lead professional is an agreed, identified person within the network of practitioners who are working alongside the child and family. In most cases, the professional who has the greatest responsibility in coordinating and reviewing the child's plan will undertake this role.

66. Named person

This is a clear point of contact for times when children and families require information, advice or help. The named person is mainly provided by health and

education services and is usually someone who is known to the child and family and who is well placed to develop a supportive relationship with them. Local arrangements and the term used to describe this role or function may vary from area to area. A named person can help children and families access relevant support for a child's wellbeing.

67. Wellbeing Indicators

Any assessment of a child's wellbeing should be founded on the 8 wellbeing indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included, sometimes referred to as SHANARRI. The SHANARRI wellbeing indicators are informed by the UNCRC rights and requirements. They are overlapping and connect areas that are fundamental to understanding what children need in order to grow, develop and thrive.

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