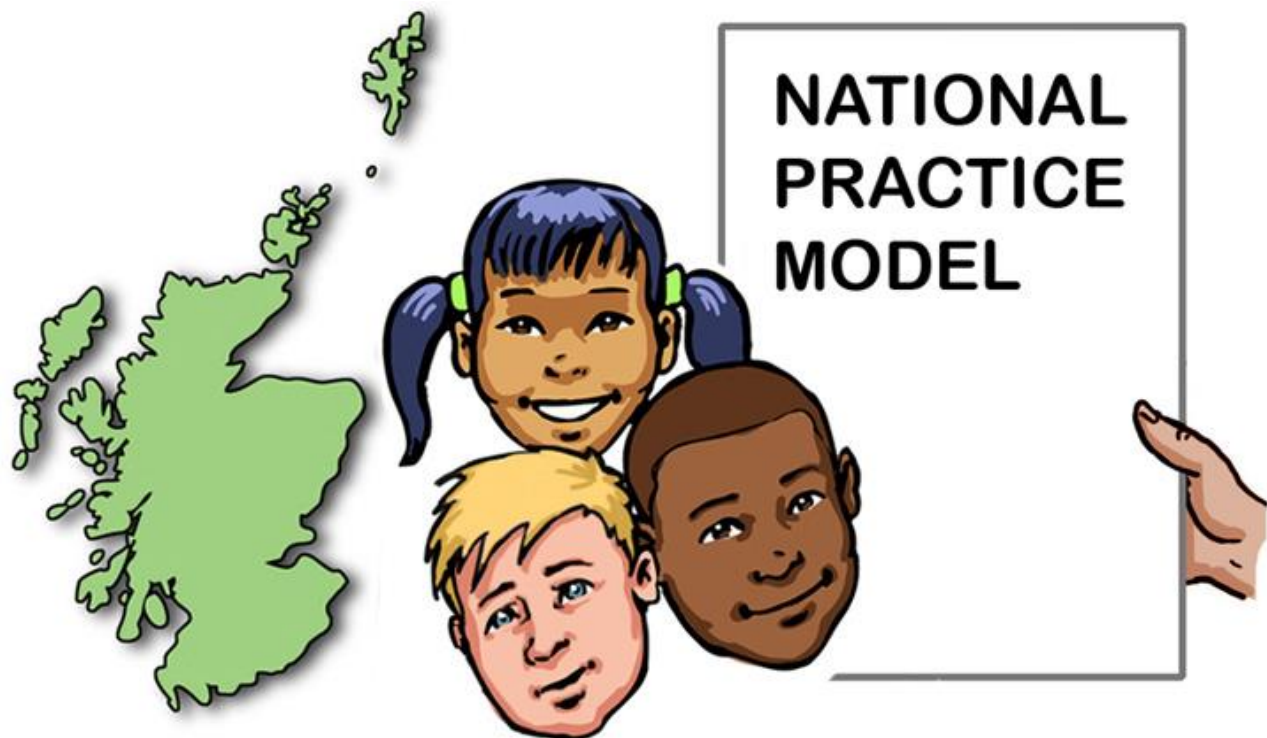


# Getting it right for every child (GIRFEC)

## Guide on the Using the National Practice Model



Easy Read version

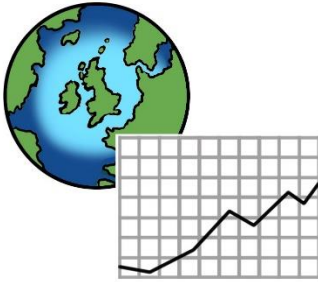
## Introduction



GIRFEC (Getting it right for every child) is based on the United Nations Convention on the Rights of the Child (UNCRC). This is a global agreement to protect children.



It gives Scotland a plan to support and protect the wellbeing of children and young people. A Child/young person is an individual who is not yet 18 years old.



Getting it right for every child is based on evidence. It is based on rights. However we need to do more to protect the rights of children in Scotland.



GIRFEC has key principles:

- Place the child and family at the centre of work



- Work in partnership with families

- Understand wellbeing as being about all areas of life



- Value diversity and no discrimination



- Tackle inequality



- Offer support earlier

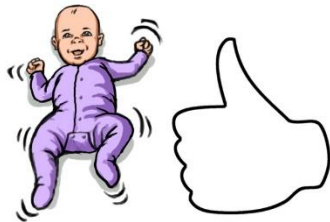
- Services work in partnership both locally and nationally

## Using the Wellbeing Needs

Children have these needs for good wellbeing:



1. **Safe** - protected from abuse, neglect or harm at home.



2. **Healthy** - having the best physical and mental health possible. Access to good health care. Support to make healthy and safe choices.



3. **Achieving** - supported to develop skills, confidence and self-esteem.



4. **Nurtured** - a family setting to support and encourage. This can be with help if needed. If this is not possible then the most suitable care.



5. **Active** - having opportunities to take part in activities, such as play and sport. This helps healthy growth and development.



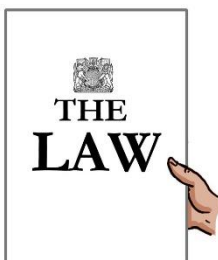
6. **Respected** - having a voice and be involved in decisions that affect them.



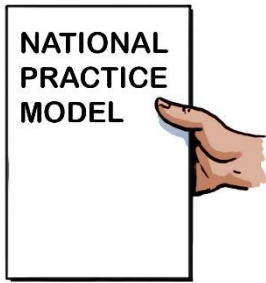
7. **Responsible** - having opportunities. Being encouraged to be active and responsible. This should be with guidance and supervision.



8. **Included** - help to reduce inequalities. Being accepted.



The law says parents must protect the health, development and welfare of their children. Families will be offered early support to do this.



The National Practice Model helps people that work with children and young people think about how to help them.



This should be used if there is a concern that wellbeing needs are not being met. It supports staff to improve wellbeing for that child or young person.



There are five key questions that staff should ask:



- What is getting in the way of wellbeing?
- Do I have all the information I need to help?



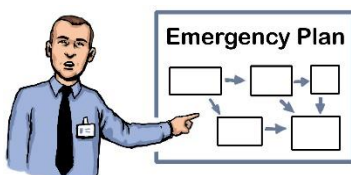
- What can I do now to help?



- What can my service do now to help?



- What other help is needed from others?



There will be times when staff need to decide if they should use emergency plans to protect a child from harm.

## The main ways wellbeing needs may lead to accessing support



Children, young people or families raise wellbeing needs.



Wellbeing needs are reported by public services.

Wellbeing needs are reported by individuals or non-public service agencies.



Wellbeing needs reported by the police.

## Recording a child's wellbeing needs



All services should have clear and up-to-date information.  
Staff are trained and understand their responsibility towards children's wellbeing.



The recording of wellbeing information should be done with the child and family.

## Permission to share information about wellbeing needs



It is important that children and their families know what information is being recorded. They should understand what will happen to that information.



Staff should ask the child and their family's permission to share information about them. It is only in limited times that this is not followed. This would be if there was a risk of harm to a child.



If staff have concerns that a child is at risk of harm, they do not need to get permission to share information.

## Gathering information



My World Triangle is a tool used to gather information. It allows staff to measure strengths and pressures in all parts of a child or young person's life.

Information is divided into strengths and pressures on the child and family.



## How I grow and develop



Staff must think about many different part of the child's life –



- being healthy,
- learning and achieving,
- being confident in who they are,



- being able to communicate,
- learning to be responsible,



- becoming independent and looking after themselves and
- enjoying family and friends.

## What I need from the people who look after me



There are many people that are important in the child's life. Parents have a major role. Siblings, wider family, teachers, friends and community group leaders are also important.



Looking at the people around the child or young person can give more information. There are strong supports while some are weak.

## My wider world



The communities where children and young people grow up can have an impact. Communities can be supportive and protective. They can also cause difficulties. The people and community around a child can have a positive or negative effect.

## Using the information to assess a child's needs



Health and education staff will gather information as part of their work with children and families. They will gather more information if they think a child needs more help. Staff need to think about the following things about a child's needs:



- What are their strengths, talents and needs?
- What parts of parent-child relationship help development?



- What parts of the parent-child relationship may not be helpful?
- What other factors help wellbeing and development?



- What other factors help the parent?
- What are the strengths and pressures?



A child's age and stage of development should also be thought about. Children and families should be included in assessment of needs.



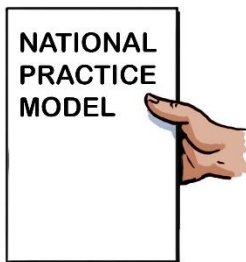
As young people make the transition to being an adult, their needs change. Support will move to outside the family. We know it is important to support young people at this stage.



Staff need to be aware of things that happen in the family. They may have stress or problems. They may have family support or are friends with neighbours. These all impact the child or young person.



Staff can also use specialist reports for information. This may be from health care professionals.



Lots of tools are available to use with the National Practice Model.

## Information using the Resilience and Vulnerability Matrix



The Resilience and Vulnerability Matrix helps staff think about the information they have gathered. It puts the information into 4 areas:



**Resilience** - is the how children and young people cope when difficult situations happen.



**Adversity** - this comes from difficult situations people have as children. They can affect development for a child or young person. Sometimes these are called adverse childhood experiences (ACEs).



**Vulnerability** is linked to the individual and how they are and how they live. Factors may impact a child and their family and put them at risk of difficult situations.



### **Protective environment**

Staff need to look at the whole environment and think about which parts of it are protective or negative for the child or young person.

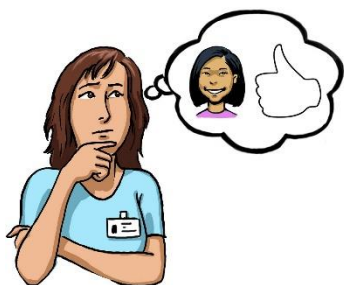
## Staff judgement



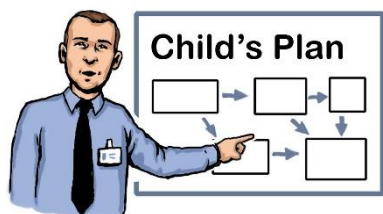
Some factors can be both protective and negative.



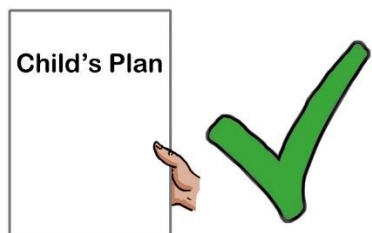
Staff need to use their experience. They may have lots of different information to look at.



They should look at all the information and think about the child or young person's wellbeing needs. This then allows staff to make a decision if a child's plan is needed.



A Child's plan is a personalised plan. It is developed when those working with the child and family see that a child needs a range of extra support planned, delivered and managed.



If it is agreed that a plan is needed, a discussion about what should go in it takes place. This includes what actions need to happen. Checking a child's progress will be an important part of a Child's Plan.