

Introduction

Getting it right for every child is a national programme to improve outcomes for all children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting children, young people and families. It requires that we change the way in which we as professionals work to support vulnerable children and their families and the ways in which we work with colleagues in other agencies.

Getting it right for every child is underpinned by a set of core components (Appendix I), common values and principles which are at the heart of the *Getting it right* approach and apply to all aspects of working with children and young people.

Argyll and Bute's Children's Services has set out its expectations and aspirations to ensure that all children and young people are valued, consulted and listened to, and that they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

The purpose of this document is to provide a clear plan to facilitate the embedding of principles, processes and procedures into the every day practice of professionals working in Health, Education and Social Work. To achieve this professionals require to use the evidence based National *Getting it right for every child* Practice Model (SHANARRI & My World Triangle). The practice model should be used in recording, assessment, planning and review for children who need help either in a single agency or multiagency context.

There is a commitment to ensure that full implementation of *Getting it right for every child* commences on the **9th January 2012** for all children in Argyll and Bute.

What's already been done in Argyll and Bute

Joint Assessment and planning guidance has been widely distributed with the Named Person role being implemented from July 2010 for all children in Argyll and Bute.

In order to realise Argyll and Bute's Children's Services expectations and aspirations:

GIRFEC Basic Awareness Training	single agency and interagency awareness training was delivered in 2009
GIRFEC Specific Training	single agency public health nurse training and midwifery training delivered in 2009
Practice Development Bute	Named Person / Lead Professional inter agency training delivered 2011
Named Person / Lead Professional Training	multiagency training delivered across 7 localities Cowal, Oban, Lochgilphead, Islay, Campbeltown Mull, Helensburgh

What needs to happen next

Further Named Person / Lead Professional Training events are planned to ensure maximum coverage. These will take place between October and December 2011 in central locations in the Authority to allow the greatest number of staff to attend this essential training.

'GIRFEC Champions' require to be appointed for each agency in each locality.

Embedding *Getting it right for every child* practice will be driven through all 7 Children's Service Locality Groups.

An information leaflet for parents and carers is to be developed and distributed.

What professionals have to do to implement GIRFEC

You should be familiar with the Joint assessment and planning guidance and the assessment and planning materials, have discussed these with your line manager/supervisor to ensure you are ready and able to implement them.

If you are a **Named Person** and are concerned that a child or young person is at risk of not achieving positive outcomes as identified by the Well Being Indicators (SHANARRI), you should use the My World assessment triangle, involving the child and their family to identify needs and construct a Single Agency Plan.

Once a concern has been brought to the attention of the Named Person it is your responsibility to take action to provide help to promote the child's development and well-being. In order to respond proportionately, the Named Person will ask the five key questions.

The five Key GIRFEC Questions

- What is getting in the way of this child or young person's well-being?
- Do I have the information I need to help the child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Where a child needs help from two or more agencies a Lead Professional is appointed.

The lead Professional should be:

1. the person best placed to co-ordinate the help needed for the child
2. the person with the most expertise in relation to the child's situation

If you are likely to be a **Lead Professional** or involved in multiagency meetings you should be familiar with:

- the My World assessment framework
- the roles and responsibilities of the Lead Professional
- their contribution to child's plan meetings
- how to co-ordinate a multiagency child's plan
- who the most appropriate person is to be the lead professional

You should discuss the roles and responsibilities of the Lead Professional with your line manager and feel confident to take on the role.

The Lead Professional becomes the person within the network of practitioners supporting the child and family who will make sure that different agencies act as a team and the help they are offering fits together seamlessly to provide appropriate support for the child and family. The Lead Professional has a significant role in working with other agencies to coordinate a multi-agency Child's plan.

Please Note the multiagency Child's plan supersedes the need for a minute

If you are a **manager** you should be familiar with the GIRFEC Joint assessment and planning guidance, the wellbeing indicators (SHANARRI), and the My World assessment and planning materials, you should have discussed these with your staff to ensure they are supported to implement them.

For children identified through the interagency child protection procedures as at risk of significant harm the *West of Scotland Interagency Child Protection Procedures* will continue to apply. In all other situations the *Getting it right for every child* approach will take precedence.

Single agency plans are to be used by Education professionals in place of all current support planning documentation below the level of Coordinated Support Plans. This single agency format should be used for all new support plans and as each existing support plan is reviewed. These would be interim arrangements until systems are unified.

By the 9th January 2012 you will be routinely using the *Getting it right for every child* assessments and planning materials and guidance for children in need of additional support to achieve positive outcomes.

Appendix I

The *Getting it right for every child* Core Components

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being
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, 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
7. A *Lead Professional* to co-ordinate and monitor inter-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.