getting it right for every child

Scenario 1
Jack's story

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Scenario 1
Jack's story

Situation

Jack is 10 and doing well at school. He participates in school and out of school activities and has good friendships with a number of his classmates. He lives at home with his mum and dad. His parents both work out of town and his grandfather and grandmother look after him after school.

Jack's mum called the school one day to say he would not attend that day as his grandfather had died. Jack ended up off school for a week and when he returned his class teacher noticed he was quiet and withdrawn. He mentioned this to the deputy head teacher Mr Graham who said he would speak to Jack if it continued. The next week, Jack's mum called the school again to say that she was worried about him as he had taken his grandfather's death very badly, was concerned that he was not himself at home and wanted to know if it was the same at school.

Response

Mr Graham, who acts as his Named Person, met with his mother to discuss the situation and said that his teacher has noticed a change in Jack too. Mum said that she and Jack's dad were concerned about how subdued and sad he appeared but that whenever they asked about how he was feeling, he didn't want to talk about it. They were concerned that Jack was bottling up his feelings and not allowing himself to grieve.

Jack's mum asked Mr Graham to meet with him to discuss how he was doing and whether he needed some extra support. When Jack met with Mr Graham he agreed that he was feeling very sad but that he wanted to be brave. He said that it was difficult to think about school work and he wasn't enjoying school as much.

Mr Graham talked to Jack and his mum afterwards about how he was feeling and said that there were some resources on the internet that might help him work through his upset and that his mum and dad could help him access these and talk them through with him. He told them about a Seasons for Growth group taking place in school where he could talk with other children dealing with loss.

Outcome

Jack attended the group and after a time said to his parents and Mr Graham that this and the online resources had helped him to work things through and that he was enjoying school and socialising with his friends again. He still has moments when he feels upset but no longer dreads going home after school knowing that his grandfather is not there. Jack's parents said they had seen an improvement at home. His teacher had also seen an improvement.

Mr Graham still speaks with Jack and with his parents from time to time to make sure he is ok, but everyone agrees he is much happier and getting back to his former self.

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getting it right for every child

Scenario 2
Katie's story

NHS SCOTLAND

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Scenario 2
Katie's story

Situation

A local authority community safety warden responds to a call from a member of the public who lives near the local park. She is concerned that there is a large crowd of young people hanging about in the park making a noise, and she thinks they might be drinking alcohol. The warden attends the park and finds a group of 10 young people, some of whom are already known to him, and who have previously come to Police attention for drinking alcohol and low level anti-social behaviour. The group all appear to be in their early teens. There is no sign that any of them is in possession of alcohol on this occasion. He approaches the group and makes a note of their names, and asks them all to leave the park, as there has been a complaint about the noise they are making. The next day, he notifies the guidance staff at the local secondary school, and passes on the names of the youngsters.

Response

Mrs Blythe is the Named Person for 3 of the boys and 2 of the girls. During the course of the day, she speaks to each of them individually, explaining to them the information she has received and why this gives her concerns for their wellbeing, in terms of them being responsible and also their safety. She also informs them that she intends to share this information with their parents. None of them object to this.

One of the girls is Katie, who is 14 and lives with her parents and her older brother. She is making adequate progress at school and Mrs Blythe is not aware of any other concerns about her. She phones Katie's mum to explain the situation and her concerns for her wellbeing in relation to the negative influence this friendship group may have on her. Mrs Blythe informs Katie's mum that she has spoken to Katie and her friends individually and has warned her of the risks of being influenced by this peer group, and the negative consequences this could have for her. In conversation with her mum Mrs Blythe offers to contact a local charity that supports young people who are or are at risk of offending, she says that they could send a support worker out to speak to Katie about anti-social behaviour in the community to help her understand that this often begins as a result of young people being influenced by others.

Outcome

Katie's mum thanks Mrs Blythe for telling her about this incident, particularly as Katie had not mentioned it to her parents. She says that she and Katie's dad have been concerned about the group of friends she is spending time with, and will speak to her. She assures Mrs Blythe that she will take the situation very seriously, but feels that a conversation with her and Katie's dad will be enough to ensure that Katie will not put herself in this position again. She suggests that she will contact her in the future if she feels there is any need for additional support from outside the family. Mrs Blythe agrees that this is a proportionate response to the situation and confirms that she will not take any further action at this time.

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getting it right for every child

Scenario 3
Connor's story

NHS SCOTLAND

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Scenario 3
Connor's story

Situation

Connor, who attends a school managed by a local authority other than the one where he lives, decides to leave school when he is 16, at the end of 4th year. As part of the leaving process Connor and his mum meet with Mr Johnston, pastoral care teacher, who is his Named Person. Mr Johnston has already had several conversations with Connor about the options available to him and arranged for Connor to gain advice from Skills Development Scotland, who have links with Connor's home area, and from the local college where he lives. As a result, Connor is clear that he wishes to move on to a college course rather than remain in school beyond 4th year, and he has secured a place.

Mr Johnston advises Connor that he will continue to have access to the advice of a Named Person up until he is 18, even though he is leaving school. It is Mr Johnston's role to discuss with Connor what information about his wellbeing should be passed on to the local authority where he lives and who will provide that Named Person service after Connor leaves school. They review Connor's school experience and general wellbeing, and in relation to consideration of information sharing, focus on the difficulties he experienced in 3rd year when his performance and attendance dropped significantly, his behaviour in school became challenging and he had been involved in two fights within the school. They discussed that this was when Connor had been involved with a different group of friends. Connor is not keen for Mr Johnston to pass the details of these difficulties onto the new Named Person as he sees them as in his past. Mr Johnston agrees with Connor that since the start of 4th year and Connor's interest in moving to college, these difficulties have largely been resolved and are no longer relevant. Connor's mum shares this view.

Response

As a result, Connor and his mum are advised that the new Named Person service will be given Connor's name and address only so that they can contact the family to give them information, but no wellbeing information will be transferred. Mr Johnston follows the local authority procedures for transferring Named Person service responsibility for pupils from outside the local authority area.

Outcome

The local authority where Connor lives, receives notification to its established Named Person service contact point, and accepts responsibility for providing the Named Person service for Connor until his 18th birthday. As part of this responsibility they write to Connor and his parents advising them of the arrangements in place to access the new Named Person service if they have any wellbeing needs or concerns and wish to seek help. They enclose a general leaflet about the Named Person service and how it operates locally.

The Named Person service receives no wellbeing information or concerns about Connor after he leaves school until he reaches his 18th birthday when access to the service ceases.

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Scenario 4
Emma's story

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Scenario 4
Emma's story

Situation

A health visitor on a home visit to assess the development of Emma a 2 year old girl notes that the home is very cold and appears unheated. Emma's mum, Ashley says the heating has been broken in the house for over a week and the private landlord has said that he would come and fix it but has not done so. Emma and her older sister, for whom the health visitor is also the Named Person, are dressed in layers of clothing and are sitting on the couch watching TV under a blanket reluctant to play. Both children have "runny noses" and mum is concerned that they both suffer from night-time coughing.

Response

The health of the children is a concern, however Ashley is doing what she can to nurture the children, but they are in a cold house. The health visitor recognises the family may benefit from support to improve their circumstances and the children's wellbeing. In considering seeking help she asks mum if she would like her to try to contact the GP for a quick appointment for the children and also get advice and help to address the heating problem. Ashley is enthusiastic to get any help she can as she does not have any local support and was unclear of her rights in relation to the private landlord.

The health visitor called the GP surgery and got an urgent appointment for the children the next day. She also called the local authority Crisis Grants Team and informed them of the family's situation and obtained an appointment with them for later in the day where Ashley could apply for an emergency grant for a small electric heater. In addition the health visitor gave Ashley the number of her local Citizen's Advice service to help her get information and advice about how to get the private landlord to accelerate repairs.

Outcome

Later that day mum met with the Crisis Grants Team and was given an immediate grant of £60 to purchase two electric convector heaters. She also spoke to a Citizens' Advice worker who provided her with some advice on what to say to her private landlord, including advice on making a complaint and obtaining an environmental health inspection. Emma and her sister saw the GP the next day who said that they were generally fine but appeared to have common colds and prescribed liquid paracetamol. The health visitor called Ashley at the end of the following day as initial follow up and arranged to call back early the next week as the family appeared isolated and she considered that they may benefit from additional advice or information. Now that the urgent issue of heating had been addressed Emma was more able to engage with the routine assessment.

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