



getting
it right
for every child

Getting it Right in Fife Framework

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Getting It Right for Every Child is the overarching framework which focuses all partners' attention on more effective and outcome-based service delivery. This is achieved by collaborating effectively, sharing information appropriately and agreeing how children and their families can be supported, ensuring Getting it Right for Every Child can become a reality.

It is the entitlement of every child to be supported throughout their development and learning into the world of adulthood with the help they need when they need it. For approximately 70-80% of our children, families and universal services offer the supports necessary to ensure positive outcomes are achieved. However, too many children fail to achieve their potential and this is why we continue to develop and improve our systems, practice and processes to ensure the necessary support is readily available when it is needed.

Through Part 4 of the Children and Young People (Scotland) Act 2014 each Local Authority and Health Board will be required to provide a Named Person Service. Every child in Fife will therefore have a Named Person available to them. For pre-school children this role will be fulfilled by the NHS Fife Health Visiting Service / Family Nurses and for the school age population this will be undertaken by Fife Education and Children service staff. Named Person guidance is being developed for young people who have left school at 16yrs of age

This framework seeks to provide a common language and common approach on when and how services engage with families building on this core Named Person role. It is for all services working with children and families.

When children do need more help there are many resources within the universal services of Health and Education to call upon. One such resource is the Child Wellbeing Pathway.

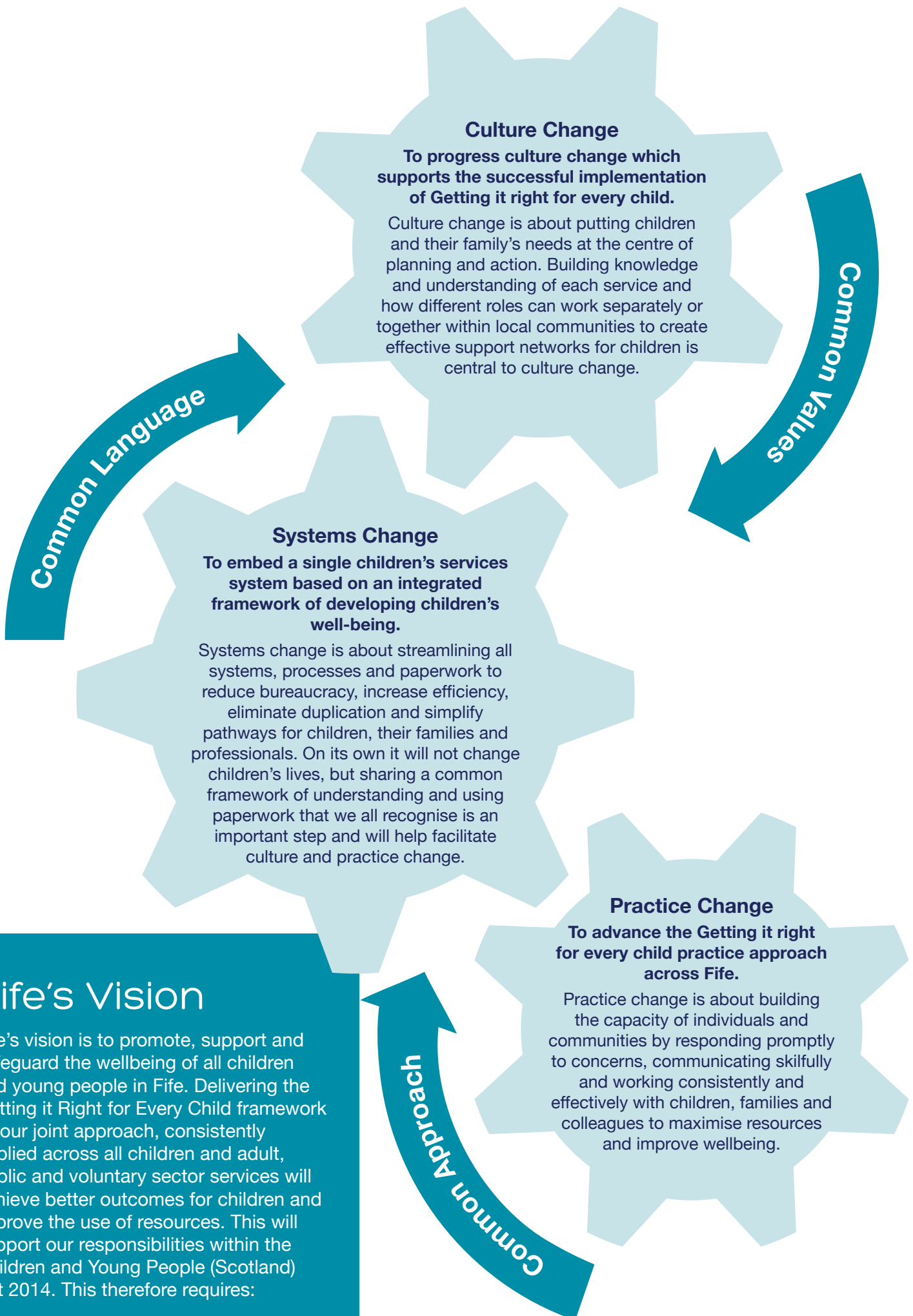
The Child Wellbeing Pathway has been introduced as a tool for including children, young people and their families in the decision making process in a structured way. The Child Wellbeing Pathway outlines a Getting It Right, early intervention approach to addressing emerging needs or risks. It is utilised where the Named Person identifies, or receives information that would indicate there are or may be wellbeing concerns around a child or young person.

Central to the Framework are these five key questions practitioners should routinely ask if concerned in any way about the growth and development of the child or young person:

- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this 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?

Through consideration of the eight wellbeing indicators (SHANARRI) the Child Wellbeing Pathway supports effective information exchange between agencies and the collective assessment of needs, risks and strengths pertaining to a child together with collaborative decision-making and planning.

The Child Wellbeing Pathway is consistent with the National Practice Model and specifically supports professionals to take account of the views of the child, young people and their families which will lead to proportionate, appropriate and timely early intervention. The approach is complemented by agreed single agency Wellbeing and Risk Assessment Tools which are available to Education and Health staff.



Principles and Values

The underpinning principle of Getting it Right for Every Child is to support children to achieve the four capacities of being:

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

Getting it Right for Every Child is based on shared values and principles. It recognises the fundamental rights of children and families to be involved in decisions which affect them and for everyone to be accountable for their actions.

In Fife our core principles are:

- **Putting the child at the centre**
- **Taking a whole child approach**
- **Building on child, family and community strengths, promoting resilience**
- **Promoting opportunities and valuing diversity**
- **Promoting the wellbeing of individual children**

These are underpinned by our common values of **compassion** and **respect**.

The National Practice Model

The Getting It Right in Fife Framework promotes an integrated, common approach to understanding the developing child's wellbeing. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child. The National Practice Model and the Wellbeing Indicators wheel are structured tools to support practitioners to gather information, analyse, plan and review, in order to meet the needs and risks of the child or young person concerned. These tools are structured to enable practitioners to form a holistic view on the interventions specifically required.

More detail on the wellbeing indicators and children's perceptions of these can be found at - www.gov.scot/Topics/People/Young-People/gettingitright/well-being

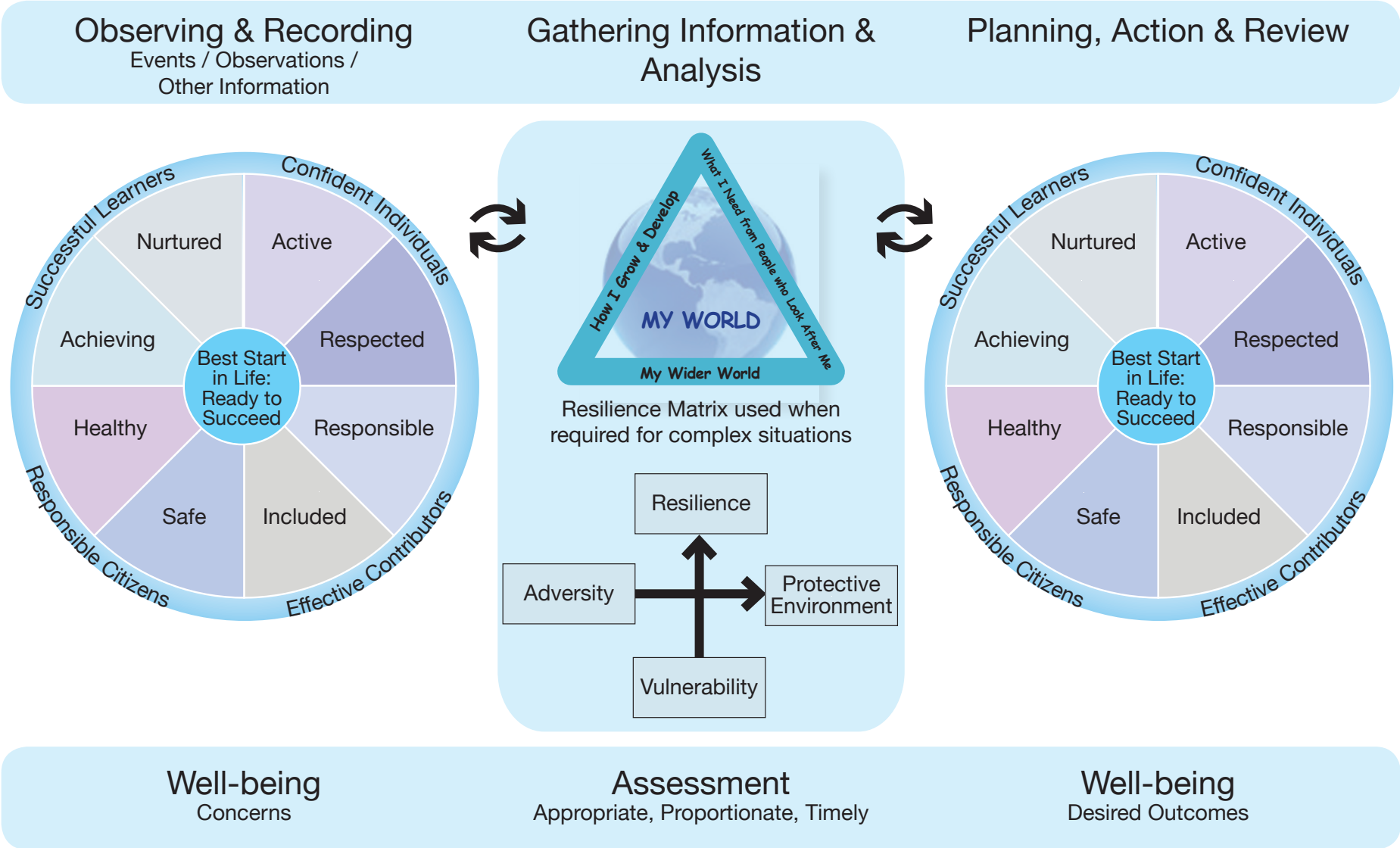
The three main tools to help practitioners answer the five key questions are:

1. The Well-being indicators
2. The My World Assessment Triangle
3. The Resilience Matrix

The Fife Wellbeing Pathway provides a structure to bring processes together.



The National Practice Model



Getting It Right In Fife Framework - in practice

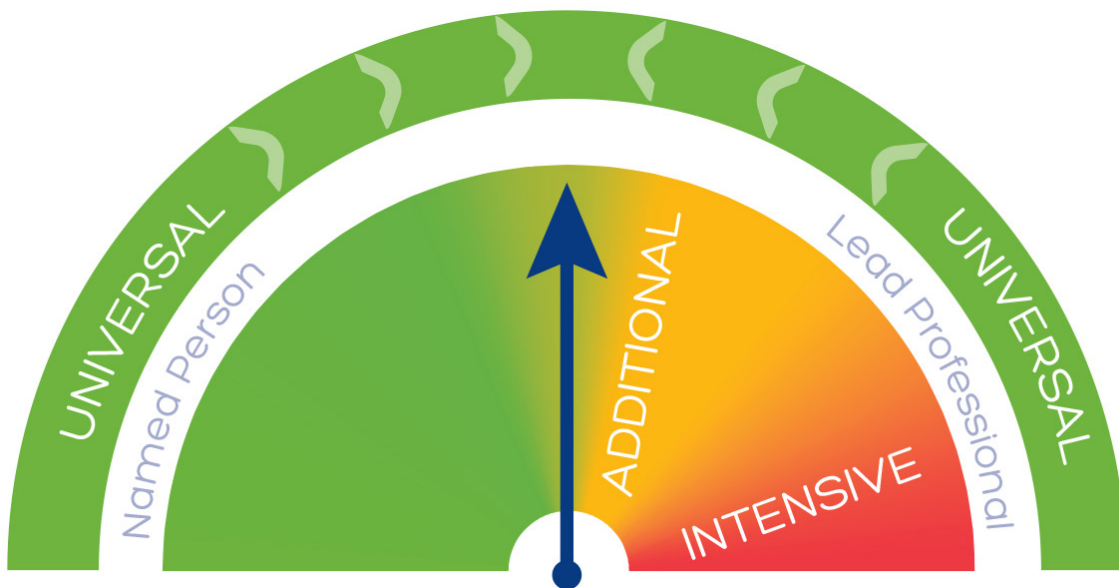
Fife's framework is made up of component parts which form an integrated framework for promoting children's wellbeing.

The framework explains how universal, additional and intensive services can work effectively either as single agencies, jointly or within an integrated approach to help develop and promote children and young people's well-being.

Whilst the Framework describes - universal, additional and intensive it may be more helpful to conceptualise the framework as a continuum where services respond in a flexible and proportionate

way depending on needs and risks. A fundamental principle that underpins the framework is minimum intervention, where as far as possible children, young people and families are supported within universal services.

Support builds on to the universal provision dependent on individual needs, risks and circumstances of the child or young person within the context of the Child Wellbeing Pathway process. It will be important that all decisions are person centred and in the best interests of the child/young person.



Framework for Intervention

Universal

The universal services of Health and Education are available to all children and young people. These services provide a core level of support to all children and their families. The Named Person is the first point of contact for parents seeking advice, information and signposting to other services.

Through the universal level there is the opportunity to offer support at the earliest opportunity and to provide the most appropriate intervention to meet the wellbeing needs of the child.

Where it is identified by the family or the Named Person that additional support is required to meet the wellbeing needs of the child, it is the role of the Named Person to enable the child/family to access this.

Where there are no identified child protection concerns, the Child Wellbeing Pathway and assessment utilising the wellbeing indicators are routes to additional support. This may continue to be provided through universal services or may lead to a more co-ordinated approach to planning to meet wellbeing.

Universal support, in addition to Education and Health, includes a wide range of activities such as:

- Informal community groups and volunteer networks
- Childcare provision
- Guidance and pastoral support
- Family learning and community based initiatives
- Parenting support and advice
- Information and advice on all aspects of health and wellbeing
- Leisure provision

To support practice implementation of the Getting It Right in Fife Framework case exemplars have been developed (Appendix 1).

Additional

Where there are no identified child protection concerns but the wellbeing needs of the child requires additional support the Named Person is responsible for coordinating planning for single agency or multi-agency interventions.

Where the information available and the assessment undertaken of the child's wellbeing suggest that either the needs of, or the risks to the child, are escalating, a Child Wellbeing Meeting should be considered by the Named Person.

The key purpose of the meeting is to consider:

- Wellbeing needs and potential risks to the child, involving the child and family
- Whether support continues to be provided on a single agency basis or requires a coordinated multi-agency approach.
- Whether there is a need for a multi-agency child chronology
- Whether there is a need for a Childs Plan
- Whether there is a need for a Lead Professional

An agreed outcome of the Child Wellbeing meeting may be to continue to provide support on a single agency basis or to initiate the coordination of multi-agency interventions where these are required. Examples of agreed multiagency outcomes are noted in the proforma for the Child Wellbeing Meeting. In some cases this may lead to the development of a Multi-Agency Child Chronology and/or Child's Plan.

Services in this category are for children, young people and families who need additional support, either self-referred or because a service has assessed an identified need.

Intensive

Examples of support co-ordinated through the Named Person are outlined below.

- Speech and language advice for a child struggling to communicate
- A Head Teacher seeks advice from an educational psychologist as part of their educational needs assessment
- A child with health needs is referred for assessment
- Young people who are carers get support and advice
- A family situation where the children have complex needs, there is limited extended family support and have a need for some practical help and advice
- Support for learning
- Children experiencing family instability, changes of primary carer, for example where a parent is terminally ill
- Support from the Sensory Service, English as an Additional Language or Gypsy and Traveller Education
- A family who requires access to third sector family support services which is generally available to help with routines and parenting to address indicators of vulnerability that emerging
- Parental alcohol/substance misuse are beginning to have an impact on a child's health or development
- Outreach support from Specialist Education provision school
- A young person involved in anti-social and / or offending
- A child who is not taken to health appointments
- Parents relationship problems are impacting on the child - including domestic abuse

A small proportion of children over time may need a number of agencies to work together more intensively to promote their well-being. This could be to respond to a high level of need, risk and vulnerability, requiring coordinated intervention and access to those resources that are not generally available as part of an agreed Child's Plan.

The expectation is that the vast majority of these children will require formal involvement of the social work service at this category. A Lead Professional will be agreed within the Child's Plan development.

Intensive support is likely to be directed to children subject to Child Protection registration, Looked After Children both accommodated and at home for whom concerns regarding overall wellbeing or risk have escalated, children who are subject to a Child Protection Investigation and children subject to Risk Management plans. In these situations the Social Worker will act as the Lead Professional.

Examples of situations where Intensive Support may be required: -

- Children suffering significant harm whose parents are unable to offer consistent and good enough parenting and there has been an escalation of concern leading to the child(ren) becoming accommodated;
- A Child engaged in acute self-harming behaviours
- Children who are placed on the child protection register
- A child with very complex health needs and a CSP whose care situation is becoming unstable and more support is required
- High risk young offenders who are overseen by the Young People's Serious Risk Advisory Group

Supplementary guidance and information

The Framework should be read in conjunction with a range of other support material both single and multi-agency, for example the Child Wellbeing Pathway incorporating the Child's Plan will inform practice.

- Child Wellbeing Pathway
- Multi Agency Chronology Guidance
- National GIRFEC site www.gov.scot/Topics/People/Young-People/gettingitright
- Child Protection Guidance