



GIRFEC & THE CHILDREN & YOUNG PEOPLE (SCOTLAND) ACT 2014

Clyde Nursery Ltd operates in accordance with the guidelines of GIRFEC and the Children and Young People (Scotland) Act 2014:

The Children and Young People (Scotland) Act 2014 legislates for the implementation of Getting It Right for Every Child through parts 4 (Named Person), 5 (Child's Plan) and 18 (Wellbeing). The specific duties and responsibilities associated with parts 4, 5 & 18 of the Act will be fully implemented across Scotland from August 2016, these duties include:

- A Named Person made available to every child 0-18 years (and beyond if still in school)
- A legal requirement to share information with the Named Person as appropriate; and
- A single system for assessment and planning through a Child's Plan.

A Named Person for Every Child

(Part 4 of the Children & Young People (Scotland) 2014 Act)

The provision of Named Person approach is to ensure that action by services will be co-ordinated, child-centred, efficient and responsive. Sometimes children can be in a position of risk or harm without their parents or others being aware until it is too late. The Named Person is the single point of contact for every child so that no-one is left without support. By introducing a Named Person, we will be able to pick up and respond to emerging signs of potential concern and offer support earlier and more effectively.

The principle is that it is everyone's job is to prevent problems occurring, or to intervene to offer help to the child and/or parent at the earliest opportunity. Practitioners working with children and parents have the best chance to take early and effective action. The Named Person in health or education is key to ensuring the right to help is available at the right time for the child and family.

The Named Person role is quite distinct from the parenting role. The policy and law are clear: parents have the rights and responsibility to bring up their children. The Named Person is a professional in the universal services of health and education, most often known to the child and parents/carers, and available to support children and families when there is a need, and to act as a point of contact for other practitioners who may have a concern about the child. This approach means that a network of support can be developed efficiently and quickly around the child and family if extra support is needed.

The Act proposes that a Named Person is made available to all children (other than those in the regular Forces), so that the right support can be provided at the right time.

A Single Planning System, The Child's Plan

(Part 5 of the Children & Young People (Scotland) 2014 Act)

Currently, where children face a range of difficulties arising from their health, learning needs or home circumstances, there may be several different plans with no overview of the child's wellbeing. Agencies may be working in isolation to address specific needs, perhaps because they are unaware that other bodies are involved, or do not know that there are other concerns that may lie outside their main focus.

A Key principal of the Single Child's Plan is that each child, no matter what their needs, who requires support from a single universal service, multiple services or from several agencies, will have this support coordinated and recorded within a single plan. The Act introduces the concept of the Child's Plan, to be used by a single agency or several agencies working together to support the child. Where the child's main needs lie within the Named Person's Act agency (health or education), the Named Person is expected to initiate a single agency Child's Plan and co-ordinate delivery of support.

Where additional targeted help is needed, that requires a level of coordination out with the scope or capacity of the Named Person, for example, the named person within the child's school can call upon education services out with the school's resources to meet aspects of the child's wellbeing. The support and the desired outcomes will be outlined in the Child's Plan.

For a child who is receiving support from several different agencies, the Child's Plan will be multi-agency but will be discussed and reviewed in a single forum: the multi-agency planning meeting. In these circumstances, the role of the Lead Professional is key to ensuring that support is co-ordinated across agencies, the child, young person and family are kept informed and are actively involved in the process, and the agreed support is being taken forward in line with the plan.

The Lead Professional will be the professional who is best placed to carry out that coordinating role and work with the family to improve outcomes for the child, or young person. The Named Person will work with the Lead Professional and should always be involved in the decision to initiate the Child's Plan even if they do not work for the agency leading on preparation of the plan.

For many children there may be an incremental approach to planning and support, moving from a single agency plan to a more complex, multi-agency plan supported by a Lead Professional. For a minority however, a sudden event or crisis might require multi-agency planning and support as a first step. Typically, this may occur where there are child protection concerns, or sudden serious medical issues, leading to the Lead Professional in Social Work or health taking on management of the Child's Plan, in collaboration with the Named Person in health or education.

In cases where this is an involvement by the Children's Hearing System and statutory measures are being considered, the role of the Named Person in relation to promoting, supporting and safeguarding the child's wellbeing, will continue to be important alongside the coordinating role of the Lead Professional. This builds on current good practice where Health Practitioners and Education Staff support children involved with the Children's Hearing service.

As a key principle of GIRFEC, the child and the parents should be actively involved in the process of development and review of the plan and their views will be considered and recorded within the plan. Only in exceptional circumstances will professionals have to make the decision that it is not possible or appropriate to seek views and involve the parent and/or child in aspects of the assessment and planning process. While this allows for rare circumstances where it is not possible or in the child's interests, to seek and obtain views, there is a clear expectation that views will normally be sought and considered.

One of the main advantages in adopting a single Child's Plan is the reduction in bureaucracy for both practitioners and families. The experience to date has taught us that prior to the introduction of GIRFEC there were many overlapping and possibly conflicting planning processes in place. Using a single child's planning approach means that plans can be simplified and brought into one shared system. This means that, when planning and thinking about a child's or young person's needs, every practitioner should think about the whole child or young person and use their shared understanding of wellbeing to build solutions with and around children and families. These can then be recorded in a single plan, the Child's Plan.

The implementation of the Act is to ensure that all agencies use the single planning approach leading to a Child's Plan for all children where there is a concern about wellbeing and the need for a targeted intervention. In some cases, this will involve incorporating existing statutory plans into the framework of the Child's Plan. This will be the case for children with additional support needs who have a Coordinated Support Plan (CSP) as laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 as amended. The duties on public bodies arising from that Act will not be repealed but regulation and new guidance will seek to align the legislation to support a coherent approach at service level. In practice this will mean that the statutory requirement of the CSP will be integrated into Child's Plan approach, while maintaining the legal status of the CSP. This will avoid duplication and bring the CSP into the more holistic planning model

Planning for children who are Looked After, or subject to Child Protection procedures, will follow the same single planning approach leading to the development of a single Child's Plan.

Understanding Wellbeing

(Part 18 of the Children & Young People (Scotland) Act 2014)

At the heart of GIRFEC is the wellbeing of all children and young people, wellbeing is defined in Part 18, Section 96(2) of the Child & Young People (Scotland) Act 2014. Wellbeing, in this context is defined in relation to the eight indicators representing the key areas that are essential to enable children to flourish. These indicators (**Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included**) provide a common language for practitioners.

A focus on wellbeing also ensures that all practitioners take a holistic view of the child and that all aspects of wellbeing are promoted, supported and safeguarded.

Services Working Together

Improving outcomes for children through the implementation of the GIRFEC approach and provisions within the Act will depend on effective cooperation and appropriate and proportionate information sharing within and between services and organisations. This will take place within the existing legislative framework of the Data Protection Act 1998.

This policy has been derived from the Understanding the relationship between GIRFEC and the Child & Young People Act 2014.

A copy of this policy is available to view in the Policy Folders held in the Nursery Office, Reception Area, Nursery Playrooms.

Reviewed: August 2020

Date of Next Review: August 2021