



getting
it right
for every child

Getting it Right in Fife Framework

Our approach in practice June 2023

Getting It Right in Fife Framework

The review of national guidance in respect of Getting It Right for Every Child (2021/22) provides an opportunity to refresh the overarching framework that has been in place in Fife for over 10 years. The Getting it Right in Fife Framework (GIRIFF) promotes the principles and practice in Fife. For all partners to be more effective, collaborative, and outcome-focused in terms of service delivery.

This is achieved by having a clear understanding of roles and responsibilities; effective information sharing and agreeing collectively with children, young people, and their families the right support, ensuring Getting it Right for Every Child can become a reality. It is important that all children and young people in Fife can access support when they need it.

For approximately 70-80% of our children, families, universal services offer the supports necessary to ensure positive outcomes are achieved. However, in line with key policy drivers such as the UNCRC, The Promise, Whole Family Wellbeing, and anti- poverty legislation, we continue to develop and improve our systems, practice, and processes in Fife to ensure the right and necessary support is available and accessible at the right time.

The GIRIFF sets the context on how services work collaboratively to ensure timely and proportionate support is accessible to children and young people in a preventative and targeted way. Promoting the rights of children and young people is central to our approach in Fife.

Every child in Fife has access to a named person. For pre-school children this role will be fulfilled by the NHS Fife Health Visiting Service and Family Nurse Partnership, and for the school age population this will be undertaken by Fife Education staff.

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. The framework is for all services working with children and families.

When children do need more help there are many locally available support services within the universal services of Health and Education. How we coordinate support alongside families is through the Child Wellbeing Pathway process. This process is how we collectively deliver Getting it Right for Every Child and is fully informed by the refreshed GIRFEC guidance.

The recent guidance refresh continues to focus on a rights-based approach to promoting wellbeing. Language in the new guidance is strength based, for example reference to challenges and opportunities rather than vulnerabilities. The new guidance places particular emphasis on the following:

- Children, young people, and families understanding the role of a named person and how to access.
- Importance on involvement of children, young people and families in decision making.
- A confident and skilled workforce applying the National Practice model with a focus on professional curiosity and analysis.
- Support from named persons for young people transitioning from education before the age of 18 years, and consideration of the needs of key groups such as home educated children and young people.
- The lead professional role continues to involve a coordination and reviewing function - it is not a role that oversees the work of other agencies. The emphasis is collective responsibilities of all professionals involved alongside the family.
- Proportionate sharing of information to promote wellbeing as well as a clear understanding of responsibilities within the context of the new national child protection guidance.



By continuing to embed a strong focus on a supportive culture, shared values, and a common approach across our services, we will ensure our children, young people and families are central to all decision making, support and interventions. We continue to focus on our ambition of **Getting it Right in Fife**.

Child Wellbeing Pathway

Key elements:

- Early identification and assessment of wellbeing needs, and concerns based on the five GIRFEC questions.
- Involvement of children, young people, and families from the outset.
- Awareness of the support available in local communities and how to access this support seamlessly.
- A relationship-based approach with children and young people's needs at the centre.
- A Team Around the Child (TAC) approach which includes families regularly reviewing the support in place.

Central to the GIRIF Framework are the five key questions all practitioners should routinely ask if concerned in any way about the wellbeing of children and young people:

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

How we work together to deliver GIRFEC is outlined in the Child Wellbeing Pathway (CWP) guidance which has also been refreshed with simpler recording templates and details in respect to key groups of children and young people.

The refreshed GIRFEC guidance has resulted in the CWP guidance being updated and informed by:

- Clarification of the named person and lead professional roles and responsibilities (see below).
- Information sharing to support timely and effective decision making with families and professionals as part of a TAC approach.
- Importance of quality assessment supported by the National Practice Model.
- Flexible and outcome focused Child's Plans to ensure needs and concerns are fully considered and addressed.

Roles and responsibilities:

Named person

- Have skills, knowledge and understanding of the NP functions.
- Provision of a universal service - promoting good wellbeing and forming relationship.
- A clear point of contact for anyone concerned about a child's or young person's wellbeing.
- Responsible for working with the CYP and family and other agencies to identify need and look for solutions when wellbeing concerns are identified.
- Responsible for the CYP and family being aware of their rights whilst understanding how the process of sharing information could support their wellbeing.
- Support the full participation of CYP and families in discussion and decisions about them.
- Continue to fulfill any statutory duties in relation to information sharing when there are child protection concerns.
- Support transition when additional needs are identified - e.g., from health to education.

Lead professional

- Have skills and experience coordinating everyone involved in supporting CYP and management of child's plan.
- Support full participation of CYP and family in discussions about them whilst ensuring they understand what's happening at all times.
- Be the point of contact for everyone involved and oversee implementation of the child's plan.
- Ensure targeted support is improving outcomes for the CYP.
- Promote team working between agencies and work in partnership with the named person.
- Have an understanding of the roles and workings of other agencies.
- Support CYP and families during key transition points.

The National Practice Model - the tools to get it right

The National Practice Model offers a framework to support a deeper and informed understanding of wellbeing for practitioners and service leads. It supports practitioners to consider ways to improve wellbeing for a child or young person, ensuring action can be taken as early as possible to improve outcomes.

Using a resilience-based approach and an ecological model that considers the child or young person at the centre of their family and community, the National Practice Model fits closely with the aims of GIRFEC to build on strengths in the child's and young person's whole world, drawing on what the family, the community and services can offer.

The National Practice Model provides a structure to support practitioners to make effective use of information. Making sense of information gathered from all sources is a crucial step for assessment leading to planning. The National Practice Model can be used in a single or multiagency context to:

- Provide a framework to structure and analyse information consistently, considering strengths and challenges faced by the child or young person, their needs, and support that may be required.
- Enable full participation of children, young people, and their families in gathering information and assessing support needs and making joint decisions to plan and deliver the support needed.

The Getting It Right in Fife Framework emphasises this integrated, common approach to understanding and supporting the wellbeing of children and young people.

The National Practice Model has four steps, and the voice of the child or young person should be evident throughout. Their opinions and perspectives should be considered in accordance with their age and maturity.

1. The Wellbeing Indicators in the 'Wellbeing Wheel' are used to observe, discuss, and record information which may indicate the scaffolding of support needed for a child or young person.
2. The 'My World Triangle' helps to understand a child's or young person's whole world. It can be used to explore their experience at every stage, recognising there are connections between the different parts of their world. In the assessment process it can be used to explore strengths, needs and risks.
3. The Resilience Matrix is used in more complex situations and can help organise and analyse information where there is a perceived risk to a child or young person.
4. Planning, action, and review using the 'Wellbeing Wheel' when the child's or young person's needs are clear can be summarised to develop an individual plan to provide support.

The tools within the National Practice Model are structured to enable practitioners to form a holistic view on the interventions specifically required. In some cases, recording progress using the wellbeing indicators will allow the identification of needs that only become apparent from cumulative information or collated single or multiagency records including a chronology for the child or young person. It is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions together with children or young people. It allows for regular and consistent review of the plan.

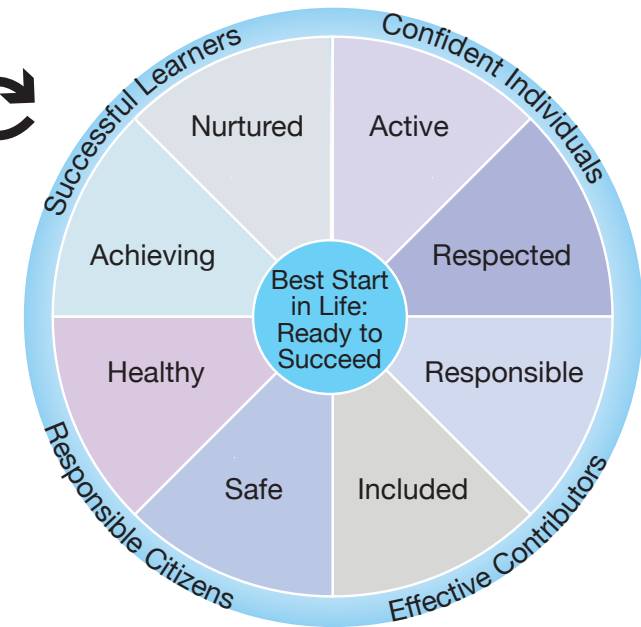
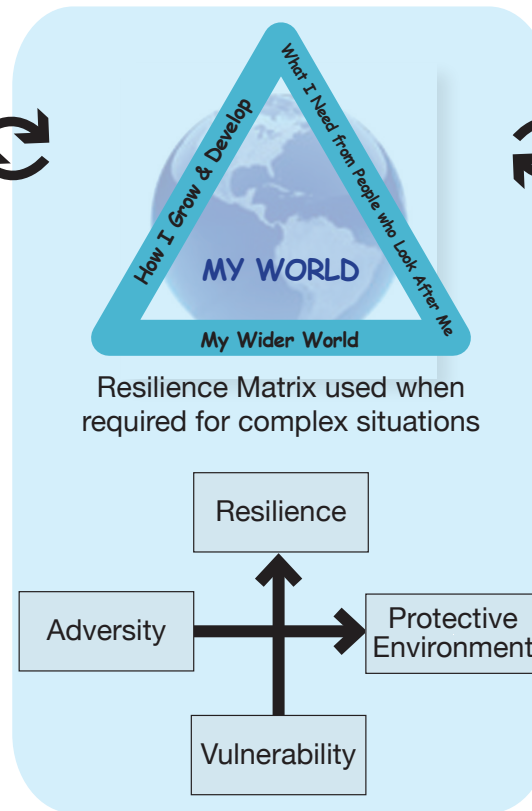
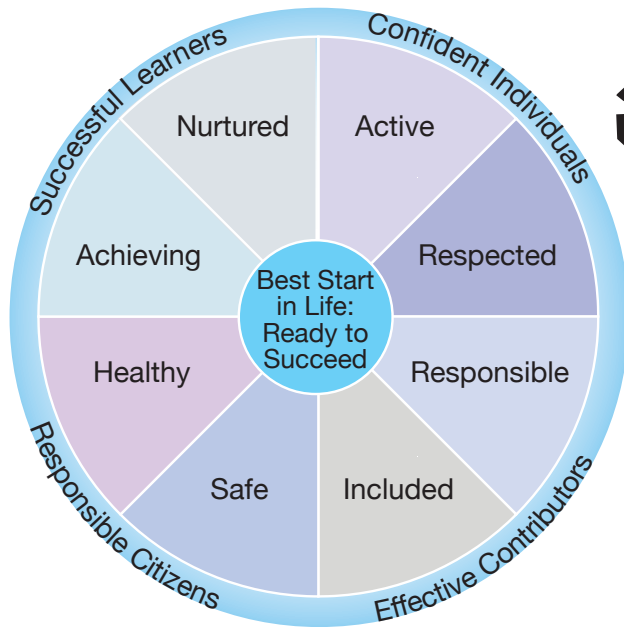
The National Practice Model

Observing & Recording

Events / Observations /
Other Information

Gathering Information & Analysis

Planning, Action & Review



Well-being
Concerns

Assessment
Appropriate, Proportionate, Timely

Well-being
Desired Outcomes

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 and young people's wellbeing.

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

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 is important that all decisions are person centred and in the best interests of the child or young person.



Framework for Intervention

Universal

The 'universal' services of health and education are available to all children and young people and provide a core level of support.

The named person in health and education is most likely known to the child or young person, and we know that having safe, supportive relationships with trusted adults helps children and young people address and overcome adversity and trauma and go on to reach their full potential.

The named person is the first point of contact for children, young people and families seeking advice, information, and signposting to other services.

At 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 children and young people. Universal support, in addition to health and education, includes a wide range of activities and services 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
- Housing
- Leisure provision

Using the GIRFEC approach and the National Practice Model we can identify when additional support is needed. This may continue to be provided through universal services or may lead to a more coordinated and planned approach to meet wellbeing.

Where it is identified that additional support is required to meet the wellbeing needs of a child or young person, the named person is often the person that enables access to this support

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

Additional

Where assessment of available information suggests that either the needs of, or concerns about a child or young person are escalating, holding a Team Around the Child Meeting should be considered by the named person.

The key purpose of a Team Around the Child Meeting is to consider:

- Wellbeing needs and potential concerns about the child or young person,
- Whether there is a need for a multi-agency child chronology,
- Whether support continues to be provided on a single agency basis or if a coordinated multi-agency approach is required,
- Whether there is a need for a Child's Plan, and
- Whether there is a need for a lead professional.

Examples of agreed multiagency outcomes are noted in the proforma for the Team Around the Child. In some cases, this may lead to the development of a multi-agency chronology and/or a Child's Plan.

One outcome of the Team Around the Child Meeting may be to continue to provide support on a single agency basis or if indicated, it may be to initiate the coordination of multi-agency interventions. Services should work together in a rights based way to ensure that all children, young people and families receive the right support from the right people at the right time.

When the wellbeing needs of the child or young person result in additional support but not a multiagency Child's Plan the named person is responsible for coordinating the support.

Additional

Examples of support coordinated through the named person are outlined below.

- Speech and language advice for a child or young person struggling to communicate,
- A Head Teacher seeks advice from an educational psychologist as part of their educational needs assessment,
- A child or young person with health needs is referred for assessment,
- A child or young person who is a young carer gets support and advice,
- A family situation where a child or young person has complex health needs, there is limited extended family support and they have a need for some practical help and advice,
- Support for learning,
- Supporting a child or a young person 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 Traveler Education service,
- 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 are emerging, for example Homestart.
- Parental alcohol/substance misuse is beginning to have an impact on a child's or young person's health or development,
- Outreach support from Specialist Education provision in school,
- A child or young person involved in anti-social and / or offending behaviour,
- A child or young person who is not taken to health appointments,
- Parents' relationship problems are impacting on a child or young person - including domestic abuse.

Additional support works to overcome disadvantage and helps provide an improved environment for learning. Where there are no identified child protection concerns, but the wellbeing needs of the child requires additional support and a Child's Plan the lead professional is responsible for coordinating the plan in this 'additional' category.

Intensive

A small proportion of children and young people over time may need a number of agencies to work together more intensively to support their wellbeing. This could be to respond to a high level of need, risk, or vulnerability, requiring coordinated intervention and access to those resources that are not universally available.

Examples of situations where Intensive Support will be required: -

- A child or young person with very complex health needs and a Coordinated Support Plan whose care situation is becoming unstable and where more support is required,
- A child or young person engaged in acute self-harming behaviours,
- A child or young person whose name is placed on the Child Protection Register,
- A child or young person suffering significant harm and whose parents are unable to offer consistent and good enough parenting and there has been an escalation of concern leading to the child or young person becoming subject to a Compulsory Supervision Order whether at home, in kinship care or accommodated,
- A child or young person suffering harm or neglect which may require them to be removed from parental care under a voluntary order and/ or require support from an intensive support service,
- High risk young offenders who are overseen by the Young People's Serious Risk Advisory Group.

There will always be a Child's Plan when children and young people are supported in the 'intensive' category. A lead professional will be agreed at either a Team Around the Child Meeting or by social work if formal involvement of their service is required.

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 - [Getting it right for every child \(GIRFEC\) - gov.scot](http://www.gettingitrightfor.everychild.gov.scot)
- UNICEF site - [UN Convention on the Rights of the Child - unicef.org.uk](http://www.unicef.org.uk)
- The Promise site - [thepromise.scot](http://www.thepromise.scot)
- Child Protection Guidance
- Whole Family Wellbeing funding - [Getting it right for every child \(GIRFEC\) - gov.scot](http://www.gettingitrightfor.everychild.gov.scot)