GETTING IT RIGHT FOR EVERY CHILD in AYRSHIRE
A GUIDE FOR PRACTITIONERS
fam
ily and community provide everyday support and care, universal provision supports development and builds resilience, additional support works to overcome disadvantage and supports learning, specialist help addresses more complex needs that impact on health or wellbeing, compulsory intervention ensures action to overcome adversity and risk.
The Children and Young People (Scotland) Act 2014

The Act is wide ranging and includes key parts of the *Getting it right for every child approach*, commonly known as GIRFEC. Across Ayrshire a team was created to bring together the best GIRFEC practice and develop a common approach.

In preparation for part 4 (Named Person) and 5 (The Statutory Child’s Plan) of the Children and Young People (Scotland) Act 2014 the team developed a guide for practitioners and a child’s pathway to clarify our shared responsibilities.

Wellbeing sits at the heart of the Ayrshire approach and reflects the need to tailor the support and help that children, young people and their families are offered. The consistent terminology will support practitioners from across Ayrshire when working with children, young people and families.
UNDERSTANDING WELLBEING

Considering the quality of children and young people’s lives

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the Getting it right for every child approach, commonly known as GIRFEC.

Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their families are offered to support their wellbeing.

A child or young person’s wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.
What is wellbeing?

Wellbeing is broader than child protection and how we tend to think about welfare.

To help make sure everyone – children, young people, families, and the services that support them – has a common understanding of what wellbeing means, we describe it in terms of eight indicators.

- **SAFE**
  - Protected from abuse, neglect or harm at home, at school and in the community.

- **HEALTHY**
  - Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.

- **ACHIEVING**
  - Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

- **NURTURED**
  - Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

- **ACTIVE**
  - Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

- **RESPECTED**
  - Having the opportunity, along with carers, to be heard and involved in decisions that affect them.

- **RESPONSIBLE**
  - Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

- **INCLUDED**
  - Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.
What do the wellbeing indicators mean?

These eight wellbeing indicators are sometimes known collectively as SHANARRI. While each indicator is separately defined, in practice, the indicators are not discrete, but connected and overlapping. In this way, they give a holistic view of each child or young person, and allow the child or young person, and the adults supporting them, to consider strengths as well as barriers to growth and development.

*Child protection services will continue to protect children and young people at risk of significant harm. If you have a child protection concern follow your child protection procedures.*

How are the wellbeing indicators used?

Each child is unique and there is no set level of wellbeing that a child should achieve. Each child should be helped to reach their full potential as an individual.

The wellbeing indicators help make it easier for everyone to be consistent in how they consider the quality of a child or young person’s life at a particular point in time.

Families and people working with children and young people can use the wellbeing indicators to identify what help a child or young person needs in order to help them access the right support or advice.

All services working with children and young people, and those who care for them, must play their part to promote, support and safeguard children and young people’s wellbeing.

Key facts about wellbeing

1. **Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.** These eight indicators help make sure everyone – children, parents, and the people who work with them, such as teachers and health visitors – has a common understanding of wellbeing.

2. **The eight wellbeing indicators connect and overlap.** For example, a health difficulty may have an effect on a child or young person achieving their goals. When considered together the different elements of wellbeing give the whole picture of a child’s or young person’s life at a particular point in time.

3. **A child’s or young person’s wellbeing is influenced by everything around them.** This includes their individual circumstances, the support they get from their family and community, and the services that support them. Factors such as adequate sleep, play and a healthy, balanced diet have a positive impact on all aspects of a child’s or young person’s wellbeing. While the effects of poverty and isolation can have a negative effect on their wellbeing.

4. **It is up to all of us – families, early learning providers, health visitors, teachers, GPs, police – to work together to promote, support and safeguard the wellbeing of all of our children and young people.** Children and young people have different experiences and needs at different times in their lives. Understanding how this affects their wellbeing, and providing the right support when they need it, helps them grow and develop and reach their full potential.
What do we mean when we consider a child’s wellbeing?

It is important to consider the context of the child’s or young person’s life with their parents, wider family and community. A key element of the GIRFEC approach is building on strengths and promoting resilience, and any assessment should therefore identify positive wellbeing as well as concerns. While it is expected that professional judgement will be used to decide whether there are any short or long term concerns, it is important that practitioners recognise that children and young people can thrive in different environments. They must therefore be respectful of and responsive to the child’s or young person’s, or parents / carers education, communication capacity, life experiences, socio-economic status, lifestyle and beliefs. This has relevance to all aspects of wellbeing. Each of the wellbeing SHANARRI indicators are linked to the articles with the United Nations Convention on the Rights of the Child (UNCRC).

Safe - protected from abuse, neglect or harm (UNCRC Articles 11, 19, 22, 32, 33, 34, 35, 36, 37, 38):

Every child or young person has the right to be safe and protected, and to feel safe and protected from any avoidable situation or acts of commission or omission which might result in that child or young person:

• Being physically, sexually or emotionally harmed in any way;

• Put at risk of physical, sexual or emotional harm, abuse or exploitation;

• Having their basic needs (food, clothing, shelter, sanitation, education, healthcare) neglected or experiencing that their needs are met in ways that are not appropriate to their age and/or stage of development;

• Being denied the sustained support and care necessary for them to thrive and develop;

• Being denied access to appropriate health care and treatment, and social care support;

• Being exposed to demands and expectations which are inappropriate to their age and stage of development; and

• Being harmed by the behaviour of themselves or others.

Healthy - having the best possible standards of physical and mental health; support to make healthy, safe choices (UNCRC Articles 3, 6, 24, 39):

• Every child and young person has the right to a standard of health that supports them in fulfilling their developmental potential;

• The health of children and young people should be promoted, supported and safeguarded to maximise their health throughout their life course; and

• Children and young people should have access to timely, acceptable and appropriate health care, and support of appropriate quality.
Achieving - accomplishing goals and thereby boosting skills, confidence and self-esteem; ‘being all they can be’ (UNCRC Articles 4, 18, 28, 29):

• Every child and young person has the right to fulfil his or her potential.

• Improving achievement and attainment often go hand-in-hand, and both lead to improved life chances. Supporting all our children and young people to accomplish goals and develop skills, ambition and know-how helps them to fulfil their potential and aspirations; and

• Achievement also applies to a child’s development as a social being with a fully-formed and autonomous personality. An achieving child or young person is more likely feel they belong and be able to navigate their way through life with knowledge, understanding, and confidence in their ability to cope with new and different challenges.

Nurtured - having a loving and stimulating place to live and grow (UNCRC Articles 4, 5, 18, 20, 21, 25, 27):

• The right of every child and young person to thrive and develop into a safe, healthy, happy, well-adjusted child or young person – and, ultimately, a respected and responsible adult – is fundamental;

• Having clear boundaries and support from adults whose actions are predictable and can be trusted; and

• Having the opportunity to form a secure attachment with a care given. There is clear overlap between being nurtured and being safe, healthy, achieving, respected, responsible and included.

Active - having opportunities to take part in a wide range of activities (UNCRC Articles 3, 23, 31):

Being active is not just about ‘doing’. It is also about children and young people, within their capabilities:

• having access to and being encouraged to explore their home and community environment;

• expressing themselves in different ways;

• developing new skills;

• learning how to assess and manage risks; and

• acting co-operatively within groups.

Above all, activity and play are essential to the child and young person’s subjective sense of wellbeing; the positive feelings about the self that come from having fun.
Respected - being enabled to understand their world, being given a voice, being listened to, and being involved in the decisions that affect their wellbeing (UNCRC Articles 2, 3, 4, 5, 8, 12, 13, 14, 16, 17, 18, 30):

- The UNCRC highlights the importance of parents, carers, and practitioners in children’s services, recognising every child’s right to be treated with respect and dignity at all times; regardless of the child or their parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status;

- Respect and being respected are multi-dimensional concepts. Every child or young person has the right to express their views on matters that directly affect them, in the manner most appropriate to them; and to have those views given due weight in accordance with their age and developmental level, by the adults who care for them, or come into contact with them in a professional or personal capacity. Communication or learning difficulties should not be a barrier to obtaining and having regard to the child or young person’s views;

- Where decisions are being taken in respect of a child or young person in a legal forum or elsewhere, there should be a record of the child or young person’s views, which should be considered before any decision is taken, and where necessary, advocacy or other appropriate support should be provided to assist the child or young person;

- The child or young person who is treated with respect is more likely to be safer, emotionally, physically and spiritually healthier; happier; more nurtured, more likely to feel and be included, more likely to be active, and more likely to respect themselves and others, and behave in a considerate and responsible way.

Responsible - taking an active role within their home, school and community (UNCRC Articles 3, 12, 14, 15, 40):

Being responsible is about:

- accountability;

- understanding the rules and parameters which guide how we live alongside each other;

- leadership and decision making, with support as appropriate;

- the capacity for moral judgement;

- showing respect and compassion for others;

- being honest with yourself and others;

- taking an active role in your peer group;

- resisting pressure to engage in inappropriate, dangerous or anti-social behaviour;

- self-control;

- being patient when your wishes are not instantly gratified;

- not resorting to aggression or violence to get your own way; and

- learning how to negotiate with others.
Included - being a full member of the communities in which they live and learn; receiving help and guidance to overcome inequalities (UNCRC Articles 3, 6, 18, 23, 26, 27):

• Every child or young person has the right to be included;
• Inclusion is about the acceptance of all, and the recognition that each person, regardless of their differences, can make a valuable contribution to the community; and
• Involves the removal of social, economic, cultural, religious, personal, communication and physical barriers that prevent children, young people, and their families from accessing services, exercising their rights and engaging with their community, and society at large.

As a practitioner what does this mean for me?

A wide range of practitioners are required to think about children and young people’s wellbeing in the course of their day-to-day activities when exercising functions under the Act. This will include practitioners with direct responsibilities for children, and those with indirect responsibilities (for example, those delivering services to parents).

Clearly, those practitioners directly involved in delivering services to children and young people need to consider their wellbeing. For example, a teacher who notices a change in a child’s school attendance, or a youth worker who becomes aware that a young person is a victim of bullying, must consider whether these circumstances are a consequence of, or an influence on, the child or young person’s wellbeing.

Practitioners providing a service to, or coming into contact with, adults who are parents; adults who are siblings of children or young people, and adults who have regular contact with children or young people, are also required to consider children or young people’s wellbeing. For example, a GP treating an adult with a chronic health condition must consider whether the adult’s condition is affecting their child or children’s wellbeing.

Practitioners providing general services in the community may have information relevant to children and young people’s wellbeing. For example, a Police Officer charging a 14 year-old boy following an on-going dispute between two groups of youths is required to consider the boy’s wellbeing and to assess whether he is eligible for support via the local Early and Effective Intervention (EEI) process. EEI is designed to facilitate a multi-agency assessment of wellbeing concerns in relation to the alleged offence, and with the Named Person, to identify the most appropriate support for the child or young person, with the aim of preventing further offending and meeting identified needs.

Practitioners with a particular focus in a specialist area (for example, oncology consultant, substance misuse support worker) have specialist assessment tools that they use to analyse information about a specific area of a child or young person’s needs. These specialist assessments form part of the holistic assessment of wellbeing, and should be considered in the context of the child or young person’s life at home and in the wider community.

As a practitioner how do I assess wellbeing?

Assessments of wellbeing will be required in a wide and varied range of circumstances. Local authorities, health boards, directing authorities, other service providers and related services have local training, policies and procedures in place to support their employees in assessing wellbeing.
All practitioners highlighted above should know how to identify a wellbeing concern.

A wellbeing concern may be identified by the child, or young person, or by anyone who knows or supports the child or young person and can be identified for many reasons, such as (but not limited to) the following:

a) a child or young person may be worried, anxious or upset about an event/set of circumstances, including socio-economic circumstances;

b) a parent or family member may have noticed a change in the child or young person’s behaviour; demeanour or developmental progress;

c) a parent or family member may have concerns about the impact on their child of an event or set of circumstances;

d) a practitioner may have concerns for a child or young person’s health, or may have noticed a change in their behaviour; demeanour or development

e) a child or young person may be offending, or putting themselves at risk of harm.

Any indication that a child’s or young person’s wellbeing is, or is at risk of being, adversely affected, can constitute a wellbeing concern.

The concern will arise from observation or assessment which indicates that one or more aspects of wellbeing is, or is at risk of being, adversely affected or subject to an effect by factors related to the child, or young person. Professional judgement based on experience and training and information about the child, or young person, and their circumstances, will be key to identifying wellbeing concerns. In some cases a single observation or incident may be judged to represent a risk to wellbeing and be considered a concern. In other cases the context of the observation or assessment, and wider knowledge of the child’s general wellbeing and circumstances may either heighten or reduce the concern. The nature of the concern will be specific to the individual child, their age, stage of development and circumstances, so what represents a wellbeing concern for one child, may not be judged a concern for another child. These concerns are communicated to the child’s named person.

How do you reach a child’s Named Person?

Each agency will provide their own guidance on the suggested format a wellbeing concern will take. The Named Person service will receive wellbeing concerns via a mailbox. The Named Person service will direct the concern to the Named Person for the child. Contact details of how to reach the Named Person service/s will be maintained on the Ayrshire GIRFEC website.

www.girfec-ayrshire.co.uk
What will the Named Person do with wellbeing concerns?

A Named Person will be available to listen, advise and help a child or young person and their parent(s), provide direct support or help them access other services. For example, a health visitor might ask for help from a speech and language therapist, or a guidance teacher may put parents in touch with a local bereavement counselling service.

When the child or young person, their parent(s), or someone who works with them raises a wellbeing concern, a Named Person will use the wellbeing indicators and carefully consider the situation by asking five questions:

1. What is getting in the way of this child’s or young person’s wellbeing?
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?

Once they have considered the situation, a Named Person will discuss this with the child’s parent(s) and other appropriate professionals if required, to complete a wellbeing assessment and determine what needs to be done to improve the child’s wellbeing.

They will then plan what action(s) will be taken with the child or young person and their parent(s) and arrange appropriate review dates for any children’s planning including a statutory Child’s Plan. Each situation and information will be unique to the child or young person, and the way they are supported will be tailored to their individual needs.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified. They can help a child, young person or their parent(s) address their concerns early and in some cases avoid bigger concerns or problems developing.
NAMED PERSON

Access to a Named Person is part of the Getting it right for every child (GIRFEC) approach to promote, support and safeguard the wellbeing of children and young people.

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the Getting it right for every child approach, commonly known as GIRFEC.

Most children and young people get all the help and support they need from their parent(s), wider family and community, but sometimes they may need a bit of extra support. The Act gives all children and young people from birth to 18, or beyond if still in school, access to a Named Person to help support their wellbeing.

A Named Person will be a central point of contact if a child, young person or their parent(s) want information or advice, or if they want to talk about any worries and seek support. The Named Person can also, when appropriate, reach out to different services who can help.
Who will be a Named Person?

A Named Person will normally be the health visitor or family nurse practitioner for a pre-school child and a promoted teacher - such as a headteacher, or guidance teacher or other promoted member of staff - for a school age child.

The Named Person duties are integrated into their current role and strengthen the support they currently provide, formalising their role as a central contact for children, young people, parents and the ‘team around the child’ supporting them.

What will a Named Person do?

A Named Person will be available to listen, advise and help a child or young person and their parent(s), provide direct support or help them access other services. For example, a health visitor might ask for help from a speech and language therapist, or a guidance teacher may put parents in touch with a local bereavement counselling service.

They will also be a point of contact for other services if they have any concerns about a child’s or young person’s wellbeing.

Key facts about the Named Person role

1. A Named Person will be available to children and young people across Scotland from birth to age 18, or beyond if still in school. This means a child, young person, parent, or someone who works with them, knows who they can approach for help or advice if they need it. A Named Person will normally be a health visitor or family nurse practitioner for pre-school children and a head teacher, guidance teacher or other promoted member of staff for school aged children and young people.

2. The Named Person will work with children, young people and their parent(s) to get the help they need, when they need it. A Named Person has a responsibility to respond to a concern about a child’s or young person’s wellbeing but there is no requirement to take up the offer of advice or support. A Named Person does not replace or change the role of a parent or carer. The rights and responsibilities of parents to raise their children and provide for their wellbeing needs stay the same.

3. The Named Person service will help families and the services that support them to work in partnership. A Named Person will be a single point of contact available to parents, children and young people by law to make getting help and advice more straightforward and joined up. There is no obligation to take up the offer of advice or support. Named Persons have no new legal powers to compel parents, children or young people to accept advice, support or help.

4. Effective communication, including sharing relevant information where appropriate, is essential to ensure children, young people and families get the right help at the right time. Every child’s needs and circumstances are unique and a Named Person will work with a child or young person and their parent(s) to offer the right advice and support. Information about the child’s needs and circumstances may be shared with a Named Person if it’s relevant to understanding what help they may need and it supports their wellbeing, this will be done in discussion with the child and their parent(s), unless there is a child protection concern. The Named Person will not directly access personal information held by other services.
The new law makes good practice the national standard across Scotland to ensure that support is available to all if they need it. TheNamed Person service builds on the supportive role teachers and health visitors have long offered to children and parents.

The Named Person is mainly provided by health and education services. A Named Person will support specialist services, such as social work and mental health services, as they continue to respond to the needs of vulnerable children and families. A Named Person does not remove the responsibilities of others working with children, young people and families or change current child protection procedures. The police and social work will continue to be contacted immediately if a child is believed to be at risk of significant harm.

The GIRFEC approach makes better use of available resources. GIRFEC provides a common approach to thinking about wellbeing and co-ordinated planning. This helps to ensure that targeted support is provided where it is required to help a child or young person.

What happens when wellbeing information is raised?

When the child or young person, their parent(s), or someone who works with them raises wellbeing information, a Named Person will carefully consider the situation by asking five questions:

1. What is getting in the way of this child’s or young person’s wellbeing?
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?

Once they have considered the situation, a Named Person will discuss this with the child’s parent(s) and other appropriate professionals if required, to assess what needs to be done to improve the child’s wellbeing.

They will then plan what action(s) will be taken with the child or young person and their parent(s) and arrange appropriate review dates for the plan. Each situation and information will be unique to the child or young person, and the way they are supported will be tailored to their individual needs.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified. They can help a child, young person or their parent(s) address their concerns early and in some cases avoid bigger concerns or problems developing.

There is no obligation to accept the offer of advice or support from a Named Person.
Who will provide and support the Named Person?

Local authorities and health boards are the main organisations that have a duty to make sure a Named Person is available to children and young people wherever they live or learn. They will make sure children, young people and parents know about their local Named Person service and what it means for them.

Other organisations, like independent or grant-aided schools, secure accommodation services and the Scottish Prison Service (for the small number of young people held in custody), have a duty to make sure a Named Person is available to the children and young people in their care.

Information about a child’s needs, specific circumstances and the help they have already received may be shared with a Named Person and proportionately with other services if they are asked to provide additional support.

Named Person service providers have processes and procedures to make a ‘request for assistance’. This should include providing dialogue with service providers and relevant authorities to address wellbeing needs where a request for assistance is declined or alternative assistance is suggested or offered. In most circumstances, the child or young person and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.

A request for assistance is not to be used in a directive way, but instead, will empower the Named Person service provider to secure collaborative discussion with other service providers and relevant authorities in order to address wellbeing needs. When asking a service provider or relevant authority for help by acting to support, promote or safeguard the wellbeing of a child or young person, a Named Person will be specific in identifying the wellbeing need to be addressed and where possible the desired outcome anticipated. The assistance a service provider or relevant authority may provide could include: undertaking an assessment; providing a service; change in provision of service; provision of information; provision of a resource; and change in provision of a resource. A service provider or relevant authority must comply with a request for assistance from a Named Person service provider unless to provide the assistance would:

- be incompatible with other duties of the service provider or relevant authority;

or

- unduly prejudice the exercise of any function of the service provider or relevant authority.

When considering a request for assistance from a Named Person service provider, a service provider or relevant authority should consider the potential affect or effect on the wellbeing of the child or young person. They must do this taking into consideration all wellbeing indicators. This may be of particular significance when prioritising the provision of a service or resource, for example:

- request to provide a service urgently when a waiting list exists; or

- request to provide an extraordinary resource.

When declining to comply with a request for assistance from a Named Person service provider, a service provider or relevant authority must provide clear reasoning. There are a number of guides on how to respond to a request for assistance available on the Ayrshire GIRFEC website.
What does a Named Person do if a child or young person and parent does not wish to engage with the Named Person?

The Children and Young People (Scotland) Act 2014, Part 4, requires the Named Person service to be made available for children from birth to their 18th birthday, and to young people beyond their 18th birthday if they remain on a school roll. (The legislation does not apply to those under the age of 18 serving in the armed forces, as the armed forces have a duty of care at this time.) While the service must be made available, it is up to individual children, young people and parents, whether they wish to engage with the Named Person service.

The Named Person service provider must make available a Named Person who can perform specific functions to promote, support and safeguard a child or young person’s wellbeing. These functions are: to offer information, advice or direct support; or help to access a service or support; or to raise a matter with other services or authorities.

What does making the Named Person service available mean where parents indicate that they do not wish to engage with the Named Person service?

The Named Person service arrangements and the role of the identified Named Person for each child, will be integrated into the service arrangements of the Named Person service provider, and into the role of the identified Named Person. It will not be a stand-alone service. This means that:

- Health Boards are currently integrating the Named Person functions for pre-school children into the role of Health Visitors, hence for the vast majority of pre-school children, their Health Visitor will be their Named Person. For a small number of children, alternative arrangements will be put in place by the Health Board to make a Named Person available for the child, for example a Family Nurse fulfilling these functions. Health Boards are required by the Act to make arrangements for the provision of a Named Person service for each pre-school child resident in their area.

- Local authorities will identify suitably qualified and experienced promoted teachers in schools, and appropriately qualified and experienced officers within the Named Person service, to carry out the Named Person functions as part of their professional role and day to day work.

- Similarly, in independent and grant aided schools promoted, suitably qualified and experienced teachers will be identified to carry out the Named Person functions as part of their professional role and day to day work.

- For a child in secure accommodation, the Head of Unit will carry out the Named Person functions, as part of their responsibility for the care and support for the child accommodated in the establishment.

- The Scottish Prison Service will identify Unit Managers to provide the Named Person role to those under 18 in legal custody, and this will form part of the support offered by the institution.

What happens when the Named Person function is already being provided as part of current roles?

For example, Health Visitors and promoted teachers routinely offer advice, information, support, and help to access other services in order to promote, support and safeguard the wellbeing of the child or young person. The Act will ensure that this support is consistently made available to parents, children and young
people. These practitioners also on occasion already receive and share information when there is a concern regarding the wellbeing of a child or young person. Hence health visitors and promoted teachers, in providing the Named Person functions under the Act, will be doing so as part of their well-established roles in supporting children, young people and their parents. If a child, young person or parent does not wish to engage with the Named Person service then service providers should try to discuss this with them. The aim of the discussion would be to try to understand concerns, challenge misconceptions, allay fears and provide reassurance. It should also be made clear that the Named Person service will continue to be made available, the circumstances under which the Named Person and others may require to take action, and that unless there are concerns for the child’s / young person’s wellbeing, the Named Person is unlikely to require to take action.

The Named Person provisions are for the child or young person and the parent(s) as individuals, and hence service providers must consider the views of each when considering a wish not to engage with the service. There may be differences of opinion between those entitled to access the Named Person service as to what specific aspects of the service they do not wish to engage with. This will be a particular consideration in relation to older children and separated parents when any one of these say they will not engage.

**Which duties must be fulfilled under the Act?**

While parents may take the decision not to engage directly with the identified Named Person, the Named Person service provider is still required to carry out their duties under the Act by making a Named Person service available.

The Named Person service provider is required to inform the child or young person and parent about how to contact the Named Person, and when the Named Person service provider changes the outgoing Named Person’s organisation must inform the incoming Named Person service provider of the name and address of the child or young person and each parent.

The Act also states that after specific considerations, detailed in the Act and guidance, the outgoing Named Person service provider is required to share relevant information with the incoming Named Person service provider in relation to the child’s or young person’s wellbeing. These considerations include seeking and taking into account the views of the child or young person, so far as reasonably practicable, on what information may be shared.

In practice this would normally include seeking the views of the parent(s). Where a parent has told the Named Person service provider that they do not wish to be contacted then the Named Person service provider will have to decide whether in considering the child’s or young person’s wellbeing, they should still make contact with that parent. However, even in these circumstances the duty to seek and take account of the views of the child or young person if it is reasonably practicable to do so, remains.

Even where the parent does not wish to engage, the Act says that service providers, relevant authorities and those providing services on their behalf must share relevant information with the Named Person’s organisation if certain tests are met. If these tests are met, and there are no legal restrictions, (under the Data Protection Act 1998, in contravention of the European Convention on Human Rights (ECHR), or under any other legal obligation) except a duty of confidentiality, then the Named Person service provider must be given relevant and proportionate information to help an identified Named Person carry out their functions.

At any point the Named Person may receive information in relation to a child’s wellbeing. They may also directly observe situations or circumstances which may have an effect on a child’s wellbeing. If the Named Person believes that there is likely to be an adverse effect on the wellbeing of the child then the Named Person will consider what support, if any, may be offered to promote, support or safeguard wellbeing. The Named Person will at this time consider and pay regard to the views of the child or young person and parent.
How should Named Person service providers respond to children, young people and parent(s) who inform them they do not wish to engage with the Named Person service?

- The key message is that organisations have a statutory duty to make the Named Person service available, but there is no requirement under the Act for children, young people or parents to engage with the Named Person.

- Non-engagement with the Named Person will not *in itself* be a cause for concern.

- The Named Person has no powers under the Act to compel children, young people or parents to engage with them or accept any support offered.

- Where a child, young person or parent chooses not to engage with the Named Person the usual support offered via the service should be available, and they should feel free to take up whatever support they consider is appropriate.

- Where there are concerns for a child or young person’s wellbeing then the Named Person should try to engage in dialogue with the child, young person and parents, ideally through practitioners they know and trust, to enable the Named Person to understand the child or young person’s needs to offer help if appropriate.

- Where children, young people and parents are not engaging with the Named Person service, the duties in the Act remain in place as detailed in the statutory guidance.

- Where there are concerns for a child or young person’s wellbeing which constitute child protection concerns then local child protection procedures should be followed without delay.

How does the Named Person service operate during holidays and periods of absence?

Holiday periods are known in advance and therefore there are a range of measures in place to deliver the Named Person service during holidays and periods of absence.

Preparation for holidays:

- There is accessible, up to date and accurate record keeping i.e. MIS / SEEMiS / pastoral care notes are up to date

- Arrangements are communicated to children, young people and parents

Where there are established or anticipated wellbeing needs or concerns pre-holiday processes may include:

- Children’s planning reviews to establish needs and put support in place where necessary

- Links or signposting to council and community support activities for children and families

- Alerts to the central team or dialogue to explain anticipated needs

- Information and advice to individual children, young people and parents to explain contingency/support arrangements

- Review of Child’s Plan by Lead Professional to consider support and the role of partners to the plan during holiday period

- Communication with partners agencies involved to put contingency support in place
For some families there may be more than one Named Person involved. This may require Named Person to Named Person dialogue regarding school holiday arrangements. In some situations where there is a pre-school child, the Health Visitor may potentially provide support for a family during school holiday periods if appropriate.

Administrative and arrangements are place to manage changes to Named Person service providers which may occur during school holiday periods. This might include:

- school leavers under 18
- transfers to and from independent/grant aided schools
- transfers to and from other local authority Named Person services
- transfers to and from Scottish Prison Service

**How do we support and evaluate the Named Person service during holidays and periods of absence?**

While not a duty in the Act, the local authority will wish to evaluate the effectiveness of the continuity of Named Person service arrangements in terms of systems and processes, partnership working and most importantly, the impact on outcomes for children and young people. The following approaches are likely to be part of this process:

- gathering data on volume and nature of contacts, and the outcomes for children
- review feedback from parents and children
- review feedback from those carrying out the Named Person functions
- review service in dialogue with partners
- record and report on impact for children / families and staff / service
- adjust practice and processes

**How does the Named Person service interact with other service providers during holidays and periods of absence?**

While the responsibility for Named Person service falls to Named Person service providers, the GIRFEC approach and duties in the Act apply to a wide range of services for children and families, and some adult services. There will be a role for these services to play in considering their own practice and arrangements as they might support the effective provision of the Named Person service during school holiday periods. The following notes may assist the dialogue between local authorities and these services:

- Police wellbeing information are likely to be the principal source of information received by the Named Person service. Agreement locally on continuity of the Named Person service during holidays.
- The Children’s Reporter may need to request information and schedule hearings during holiday periods. There is agreement locally on continuity of the Named Person service during holidays.
• Health service will continue to provide routine and emergency care for children and families during school holiday periods and may require to provide information to, or seek information from, the Named Person service. Local continuity arrangements are in place.

• Social work services will continue to provide services and support during school holiday periods, including response to child protection concerns, out of hours duty service and family support. Local continuity arrangements are in place.

• Third sector organisations have both a specialist and more general community support role which may be more prominent during school holiday periods. Local continuity arrangements are in place. Information is available on the Ayrshire GIRFEC website.

**Who is the Named Person for children or young people leaving school before their 18th birthday?**

For children or young people who leave school before their 18th birthday, the local authority where they live, will make available the Named Person service. Where the Named Person service is in receipt of wellbeing information for an individual, they will identify a Named Person who meets the following criteria:

a) holds a post within the organisation which is the service provider in relation to the child; and

b) has had training and experience in providing educational and personal support to children and young people.

Given the potential needs of this group, the Named Person will be someone with the experience and knowledge to provide educational and personal support to children relevant to their age, their wellbeing needs and the nature of their participation in post-school activity. This support may be provided directly from the Named Person service or via signposting to other services. They should be able to access and assess relevant wellbeing information from the child’s previous Named Person, or Named Person service, and help children or young people access local support networks if required. The Named Person should also be able to give information and advice to other services and practitioners, for example, the police or social work.

Where children have more significant wellbeing needs requiring a targeted intervention, the post school Named Person may need to initiate the Child’s Plan process, and then link with the Lead Professional. Where a Child’s Plan is in place at the transition from school, the Named Person will be a partner to the plan and will link with the Lead Professional to agree their role.

**Who is the Named Person for travelling children?**

For children who travel, the local authority where they are living, will make available the Named Person service. Where the Named Person service is in receipt of wellbeing information for an individual, they will identify a Named Person.

Given the potential needs of this group, the Named Person will be someone with the experience and knowledge to provide educational and personal support to children relevant to their wellbeing needs and the nature of their participation in education. This support may be provided directly from the Named Person service or via signposting to other services. They should be able to access and assess relevant wellbeing information from the child’s previous Named Person, or Named Person service, and help children
access local support networks if required. The Named Person should also be able to give information and advice to other services and practitioners, for example, the police or social work.

Where children have more significant wellbeing needs requiring a targeted intervention, the Named Person will need to initiate the statutory Child’s Plan process, and then link with a Lead Professional. When a Statutory Child’s Plan is in place the Named Person will be a partner to the plan and will link with the Lead Professional.

**What is the role of the Lead Professional?**

Where it has been agreed that a targeted intervention is required to support a child’s wellbeing a Child’s Plan should be prepared. There will be a Lead Professional to make sure that the statutory Child’s Plan is managed properly and to co-ordinate the support described in the Plan. The Lead Professional will:

- make sure that the child and their parent(s) understand what is happening at each point so that they can be involved in the decisions that affect them
- ensure the Child’s Plan is accurate, up-to-date, implemented and reviewed regularly
- consult and work with the child’s Named Person

The Lead Professional will be a practitioner who is chosen because they have the right skills and experience to ensure the Child’s Plan is managed properly, and who can work with the child, their parent(s), their Named Person and the other services who support the child. Depending on the situation, including consideration of the child’s needs, the Lead Professional and Named Person may be the same person.

Information about a child’s needs, specific circumstances and the help they have already received may be shared with the Lead Professional and other services involved in the Child’s Plan.

In most circumstances, the child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.

**Who can be a Lead Professional?**

The Lead Professional will be someone employed by one of the services involved in supporting the child and family. When a Child’s Plan is prepared the partners to the plan, including the child and parents where appropriate, will need to consider who is the right person to take on the role of Lead Professional. In making that decision they will need to choose the practitioner who has the right skills and experience, and who can work with the child, the parents, the Named Person and the ‘team around the child’ to support the child. Where a child is looked after or involved in a child protection investigation or proceedings the Lead Professional will be a Social Worker.
CHILDREN’S PLANNING

Providing a consistent approach to planning, delivery and co-ordinated support

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the *Getting it right for every child approach*, commonly known as **GIRFEC**.

A wide range of children may present with a wellbeing need at some point and these can most often be met with support from their family, community resources or the support generally available within universal services provided by the health board or local authority. This is assessed and recorded using Children’s Planning.

The Act ensures a single planning framework – a statutory Child’s Plan – will be available for children and young people who require extra support that is not generally available to address a child or young person’s needs and improve their wellbeing.

The statutory Child’s Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The statutory Child’s Plan will be required by legislation from 31 August 2016.
What is a Statutory Child’s Plan?

A statutory Child’s Plan is a tool to help services – such as education, NHS and social work services - coordinate a range of additional help offered to a child through targeted interventions. The plan is considered and developed in partnership with the child, their parent(s) and the services involved.

Not every child will require a statutory Child’s Plan. It supports and streamlines planning for children who need it.

It brings together current planning processes used for children with additional support needs or child protection arrangements, to ensure plans are coordinated and tailored to meet the specific needs and circumstances of individual children.

When is a Statutory Child’s Plan required?

There are two main considerations both to be met in deciding if a child requires a statutory Child’s Plan.

Firstly if the child is assessed as having a wellbeing need in terms of the definition of wellbeing within the Act. This means that a judgement has been made that the child's wellbeing is currently being adversely affected by any matter; or is at risk of being adversely affected. The adverse effect may be on one or more aspects of wellbeing and can arise from any factors relevant to the child. This judgement will be made based on a holistic knowledge of the child, informed by the use of the National Practice Model.

Secondly a statutory Child’s Plan is only required when the wellbeing need cannot be met, or fully met, without the provision of a ‘targeted intervention’, and it is considered that the wellbeing need can only be met by one or more targeted interventions. This means that the responsible authority decides that action should be taken to provide specific support which meets the definition of a targeted intervention.

What is a targeted intervention?

A ‘targeted intervention’ is a service which is provided by and/or arranged by a relevant authority. The Lead Professional coordinates the Child’s plan in collaboration with the Named Person and ensures that SMART actions are taken to meet the wellbeing needs of children whose needs are not able to be met, or fully met, by the services provided generally to children by the health board or local authority, or independent/grant aided school. This means that a targeted intervention will be a service or some type of support which is more specialist, or targeted at addressing particular wellbeing needs and is therefore not made available generally to children by that authority. A targeted intervention that is provided by a third party in terms of provision of a targeted intervention may be a partner delivering a service by arrangement with a relevant authority, a third sector organisation commissioned or contracted by a relevant authority to provide a service, or a third sector organisation with no contracted arrangements, but which provides a service by arrangement with a relevant authority.

Just as a wellbeing need will require to be judged within the context of the individual child’s circumstances, the definition of a targeted intervention will be related to local context and the service design of the relevant authority. It will be for all relevant authorities to consider which of their services are not made generally available and therefore meet the definition of a targeted intervention for the purposes of a Child’s Plan.
The following are some examples of services or support which may constitute a targeted intervention:

- Parental support through targeted parenting programme
- Specific prescribing/dispensing schedule for methadone for parent
- Parent and child participation in healthy weight programme
- Befriending support for child
- Child and Adolescent Mental Health Services (CAMHS)
- Fire safety awareness/Fire setter prevention programmes

**What is in a Statutory Child’s Plan?**

Every plan should include and record:

- information about the child’s wellbeing needs including the views of the child and their parent(s);
- details of the action to be taken;
- the service(s) that will provide the support;
- the way in which the support is to be provided;
- the outcome that the plan aims to achieve;
- when the plan should be reviewed; and
- when the outcome is achieved.

A Child’s Plan will also record who will coordinate the support. This person is known as the Lead Professional for the plan who will work with the child and their parent(s) to keep them informed.

**What is the data set for a Statutory Child’s Plan?**

The data set to be included within a Child’s Plan is outlined within the draft Child’s Plan (Scotland) Order [2016]

**Child’s Plan - content**

**Demographic section**

Date of Child’s Plan

Date of any previous Child’s Plan

Child’s full name

Child’s Date of Birth

Unique reference numbers such as - CHI 1999 No. / SW Number / Education number (SCN)
Home address of child

Whether any information in the demographic section should not be disclosed further, and any details of this.

Whether the child is looked after or about to become looked after

Whether the child has or requires a co-ordinated support plan (CSP)

Whether the child is on the child protection register

Whether there are any orders of a court or children's hearing in place in respect of the child, including any which regulate the child's place of residence and/or the child's contact with other persons.

**Relationship section**

Details of child's parents and/or carers: name; date of birth; address (if different to child); who holds parental rights and responsibilities in respect of the child

Details of other significant children/adults in child's life: name; relationship to child

The child's named person and their contact details

The lead professional and their contact details

**Assessment of wellbeing section**

Details of wellbeing indicator(s) identified

Summary of assessment(s) carried out in relation to wellbeing

Chronology of significant events in the child's life

Views of the child

Views of the child's parents/carers

Views of other persons who contributed to assessment.

**Section for children who require a Coordinated Support Plan**

**Action Plan section**

In relation to each of the relevant wellbeing indicators: —

Why the wellbeing indicator is relevant to the child

Desired outcome, including indicators to show when that outcome will be achieved

Actions to be taken, including targeted intervention(s) to be provided

Person(s) responsible for taking actions and providing targeted intervention(s)
Timescales for taking action

Child’s view of the plan

Parental/carer’s view of the plan

Views of other persons on the plan

Note of any disagreements about the plan

Options for self-directed support that have been offered

Date of next review of the plan

Plan closure date and reason for closure

**Compulsory Measures of Supervision section**

Compulsory measures of supervision recommended for the child

Recommended compulsory measures of supervision are appropriate

Details of any assessment made under section 49 of the 2014 Act

Details of any permanence decision in respect of the child: date; decision; reasons for permanence decision (place of residence) and any disagreements

The Child’s Plan may look different across Ayrshire and across agencies dependent on the lead professional for the plan. However the dataset remains the same.

**Who manages a Child’s Plan?**

Overall responsibility for delivering a Child’s Plan sits with an organisation, such as a health board, local authority or independent school, called the ‘managing authority’. The Lead Professional, on behalf of the managing authority, will ensure that the Child’s Plan is managed properly.

The Lead Professional will:

• make sure that the child and their parent(s) understand what is happening at each point so that they can be involved in the decisions that affect them;

• ensure the Child’s Plan is accurate, up-to-date, implemented and reviewed regularly; and

• consult and work with the child’s Named Person.

The Lead Professional will be a practitioner who is chosen because they have the right skills and experience to ensure the Child’s Plan is managed properly, and who can work with the child, their parent(s), their Named Person and the other services who support the child. Depending on the situation, including consideration of the child’s needs, the Lead Professional and Named Person may be the same person.

Information about a child’s needs, specific circumstances and the help they have already received may be shared with the Lead Professional and other services involved in the Child’s Plan.

In most circumstances, the child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
**Key facts about the Statutory Child’s Plan**

1. **The Child’s Plan will offer a consistent approach to how extra support that is not generally available is planned, delivered and coordinated.** It will help services to coordinate additional help offered to a child, tailored to meet their specific needs and circumstances.

2. **Not every child will require a Child’s Plan.** A Child’s Plan will be available for a child who needs extra support that is not generally available to address their needs and improve their wellbeing.

3. **A Child’s Plan is developed in partnership with the child, their parent(s) and the services involved.** It will be coordinated by a Lead Professional who will ensure that the plan is managed, coordinated and reviewed to meet the needs identified.

4. **The Child’s Plan will contain information about why the plan has been created, what it is aiming to achieve, and the actions to be taken to improve the child’s wellbeing.**

5. **The child’s Named Person will be a partner to the Child’s Plan.** A child’s Named Person will usually be their health visitor for pre-school children or a promoted teacher - such as their head teacher, guidance teacher or other promoted member of staff - for school age children.

**Further Information**

For more information on Getting it right for every child (GIRFEC) visit:

**Ayrshire**  [www.girfec-ayrshire.co.uk](http://www.girfec-ayrshire.co.uk)

**Scotland**  [www.gov.scot/girfec](http://www.gov.scot/girfec)