

getting
it right

Getting it right for every child
**From crisis intervention to
early intervention**

Boyd McAdam
Scottish Government

Getting it right approach

- Pre- birth \Rightarrow 18 \Rightarrow 25 (+?)
- Personalised approach
- Outcome focused
- UNCRC foundation
- Child/person at centre

Key elements

- Strengthens universal services
- Applies to **all** children and young people including most vulnerable/ significant need
- Applies to those working with children/ young people and adults who are parents/ carers
- Helps children and families better understand what? why? who? when?
- Evidence based

How have we developed GIRFEC?

- Discourages thresholds
- Bans “referral on”: encourages involvement
- Assess, analyse, plan and review
- Change
 - culture
 - systems
 - practice

Origins

GIRFEC has evolved over time:

- Kilbrandon Report 1964
- Children (Scotland) Act 1995
- For Scotland's Children (2001)
- It's everyone's job to make sure I'm alright (2002)
- Review of Children's Hearings (2004)
- National Performance Framework

Development

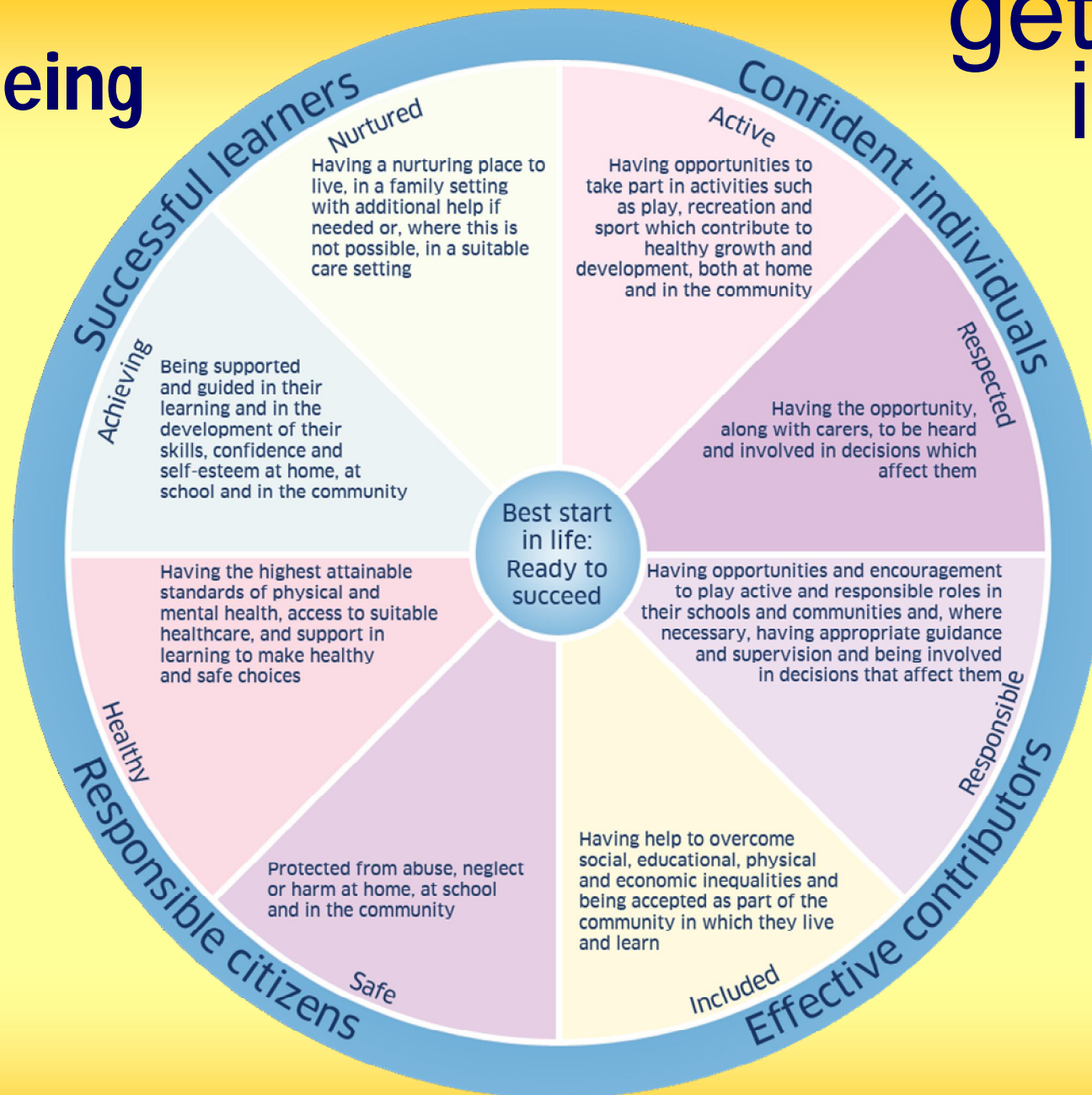
- Pathfinder/ Learning partners
- Business process redesign
- Appropriate activity
- 10 Core components
- Single planning process supporting a single plan
- Common language and shared understanding

Key elements

- Named person
- Lead professional
- Child centred approach (engagement of families)
- National practice model
- Standardised, shared, assessment
- Strengthen universal services

Well-being

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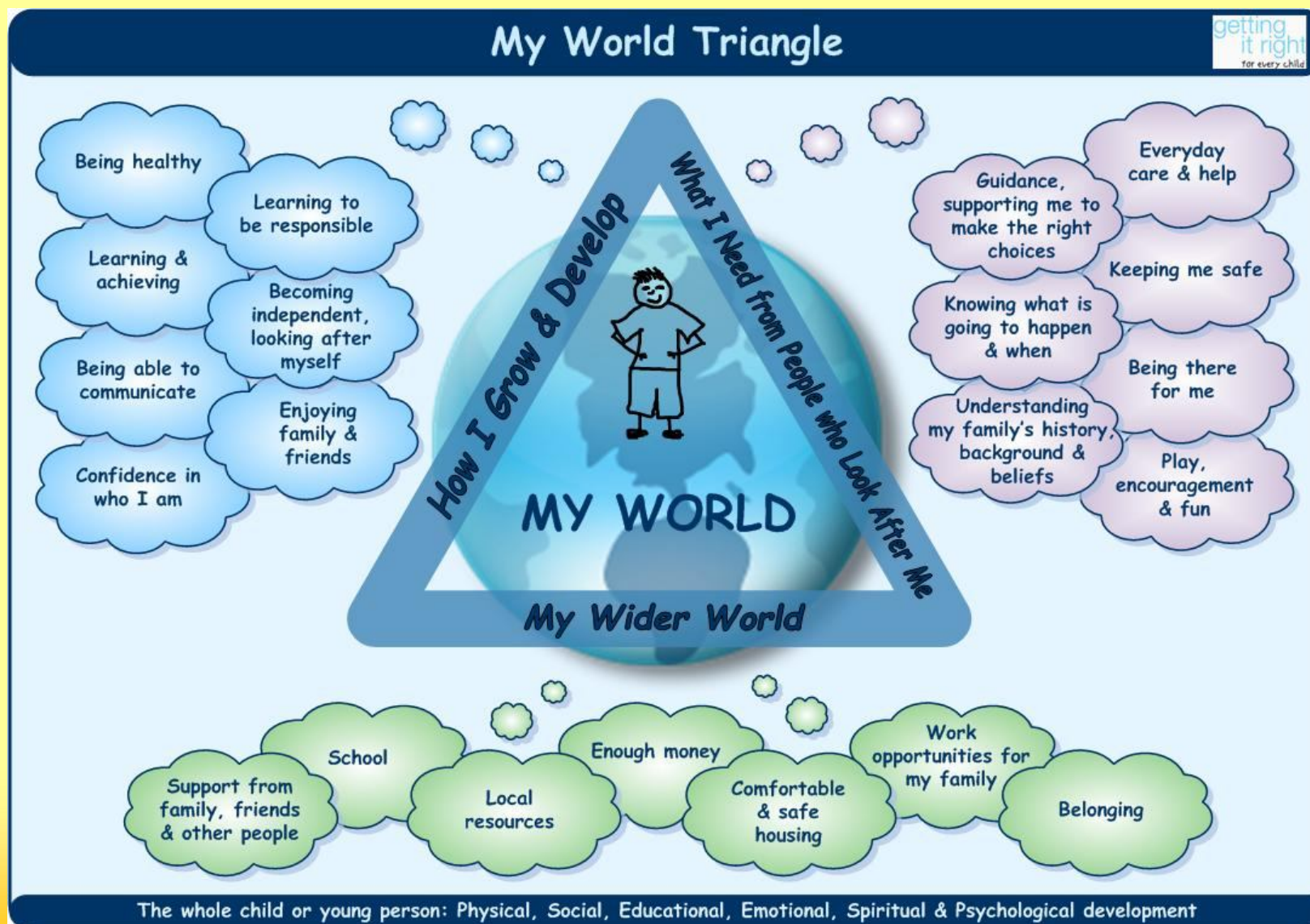
Well-being in more detail

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SAFE The child or young person is:	HEALTHY The child or young person is:	ACHIEVING The child or young person is:	NURTURED The child or young person is:	ACTIVE The child or young person is:	RESPECTED The child or young person is:	RESPONSIBLE The child or young person is:	INCLUDED The child or young person is:
Living in a home environment which is free of abuse and violence.	Healthy at birth, sustains good physical health and, where relevant, manages chronic conditions/disabilities.	Developing self-care and life skills appropriate to age and stage.	Experiences love, emotional warmth and attachment.	Encouraged to be as physically active as their capacities permit.	Feels listened to and taken seriously.	Attends school regularly (if appropriate).	Feels accepted and valued within the family or caring setting.
Cared for by parent(s) or carers and has a trusted adult they can always turn to for love and support.	Positive about self and confident and competent when faced by problems and adverse circumstances.	Developing a level of independence or autonomy appropriate to age and stage.	Has someone they can turn to, trust and rely on when anxious or disturbed.	Encouraged to take up opportunities for play, recreation and sport.	Has developed a positive sense of identity and feels comfortable with it.	Has developed a clear understanding of right and wrong appropriate to age and stage.	Feels accepted and valued by friends and peers.
Living in a family or extended social network which is free of sexual exploitation.	Respectful of self and others. Able to make choices that are safe and appropriate and able to talk about one's feelings (incl. sexuality) in age-appropriate ways.	Developing communication skills appropriate to age or stage.	Receives praise, encouragement, attentiveness and cognitive stimulus.	Receiving appropriate stimulus and encouragement to develop their interests.	Has a well-rooted sense of self-esteem or self-worth.	Accepts responsibility for their own actions.	Feels accepted and valued by the school.
Protected from avoidable physical dangers and health hazards within the home.	Leading a healthy lifestyle and making healthy choices.	Developing social skills appropriate to age or stage.	Receives a level of physical care that ensures that the child is clean, adequately and appropriately clothed and kept warm.	Housed with opportunities to actively participate in stimulating activities where there may be disabilities or disadvantages.	Feels that significant adults and friends want them to fulfil their potential.	Understands what is expected of them at home, in school or in the community.	Feels accepted and valued within the local community.
Protected from avoidable physical dangers and health hazards outside the home.	Receiving appropriate health care and guidance from services.	Responding positively to cognitive challenges in an educational setting.	Receives sufficient and suitable nutrition.	Housed with additional support when needed.	Feels that significant adults and friends will support them through challenges and difficulties.	Generally behaves responsibly at home, school and in the community.	Feels that their family is accepted and valued within the local community.
Protected from the risk of exploitation by others (e.g. through internet).	Receiving appropriate health care and guidance from main carer.	Motivated to attend and participate in their education.	Lives in an environment which promotes their cognitive and emotional development.	Assessing and managing risks in recreational and play-related settings.	Feels trusted by these significant adults and friends.	Generally behaves towards others in a caring and considerate way.	Has access to a range of opportunities for making friends.
Aware of harmful risk-taking behaviours outside the home (e.g. drugs, alcohol, inappropriate friendships, etc).	Attending health services and medical screenings and taking prescribed medication when necessary.	Likely to be exceeding appropriate levels of educational attainment.	Receives additional support and care when they need it.	Responding positively to physical challenges in recreational and play-related settings.	Feels involved in the important day-to-day decisions that affect them.	Demonstrates capacity to act altruistically on behalf of others (e.g. gets involved in voluntary activities).	Has access to a range of opportunities for social and recreational activities.
Receiving appropriate guidance from parent/carer about harmful risk-taking behaviours.	Being helped to effectively manage any long-term illness, condition or impairment.	Demonstrating achievement across a range of non-academic activities.			Does not feel discriminated against or demeaned by others.	Demonstrates capacity to assess and manage situations where there are potential risks for self and others.	Receives additional support to overcome any disadvantages that may contribute to social exclusion.
Safe from bullying at school or in the community.	Applies strategies for assessing and managing avoidable risks to health.	Developing skills for coping with and managing disabilities and long-term conditions.					
Protective towards others and not involved in bullying.		Responsiveness to any additional support provided.					
Protected from anti-social and criminal activity within community.		Developing skills in assessing and managing risk within social settings.					

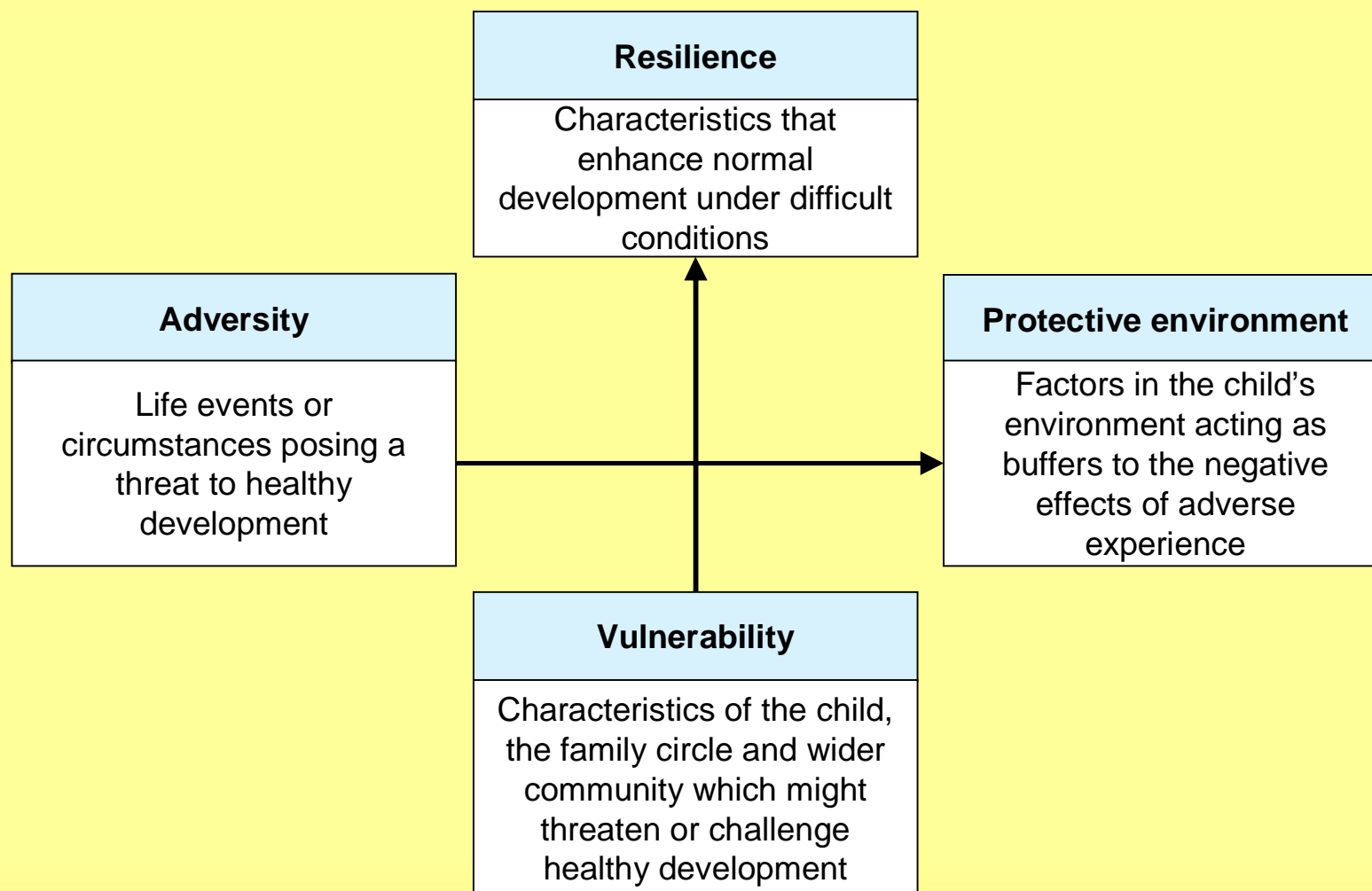
My world triangle

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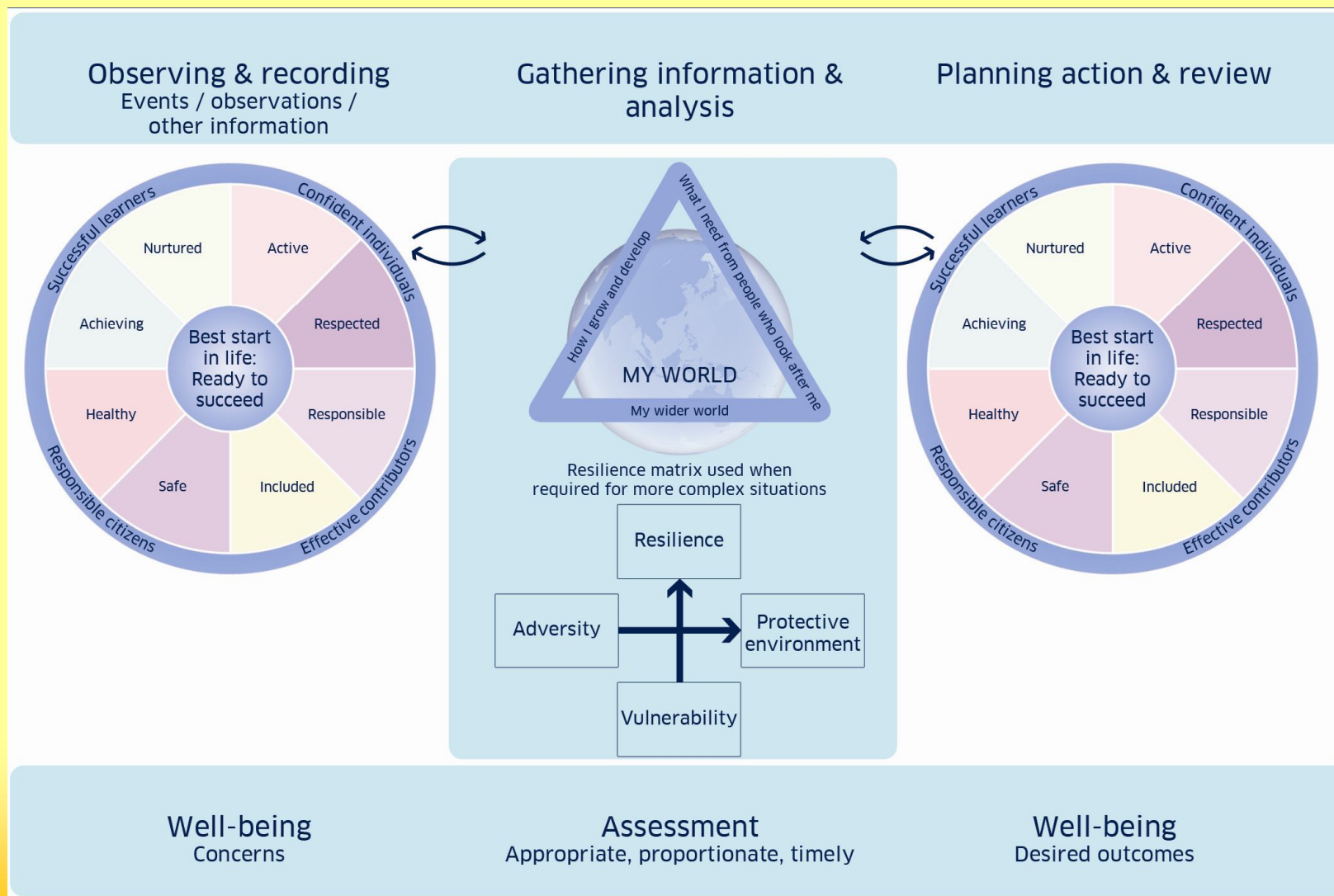
Resilience Matrix

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GIRFEC National Practice Model

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Five questions

Practitioners need to ask themselves:

1. What is getting in the way of this child achieving his or her potential?
2. What can I do to help this child now?
3. What can my agency do to help this child now?
4. Do I need any further information to construct a plan?
5. What additional help, if any, is needed from others?

Supporting policies

The three Social Frameworks

- **Poverty**
- **Early years**
- **Equally well**

Health

Education

Parenting

What does it mean for Health?

- Better:
 - Trust
 - Information
- Clarity of role for:
 - Midwives
 - Health Visitors
- Earlier intervention
- Strengthening and better understanding of the role of universal service

Progress and future

Progress

- Community Planning Partnerships coming on board – working to implement some or all elements
- Chief Executives in health asked to plan
- All eight Police forces agreed guidance and common concerns form (based around well-being concepts)
- Red book for all children
- Revised child protection guidance sitting within GIRFEC

Planned

- Scrutiny/ performance improvement being aligned with GIRFEC
- Refined indicators
- Rights of Children and Young People Bill - 2012
- “Children’s Services Bill” - 2013

What's next?

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