

Getting It Right For Every Child - Nurturing Inverclyde
Multi-Agency Learning and Development Framework 2016 - 2017



www.inverclyde.gov.uk/girfec

Introduction and Purpose



Welcome to our Getting It Right for Every Child's Multi-Agency Learning and Development Framework. Its implementation poses a challenge and opportunity over the next twelve months to embed our vision of Nurturing Inverclyde through the enactment of The Children and Young People (Scotland) Act 2014. This will happen in August 2016 and is a significant piece of legislation, introducing major changes to planning, operation and delivery of children's services in Scotland. The Act is particularly important with the new role of the Named Person for all children under the age of 18, the Lead Professional and ensuring all assessments consider a child or young person's 'wellbeing'.

Getting It Right For Every Child (GIRFEC), as we know underpins all our work with children and young people. It is an approach that requires everyone who works with children and young people – as well as many people who work with adults who look after children to ensure that they put the child or young person and their family at the centre. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any concern about wellbeing – rather than only getting involved when a situation has already reached crisis point. This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life.

Our approach in this plan is to help practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, culture and being co-ordinated through the SOA 6 strategy group.

We endorse this learning and development plan and your participation in it to meet your own professional and organisational requirements, as we seek to improve the outcomes for all the children and young people in Inverclyde.

Head of Inclusive Education, Culture and Corporate Policy

Head of Children's Services and Criminal Justice

The GIRFEC Approach



GIRFEC is the national approach to improving outcomes through public services that support the wellbeing of children and young people. The approach is based on the universal delivery of early help and early support for children, young people and their parents by practitioners who know them best. It is a preventative approach to avoid a wellbeing concern growing into a crisis based on eight wellbeing indicators.

The rights of children and young people are at the heart of GIRFEC, and supports children, young people and their parents to work in partnership with services that can help them. The national practice model promotes a shared understanding of unmet wellbeing need, and supports professionals to work together to consider what is required, and build on the strengths and capacities of children, young people and their families to minimise, where possible any unnecessary interruption to family life.

The Children and Young People (Scotland) Act 2014 outlines key legal duties:

- **Wellbeing** is explained in context of the Act
- **Named Person** role, responsibility and function
- **Services working together** through support, professional judgement and effective information sharing
- **Child's Plan** when it is required; its assessment, planning and review through a single agency or multi-agency support, including the role of Lead Professional

You can view this framework here: <http://www.gov.scot/Topics/People/Young-People/gettingitright> and the UNCRC http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf

Aim of the Learning and Development Framework



This Learning and Development Framework is for line managers as they prepare their staff for the implementation of GIRFEC, and sign posts you to relevant training across the local workforce. In order to help with this, three generic groupings have been defined to assist you with what level of training will be appropriate for your staff.

Our aim in this Framework is to:

- Be aware of their roles and responsibilities relating to promoting, supporting and safeguarding the wellbeing needs of children and young people.
- Contribute effectively and appropriately to the multi-agency task of assessing, planning, intervening and reviewing the identified wellbeing needs of children and young people
- Be confident in your role and knowing your responsibility to meet the wellbeing needs of children and young people in Inverclyde
- Deliver a consistently high standard of support to children, young people and their parents in Inverclyde
- Review the impact of outcomes for children, young people, and families through involvement in a robust multi-agency quality assurance framework

Who is the GIRFEC workforce ?



The GIRFEC workforce is anyone (paid or unpaid) who has a role in helping children and young people, and improving outcomes for those children, young people and families. This workforce will have different skill sets, knowledge and responsibilities and therefore have different learning and development needs. Defining this workforce as a multi-agency group helps managers and supervisors ensure those staff and volunteers working with children and young people are supported and effectively supervised to support children, young people and their parents in a timely, appropriate and proportionate manner.

Assessing wellbeing needs and workforce development should be seen as an essential part of continuous improvement as Inverclyde embeds the GIRFEC approach. The individual learning and development needs of each worker should be considered and reviewed by their line management and individual services to reflect their agencies responsibilities and duties. The knowledge, skills and practices from the GIRFEC framework can be “mapped” to meet the individual needs of the workers that take part in the implementation of our early support and early help approach.

Learning, development and continuous improvement is not about every workforce member attending formal training. It is also about reflective practice at an individual and team level through supervision and team meetings. Our plan aims to contribute to developing a confident and competent workforce, and as managers this will support you as you work through the workforce types to gain the learning you need. The training can inform the learning and development of skills, knowledge and practice that encourages a standard to build on the vision and values underpinning Nurturing Inverclyde.

The workforce types described in the next section is based on the **National Framework for Child Protection Learning & Development in Scotland (2012)**, which has been successful in establishing a set of competencies to help identify the knowledge and skills required by different elements of the multi-agency workforce who are likely to encounter children and young people in need of support and protection, or other members of their families, in their work. It also sets out the importance of learning together on a multi-agency basis

You can view this framework here: <http://www.gov.scot/Resource/0040/00409124.pdf>

Workforce Groups

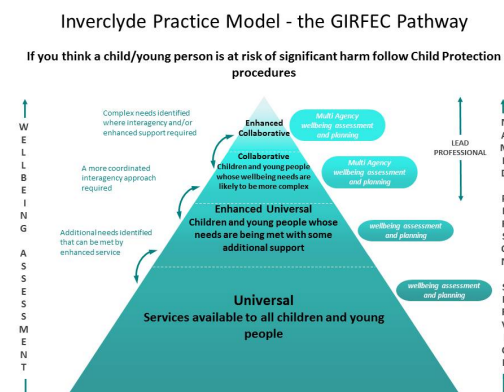
This Framework identifies three workforce groups within the multi-agency workforce. Each requires different core competencies, knowledge and practice skills that are based on the nature and extent of their contact with children, young people and family members; and their consequent roles in relation to support children, young people and their families at the right time. This means that GIRFEC is an approach not just for those working in services focusing directly on children, but also for those in services with an indirect contact with children and young people.

The GIRFEC Workforce has been defined as three particular groups:

(a) The 'General Contact' Workforce,

(b) The 'Specific Contact' Workforce and;

(c) The 'Intensive Contact' Workforce.



The 'General Contact' Workforce

The 'general contact' workforce is defined in this Framework as those, who as part of their job are likely to come into contact with children, young people and other family members. The frequency of the contact will vary, but these workers will not usually be involved in any in-depth direct work with them. However, these workers need to have the confidence and awareness **to recognise** a wellbeing need, and how **to respond** if they have a concern.

Examples of such workers (although not an exhaustive list) might include: some health workers (e.g. in accident and emergency services, NHS 24 workers; hospital porters; community pharmacists; dentists); some police officers (e.g. patrol officers); some workers having contact in education and learning environments while not working directly with children, young people and families: (e.g. school bus drivers; school crossing workers; school dinner workers; some library workers); some housing / maintenance workers (e.g. RSLs; tradespersons); some workers in sport and leisure services (e.g. workers at play facilities, events and attractions). This group would also include a range of other workers who have some contact with children, young people and parents / carers in their day to day work, without working directly with them or having an in-depth knowledge of their circumstances

Core Competencies	Knowledge	Skills
<ul style="list-style-type: none">• Recognise where there may be concerns about a child or young person's wellbeing• Know the procedure and take appropriate action.	<ul style="list-style-type: none">• The Getting It Right For Every Child approach and what is meant by “it’s everyone’s responsibility to protect children”.• The general nature and signs of wellbeing concern and risk• What to do if they are worried about a child or young person.• When to seek appropriate supervision / support and where to look for this.• How the service / profession they represent can support children and young people's wellbeing need and safety.• The basic principles of the rights of children and young people.	<ul style="list-style-type: none">• Recognise wellbeing concerns about children and young people• how to pass on your concern• Take immediate action and follow the procedures in their agency if it is child protection.

The 'Specific Contact' Workforce



The 'specific contact' workforce is defined as those who carry out direct work with children, young people or family members; and / or form more in-depth relationships with them; and / or provide specific services to them. These workers may carry out regular work with a child, young person or adult (although this will not always be the case). Contact may take place in the home or another setting. It may involve one to one work, or work in a group. These workers may be asked to contribute to an assessment of wellbeing and be involved in supporting the child or young person through their Plan to address unmet wellbeing need, and may be involved in providing ongoing support to child, young people and family members.

These workers require the competencies, knowledge and skills associated with the general contact workforce, and some additional knowledge and practice skills to reflect the nature of their involvement with children, young people and their families around **assessment and intervention**.

Examples of such workers (although not an exhaustive list) might include: some health and mental health workers (e.g. GPs; those in Family Nurse Partnerships; workers in a range of adult services and children and young people's health services; counsellors); some education workers - teachers, (e.g. teachers ; support teaching staff; home link staff; and workers in other learning settings youth workers including community learning development; early years and childcare workers; parenting worker; Skills Development Scotland; More Chances, More Choices, Work Coaches); some workers providing support with social care and specific issues (e.g. family and adult support workers; youth justice workers; some drug and alcohol workers; domestic abuse workers; other community safety workers; some housing workers; and some police officers (e.g. community officers).

Core Competencies	Knowledge	Skills
<ul style="list-style-type: none">• Support, promote and safeguard the wellbeing of children and young people.• Access all relevant information from the local GIRFEC practice guidance.• Contribute to identifying wellbeing need and be part of the support for children, young people and their family.	<ul style="list-style-type: none">• The GIRFEC National Practice Model and wellbeing indicators.• Impact of wellbeing concerns on a child and young person's health and development• Their own / agency's role, responsibilities, procedures, protocols and guidance, and multi-agency GIRFEC practice guidance and Child Protection procedures, including the role of the Named Person and Lead Professional• Relevant legislation and guidance e.g. children's rights, confidentiality and information sharing.	<ul style="list-style-type: none">• Carry out child-centred work in line with the GIRFEC principles• Engage, communicate, observe and work effectively with children, young people and their families• Identify what to do to promote, support and safeguard the wellbeing of children and young people, including those who are suffering, or at risk of suffering, significant harm.• Contribute to the multi-agency chronology; and providing and communicating appropriate information from their work with a child or young person to the Named Person or Lead Professional• Make appropriate onward request for assistance to the Named Person or Lead Professional

The 'Intensive Contact' Workforce

The 'intensive contact' workforce is defined in this Framework as those who have a designated legal duty in Parts 4, 5 and 18 (section 96) of the Children and Young People Act 2014. This is linked to the service off the Named Person, their function, the duty to help the Named Person, the transition points to Lead Professional, the provision of and the management of the multi-agency Child's Plan.

These workers require the competencies, knowledge and practice skills associated with the general and specific contact workforces, but need additional competencies, knowledge and skills to carry out their tasks around **intensive support, advanced practice and management**.

Examples of such workers (although not an exhaustive list) include those designated as Named Person and professionals who may be designated as Lead Professional (e.g paediatricians, other specialist children's health staff, CAMHS staff, alcohol and drug workers, adult mental health workers, Barnardo's Nurture Service); some other education practitioners - Headteachers, Deputies, Guidance staff, Pastoral staff and other education practitioners (e.g. educational psychologist); some police officers (e.g. PPU); children and family social workers (e.g. some criminal justice workers); some of those involved in the legal decision making process relating to wellbeing need (e.g. the Children's Reporter, Sheriffs and children's panel members). It would also include others undertaking wellbeing assessments or working with complex cases.

Core Competencies	Knowledge	Skills
<ul style="list-style-type: none">• Ensure that appropriate action is taken to promote, support and safeguard unmet wellbeing need of a child or young person.• Accept a request for assistance and initiate a multi-agency wellbeing assessment• Provide help and support through a statutory Child's Plan• Promote the exercise of professional judgement by practitioners in early support.• Enhance critical reflection in practice through ongoing supervision• Contribute to a robust QA framework	<ul style="list-style-type: none">• Awareness of the local strategic and operational approach to GIRFEC, procedures, and guidance is followed.• The roles, functions and skills required from the Named Person / Lead Professional.• Relevant statutory powers, duties and legal issues.• Awareness of when to arrange a multi-agency of the team around the child or young person.• When to undertake a multi-agency wellbeing and a Child's Plan; the type and the components that make up the plan and the way this will be reviewed.• The importance of relevance, proportionality and professional judgement in terms of recording and data sharing.	<ul style="list-style-type: none">• Perform the role of Named Person / Lead Professional.• Undertake, manage, plan and support joint and single agency work appropriate to their role, functions and support.• Analyse and critically assess: information (including collating a chronology); needs; risks; and roles.• Select and use appropriate assessment tools and produce a needs-led assessment, including the assessment of risk.• Recognise and respond to complex needs of particular groups.• Collect and ensure the representation of the views of the child or young person.• Identify SMART outcomes, including longer term outcomes.

The 'General Contact' Workforce



Getting It Right For Every Child Awareness Training

E Learning Module: What is Getting It Right For Every Child

Briefing Session: What is Getting It Right For Every Child and your responsibility (1 hour)

Course Aimed at:	Course Objectives:	Core Competencies:
<p>Any practitioners who have no experience or limited experience of the GIRFEC approach. This course offers an understanding of the key issues in children and young people's wellbeing.</p> <p>Necessary for those that are likely as part of their job to come into contact with children and families including those who work directly with adults.</p>	<ul style="list-style-type: none">• Have a understanding of what is meant by a child or young person's wellbeing• Reflect on different ways that this can affect children or young people• Be able to identify when a child or young person has a wellbeing need or is requiring child protection• Have an awareness of how to respond appropriately• To highlight that 'it is everyone's responsibility to pass on their worries or concerns about children and young people	<ul style="list-style-type: none">• Recognise where there may be concerns about a child or young person's wellbeing• Know the procedure and take appropriate action.

The 'Specific Contact' Workforce



Getting It Right For Every Child Training

E Learning Module: Getting It Right For Every Child in practice

Half day training: Getting It Right For Every Child in practice

Course Aimed at:	Course Objectives:	Core Competencies:
Participants are expected to have some knowledge of GIRFEC. Particularly relevant for staff who support children, young people and family members, and will be involved in informing assessments, provide assistance to the Child's Plan and be part of the team around the child or young person in delivering a service.	<ul style="list-style-type: none">• Be familiar with National Practice model and you role to identify, assess and support wellbeing need.• Know your role within the GIRFEC practice guidance.• Know your responsibility to share proportionate information with the Named Person or Lead Professional.	<ul style="list-style-type: none">• Raise a wellbeing concern• Contribute to identifying wellbeing need and be part of the support for children, young people and their family• Access all relevant information from the local GIRFEC practice guidance.• Support, promote and safeguard the wellbeing of children and young people.

The 'Intensive Contact' Workforce



Getting It Right For Every Child Training

Themed half day training sessions:

- GIRFEC Practice Guidance and paper work and Inverclyde's GIRFEC pathway
- Management - assessment, review, information sharing, and resolution.

Skills Workshop:

Communicating with children and young people and
Solution Orientated Meetings
Outcome Focussed Planning

Embedding Nurturing Inverclyde:

On line Community Learning Forum

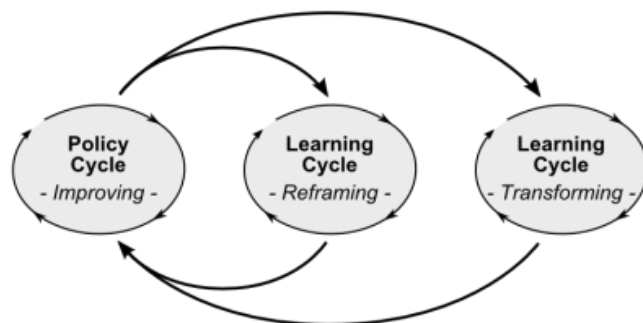
Quarterly Themed Reviews

Course Aimed at:	Course Objectives:	Core Competencies:
Relevant for staff who are in the role of Named Person/Lead Professional and others who will be directly involved in multi-agency planning and multi-agency meetings.	<ul style="list-style-type: none">• Be familiar with the role and function of the Named Person and Lead Professional as it relates to Inverclyde's GIRFEC pathway and Practice Guidance.• Be aware of the guidance around information sharing• Critically reflect on theory, practice tools and skills that underpin professional judgement• Promote relationship based practice• Awareness of rights based practice• Know the process of resolution around disagreements• Be familiar with the complaints process around the function of Named Person and Lead Professional.	<ul style="list-style-type: none">• Ensure that appropriate action is taken to promote, support and safeguard unmet wellbeing need of a child or young person.• Raise a wellbeing concern• Accept a request for assistance and initiate a multi-agency wellbeing assessment• Provide help and support through a statutory Child's Plan• Promote the exercise of professional judgement by practitioners in early support.• Enhance critical reflection in practice through ongoing supervision• Contribute to a robust QA framework

Evaluation and Impact

As part of our multi-agency learning and future development in Nurturing Inverclyde, we are promoting a systems approach to the evaluation and the impact of this framework on the implementation of GIRFEC across the multi-agency working of all our partnerships.

The model we are promoting is double loop learning based on Argyris and Schon (1978). It looks at structures and behaviours that take place at an individual level, and across multiple levels within our services and partnerships. The driver is critical reflection around what we do, which reframes our current assumptions, and then redefines new ways of working.



Individual Learning: written evaluation sheets will be present at all of our learning events, which will be followed up in 3 months with an e mailed survey around its impact on practice.

Organisational Learning will involve data collection around the following areas:

- Source of request for assistance and wellbeing concern
- How many multi-agency meetings have taken place by the Named Person and review of the Child or Young Person's Plan
- Referral rates to the Lead Professional
- **Multi-agency Group of file reading** twice per year with outcomes being presented to the SOA 6 Group in a written report:
 - Skills, knowledge, practice
 - Outcome of Plans
 - Plans that escalate and de-escalate
- **Feedback from children, young people and their families**
 - Face to face interviews

Our Booking Policy

All those who are applying for training, please contact Thomas Wishart who will advise whether you have a place or not. Confirmation of the training will be sent out around two weeks before any course, usually by email. If you have not received confirmation please phone and check 3-5 days before the event.

If you cannot attend please let us know in advance

Learning & Development Evaluation & Review Forms

Your feedback is very important to us as it helps us to measure if we are improving outcomes for children and young people in Inverclyde. You will be asked to complete an evaluation on the day.

We may contact you about the comments you make. **Remember** - your comments are essential to maintain good levels of learning and development so that we can meet the wellbeing needs of children and young people in Inverclyde.

We look forward to seeing you at Inverclyde GIRFEC Training Events. Why not book today.

thomas.wishart@inverclyde.gov.uk .

Thanks to the Scottish Government
GIRFEC website, CELSIS and East
Renfrewshire



getting
it right
for every child

Nurturing Inverclyde