

# Getting to know **GIRFEC**



What Getting it right for every child means for disabled children and young people and children and young people living with long-term conditions



Train the Trainer Pack

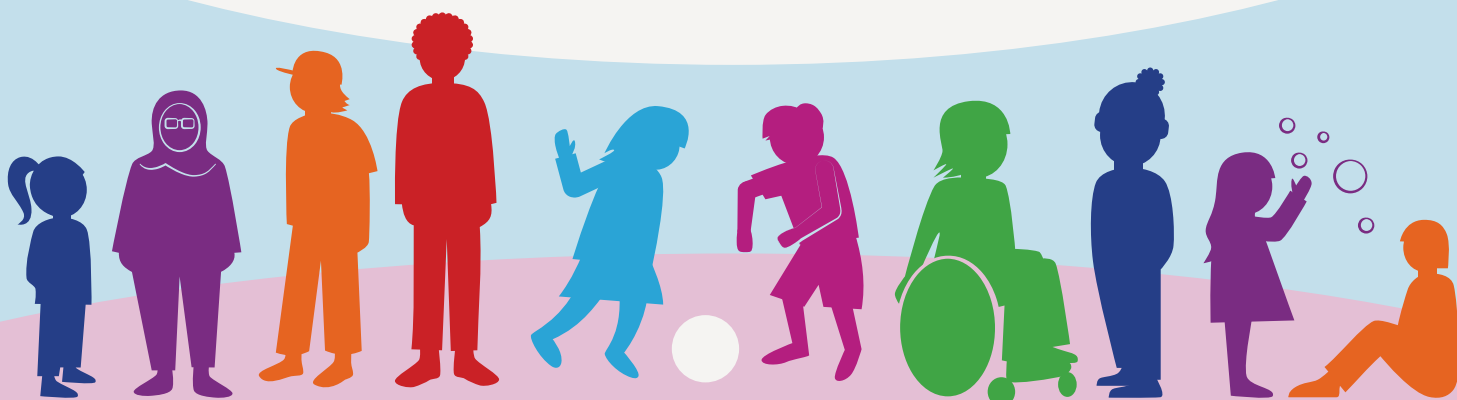
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# Train the Trainer Pack

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Welcome to the Getting to Know GIRFEC “training for trainers” practitioners pack. The purpose of this pack is to enable a broad range of practitioners from the third sector to deliver information workshops for children and young people or parents and carers to inform them about GIRFEC and what it means for them; to bring GIRFEC to life.

This information will help parents get know and to use language and tools of GIRFEC. Article 3 of the United Nations Convention on Rights of the Child (UNCRC) states the best interests of the child must be a top priority in all decisions and actions that affect children. It is important that children, young people and their families are empowered to be actively involved in decisions which affect them. This training is designed so that they can collaborate effectively with practitioners, in the statutory as well as the third sector, to ensure the best possible outcomes for children and young people. The information in this pack is designed to help those caring for or supporting disabled children and young people or those living with long term conditions, but it is relevant to most children and young people.

Every effort has been made to ensure the accuracy of the content of the pack, but it is not intended that this is a full account of GIRFEC policy or the law relating to children’s services. While production of this pack has been supported by the Scottish Government, responsibility for its content rests with the ALLIANCE. For further information please refer to the Scottish Government GIRFEC website.

[Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)

The content and structure of this material has been developed in collaboration with the GIRFEC Advisory Group and through learning gained by our engagement with a number of groups of children and young people, families, carers and practitioners.

## The pack provides information on:

- 1 Organising and promoting a workshop
- 2 Materials you will need
- 3 The parents or carers workshop(s)
- 4 Getting your feedback from the parents/carers workshops
- 5 Organising and promoting a workshop

You may be familiar with some of the material in this pack but we hope it will be helpful to both those who are knowledgeable about GIRFEC and about running information workshops and those who are less familiar with these issues.

# Organising and Promoting a Session

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**Think about your audience** and whether workshop material needs to be tailored for them. The material and format in this pack has been designed predominantly for staff working in children's services to be able to deliver the training to parents, families and carers. You may need to adapt the materials and or presentation format to cater for the individual needs or circumstances of parents or carers or children and young people you and your organisation work with.

**Date, time and venue** - when having people sign up for your workshop you can use online software such as Eventbrite for people to register easily online and give their details including any accessibility or dietary requirements. Consideration should be given to host the session in-person or online. Online sessions may provide you with an opportunity to reach a wider audience than in-person but consideration should be given to accessibility of IT equipment and internet connection. Think about the timing of your training in line with your audience.

**Promoting your session** - encourage attendance through a variety of means. Does your organisation have a newsletter or social media? Promoting your sessions through as many channels as possible will ensure the best response for attendance. We have a place on the ALLIANCE website where we can advertise events being held by other organisations. Please let us know of your GIRFEC session and we would be keen to help promote your event.



# Materials

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The materials you will need for each workshop are available from the ALLIANCE website which you can access using the link below. If your event is online, consider sending the information pack out to participants in advance.

<https://www.alliance-scotland.org.uk/policy-and-research/policy/getting-to-know-getting-it-right-for-every-child/resources/>

## The resources available online include:

PowerPoint Presentation

Can be altered by you to suit your participant's needs

Parent/Carer Pack

Information Pack

Easy Read guides for children, young people and parents/carers

British Sign Language video clips

Additional materials we have collected from a variety of resources such as the Scottish Government website and other 3rd sector organisations.

# Parent/Carer Session Plan; helpful tips

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**Welcome** – Introduce yourself and your organisation and to explain the expected outcomes of the session (see below). Housekeeping matters such as timings, breaks, opportunities to ask questions can be included here. Talk participants through the materials you will use and how the session will run. We have not given timescales for each section as you will need to consider how the sessions are to be tailored to suit your audience. As a rule of thumb, the whole session could take around two hours depending on the extent of participation and number of participants.

<b>Section 1</b>	Getting to know you, GIRFEC overview, Values and Principles
<b>Section 2</b>	The named person, the lead professional and the National Practice Model
<b>Section 3</b>	The wellbeing wheel and wellbeing indicators
<b>Section 4</b>	The child's plan to support the wellbeing of children, young people and young adults, the My World Triangle and Resilience Matrix
<b>Section 5</b>	How it fits with Children's Rights and other children and young people related policies
<b>Section 6</b>	Information sharing clarify the circumstances in which information can be shared with another agency and the importance of involving children, young people and families

# Why are the participants here?

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Ask the participants what they hope to get out of the session. As you receive answers you could note these comments on a flip chart or online flipchart such as Jamboard and re-visit them at the end of the session to allow for feedback and to address anything that may be outstanding.

**Explain that at the end of the session participants should have increased knowledge and understanding of:**

The GIRFEC approach

The roles of a named person and a lead professional

The GIRFEC National Practice Model

The Wellbeing Indicators

The main aspects of Planning for children, young people and young adults, the My World Triangle and the Resilience Matrix

How GIRFEC fits with other children's and young peoples' policy, practice and rights

What information can be shared and the importance of involvement



# How do you plan to deliver your session?

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The session could be delivered through a combination of presentations using PowerPoint, interactive working, use of worksheets, breakouts/discussion and feedback.

It may be best to assume that participants have little knowledge of GIRFEC. This allows for no-one to be left behind and reinforces the knowledge and understanding of those who have some awareness of GIRFEC.

The parent/carer PowerPoint presentation and the information pack can be downloaded from the ALLIANCE website for your use and for distribution to participants. But you may need to adapt the materials to meet the needs of your participants and your own, or your agency's presentation style. If you are adapting the materials, we would be grateful if you would acknowledge the ALLIANCE as the authors of the materials.

The following pages provide the core presentation along with speaker's notes. Use of the presentation and the notes will help ensure that a consistent message is promoted. **When delivering the presentation we recommend that you refer to the corresponding page in the parent/carer pack.** This will aid the flow of the presentation and it will help the participants use the pack as a reference tool to which they can return in future.

## Bringing in your own learning and experience

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It is important to utilise your own knowledge and experience while delivering the session. At points in the session where you have first hand experience, share this with attendees and help bring the session to life.



# The Health and Social Care Alliance Scotland GIRFEC Workshop

## Welcome to our Getting to Know GIRFEC Awareness Raising Session

INSERT DATE

If you are tweeting please use the hashtag

**#GetToKnowGIRFEC**



- Welcome to the session - pleased to see so many people here today.
- As far as we are aware there are no fire alarm tests planned for today
- If people are tweeting can they use Hashtag #GetToKnowGIRFEC
- You should all now have a copy of the parent/carer pack with all the materials you should need for today.
- There is a feedback form which you can use to give us your views about this event and about GIRFEC itself. If anything comes up during the session feel free to note it as we go along.

You do not need to use this title page but we do ask we are accredited for our training material and you use the same hashtag though feel free to add in your own in addition.

# Today's Agenda

Welcome and Introductions

## GIRFEC Overview

- Values and Principles
- Named person
- Lead professional
- National Practice Model

The named person, lead professional and the child's plan

Break

## GIRFEC Resources

- Wellbeing Wheel
- Child's plan
- My Word Triangle
- Resilience Matrix

Breakout Activity

Information Sharing

Questions and Feedback

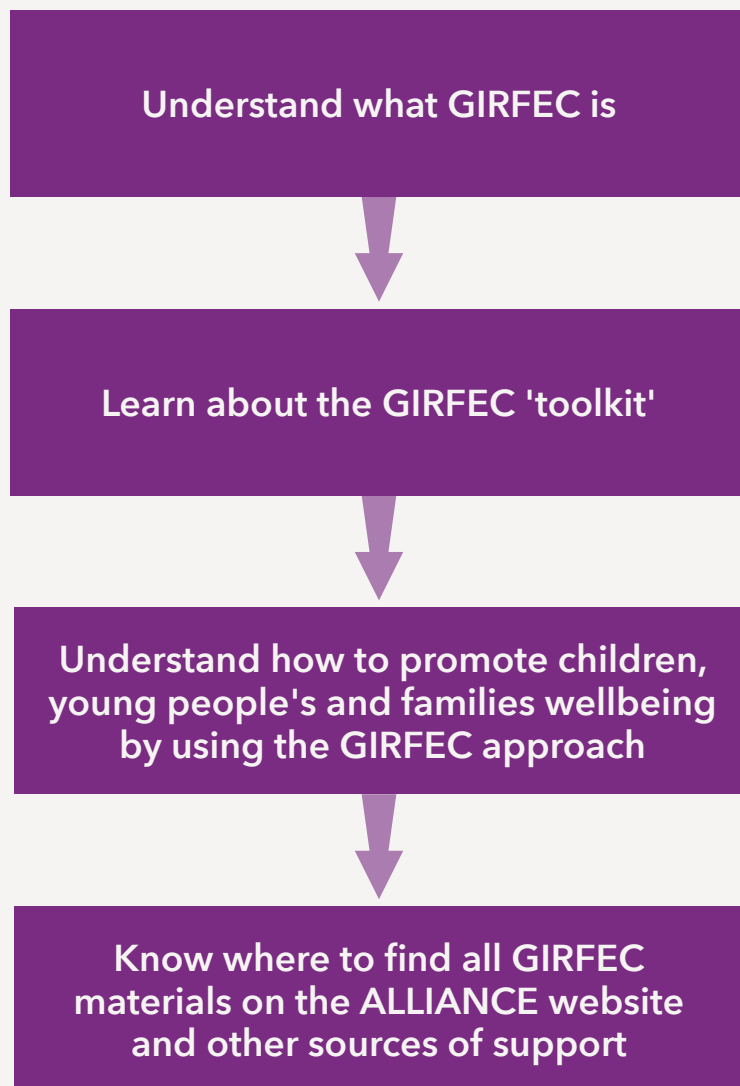
Close

Introduce the agenda for the session highlighting there will be a comfort break for attendees halfway through.

Encourage attendees to ask questions throughout the session. If the session is in person you can have a flipchart where attendees can post questions to throughout the session to answer at the end. If the session is online, encourage attendees to post questions in the chatbox and make time during the break or at the end of the session to review.

If there are any questions asked throughout the session where you are unable to answer, you can email the GIRFEC team at the ALLIANCE and we will ensure to answer these. The email is [GIRFEC@alliance-scotland.org.uk](mailto:GIRFEC@alliance-scotland.org.uk)

# Learning Outcomes



## Page 2 of the Parent/Carer Pack

Introduce the learning outcomes for the session so attendees know the overall aims of the session.

# Getting to know you

- What do you do in your current role to support children's and young people's wellbeing?
- Are there any challenges you face in your current role when supporting children's and young people's wellbeing?



Depending on the amount of attendees in the session, the questions can be answered as a whole group or it might be useful to breakout into smaller groups of 2/3 attendees to discuss with each other. If time allows you can invite a couple of attendees to share their answers.

# GIRFEC Overview

- What is GIRFEC?
- Where has it come from?
- Who does it affect?



## Page 2 of the Parent/Carer Pack

This is a **BRIEF** introduction. **Page 2 of parent/carers pack**

- Mention that the points will be covered in more depth later in the presentation
- Sections in bold below highlight the key points to deliver to attendees

GIRFEC was introduced by the Scottish Government in 2006 as it was widely recognised that services needed to work together, and that children and parents needed one clear point of contact to ensure that the right help is offered at the right time. Most recently, in September 2022, the Scottish Government published its refreshed national policy on GIRFEC and outlined how all sectors and services should work together, in a rights-respecting way, to ensure that all children, young people and families receive the right support, from the right people at the right time.

**GIRFEC is the Scottish Government's commitment to provide all children, young people and their families with the right support at the right time - so that every child and young person in Scotland can reach their full potential. It is the national approach to improving outcomes for our children and young people, bringing together and coordinating services so that children and young people get the help they need if or when they need it.**

Through GIRFEC, everyone in Scotland can work together to build the scaffold of support children and young people need to grow up loved, safe and respected so that they reach their full potential. We want all children and young people to live in an equal society which enables them to flourish, to be treated with kindness, dignity and respect, and to have their rights upheld at all times.

GIRFEC forms a foundation of Scotland's strong track record of respecting, protecting, and fulfilling children's rights in law, policy, and practice. A central part of Scotland's vision is to make this country the best place to grow up. Children have the same rights as all other human beings as well as additional rights that recognise childhood as a special time that requires additional protection. A child's fundamental human dignity as an individual, a family and a community member must be upheld in order for them to have the quality of life they need for their wellbeing and development.

**GIRFEC is for every child and young person and families too, so that no one is left without the support they need. It is a way of working that builds on the strengths and capacity of children and families to improve wellbeing. Promotes partnership, recognising the right of children and families to be involved in decision making about the help they need and how that help should be organised and delivered. It is aimed at tackling needs early to avoid bigger problems or concerns developing.**

It is generally the case that most children and young people get the help they need from their families and from universal services, like health and education. But there are groups of children and young people, like disabled or living with long term conditions and those with very complex care and health needs who need more than the universal services can provide on their own. The GIRFEC approach has been found to be the best way to ensure that children and families get the coordinated, targeted support some need.

GIRFEC is a rights-based approach and is underpinned with the United Nations Convention on the Rights of the Child (UNCRC) and other existing children's rights protections which will help to create a Scotland where all children and young people are recognised as individuals and rights holders, where their human rights are embedded in all aspects of society.

**In summary, GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. Through a common understanding of wellbeing, recognising that children and young people need to grow up safe, healthy, achieving, nurtured, active, respected, responsible and included, so that they can become confident individuals, effective contributors, successful learners and responsible citizens. It is an evidence-based, internationally recognised and child-rights-based approach. It is locally embedded and positively embraced by organisations, services and practitioners across Children's Services Planning Partnerships, with a focus on changing culture, systems and practice for the benefit of babies, infants, children, young people and their families.**

**\*Ask attendees\*:**

- Ask if anyone has any questions at this point

# Values and Principles of GIRFEC

## The refreshed values and principles of GIRFEC include:

- Placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them;
- Working together with families to enable a rights -respecting, strengths -based, inclusive approach;
- Understanding wellbeing as being about all areas of life including family, community and society;
- Valuing difference and ensuring everyone is treated fairly;
- Considering and addressing inequalities;
- Providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential; and
- Everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families.





## Page 4 of Parent/Carer Pack

The GIRFEC approach is based on a set of values and principles that apply in all areas of Scotland. That means that children, young people and families can have confidence in how they are to be supported no matter where they live. These main features of the approach are mentioned briefly here and are more fully explained in the following sections of this pack.

The refreshed values and principles of GIRFEC include:

- Placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them;
- Working together with families to enable a rights-respecting, strengths-based, inclusive approach;
- Understanding wellbeing as being about all areas of life including family, community and society;
- Valuing difference and ensuring everyone is treated fairly;
- Considering and addressing inequalities;
- Providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential; and
- Everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families.

As was noted earlier, the remaining parts of this presentation give more detail about this way of working.

### **\*Ask attendees:**

- Do they agree with the values and principles?
- What are people's thoughts on the values and principles?
- Have people worked in this way but were unsure if was a GIRFEC approach?
- Do attendees feel able to embed the values and principles in their work?



# The Role of the named person

- What is a named person?
- Who is the named person for your child?
- What are their responsibilities?

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## What is a named person?

Children, young people and families need to know who they can contact when they need access to relevant support for their own or their child or young person's wellbeing. Within the GIRFEC approach, these foundations are carried out through the role of a named person who is able to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The support of a named person is available to all children, young people and their families. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person. A decision not to access this support at any particular time does not prevent support being accessed by parents/carers themselves. Likewise accepting support at any particular time does not create an obligation to continue to accept support.

The named person does not replace parents or carers. Parents have the primary responsibility for bringing up their children and named persons will seek and carefully consider the views of parents and children before giving information, advice or support for children, young people or families to access other services.

## Who is a named person?

The named person is primarily provided by health and education services and is usually someone who is known to the child, young person and family and who is well placed to develop a supportive relationship with them.

Depending on the age of the child, a health visitor or senior teacher usually takes on this role. Before children enter primary school, the health visitor has the role; at primary school, the head teacher or deputy head; at secondary school, the head teacher or guidance teachers. The contact or named person functions are embedded into the role of these professionals because every child is offered a health visitor and all children and young people are offered a place in school. Should a child, young person or family require support from a named person out with school term-time, contact should be made with their local authority. Local authorities should make contact details available for sources of support out with term time. Access to support from a named person should remain in place until a young person reaches the age of 18 (or older if still at school). Additionally, an aftercare service for care experienced children and young people is a legal requirement under the Children and Young People (Scotland) Act 2014 which can work with young adults to the age of 25.

Some families may have access to more than one named person, e.g. health visitor, primary school and secondary school, due to the ages of their children. These named persons should work closely to assess, plan and deliver support to meet the needs of the child, young person and family, if support is required.

## What are the responsibilities of a named person?

For most children, the contact or named person will not need to do anything more than they normally do in the course of their day-to-day job. This is because most children get all the help they need from their families and the universal services of health and education.

However, some children and young people may need extra support, and the named person can offer help by providing information, advice or by helping the child or parents to access other services.

Once a wellbeing need has been brought to the attention of the named person, it is their responsibility to work together with the child, young person and their family, and other agencies if needed, to explore what support could be provided to address the identified wellbeing needs. They speak with the child, young person and/or parents, review the information they have, communicate with other services where appropriate, seek and take account of children's and parent's views and assess whether any further action or support would help. They would then offer that information, advice or support to the child, young person and or parents. We will go over some of the tools used to assess the wellbeing of the child or young person shortly in the session.

As this is a partnership approach, with the child or young person at the centre, and respecting children's human rights, there should be agreement between the child, young person and the named person about each step that is taken. Depending on the capacity of the child or young person to make informed decisions on their own, parents may be involved in reaching agreement about actions. Parents and families are also entitled to utilise independent advocacy.

Children, young people and families should always be made aware of their rights around information sharing and should know what to expect if they have agreed for information to be shared with other agencies. They should be supported to fully participate in discussing how sharing information could support the child or young person's wellbeing. Their views should be taken into account and given due weight in accordance with their age and maturity, as part of any decision making process. However, in some circumstances, this may not be appropriate and we will cover more on information sharing later in today's session.

Where professionals, including a named person, are concerned that the child or young person may be at risk of significant harm, relevant information should be shared with police or social work without delay, provided it is necessary, proportionate and lawful to do so to safeguard the child or young person. Sometimes, a named person and families will need some help to get things done. That is where the lead professional comes in.

**\*Ask attendees:\***

- What would you need in order to feel confident in approaching your child or young person's named person?



# The Role of the lead professional

- What is a lead professional?
- Who is the lead professional for your child?
- What are their responsibilities?

## Page 7 of the Parent/Carer pack

During childhood there may be circumstances where children, young people and families require the support of a child's plan. This is where a lead professional will be needed. Not every child, young person or young adult needs to have a lead professional, but where complex combinations of support are required, as can be the case for children and young people with disabilities or living with long term conditions, or where a young person with complex support needs is transitioning into adulthood and adult services, a lead professional is usually appointed to coordinate the development and operation of a child's plan for the person.

## Who is the lead professional?

The lead professional is likely to be someone well known to the family, someone who is already working with them, such as a speech therapist or a social worker or someone working within the third sector. The lead professional is an agreed, identified person within the network of practitioners who are working alongside the child or young person and their family. In most cases, the professional who has the greatest responsibility in coordinating and reviewing the child's plan will undertake this role. Throughout a child or young person's journey, this person may change depending on the child or young person's needs, but there should always be a lead professional identified when there is a multi-agency child's plan. All decision-making about support and the child's plan should seek and act on the views of the child or young person and their family, where appropriate, in accordance with their best interests and in consideration with their full spectrum of rights.

## What are the lead professionals' main responsibilities?

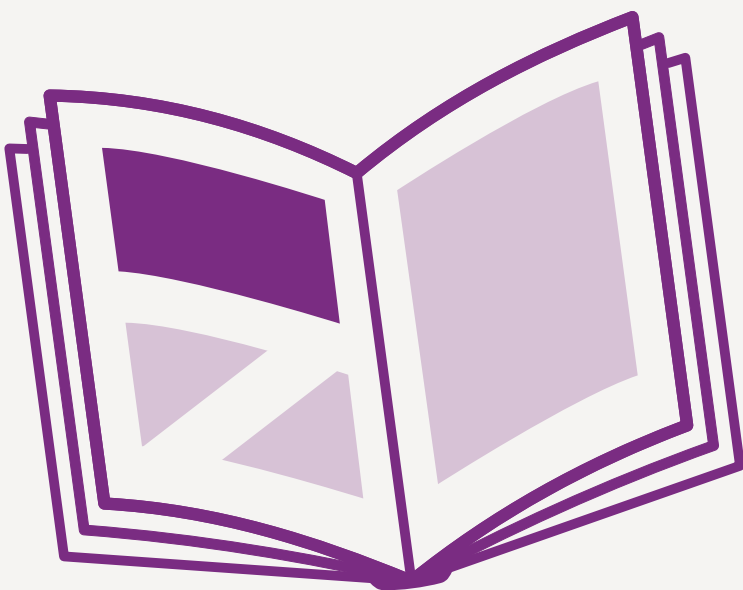
The lead professional's main role is to help children, young people, or young adults and the family to participate fully in the assessment and in making the plan, and to be their main point of contact regarding the plan. They should have the appropriate skills and experiences to coordinate all agencies involved in supporting a child and young person's wellbeing. Lead professionals are there to ensure that the help and support agreed and recorded in the plan is provided, that everyone does what they say they will do. While the lead professional has responsibilities to coordinate a child's plan, other practitioners have responsibility to deliver their own agency's part of the plan. We will say more about planning for a child, young person or young adult later.

There may be situations where a child, young person and/or family no longer wish to continue to work with the individual who has been identified as the lead professional and will seek someone else for that role. While circumstances will vary, the child, young person and family could approach their named person to discuss this and reasonable steps to identify and offer another suitable individual should be taken. The child or young person, in accordance with their evolving capacity, and their family should be supported to fully participate in discussions and decision-making to identify an appropriate new lead professional. Families and carers may wish to reach use independent advocacy to support them.

**The Case Study** in the parent's pack shows how parents, the named person, the lead professional and others work together to support Charlie using the GIRFEC model. Let's have a look at this case study. **Please turn to page 8 of the Parent/Carer pack. Note; highlight how a named person and lead professional help coordinate the support Charlie and his family need.**

### **\*Ask attendees:\***

- Do attendees understand when a lead professional would be of benefit to a child or young person?



# National Practice Model

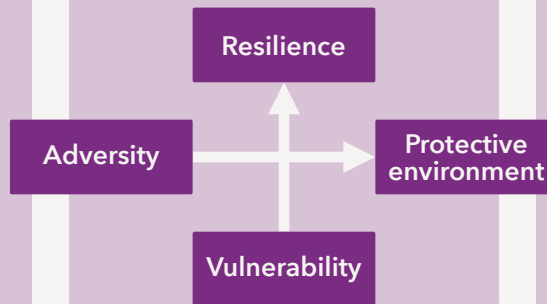
Observing & recording  
Events / observations /  
other information

Gathering information  
& analysis

Planning action  
& review



Resilience matrix used when  
required for more complex  
situations



Well-being  
Concerns

Assessment  
Appropriate, proportionate,  
timely

Well-being  
Desired outcomes

## Page 9 of Parent/Carer pack

The National Practice Model is based on an understanding of a child or young person's world that considers the child or young person to be at the heart of their family and community. It is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions together with children or young people.

Using the National Practice Model in this consistent way allows practitioners, together with children, young people and families, to undertake an assessment, construct a plan and provide appropriate support. It also allows for regular and consistent review of the plan.

The model helps practitioners, including those acting as a named person or lead professional to think about a child's wellbeing in a systematic way. They will start by reviewing what they know about any concerns made known, usually by the child or family themselves, regarding a child's wellbeing. They should consider this information carefully with the family/carers and the child using a strengths based approach in line with the values of GIRFEC, and with any other appropriate professionals to assess what needs to be offered to the child and family to promote the child's wellbeing. In partnership with the child and parents, they will plan any further action to be taken and can ask other services to help meet the child's wellbeing needs.

There are five key GIRFEC questions that practitioners should ask themselves when considering a child or young person's wellbeing needs, whilst maintaining a focus on the rights of the child. The child or young person should fully participate in discussions when considering these questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now that is needed and appropriate to help this child or young person?
- What can my agency or organisation do now to help this child or young person?
- What additional help, if any, may be needed from others?

Engaging with children, young people and families around these key questions is central to the model. Establishing trusting and open relationships between practitioners and families, where everyone's views are respected, underpins this engagement. This can help the practitioner to offer the right support at the right time as part of their own, or their agencies role, or to offer to help the child, young person or family access other services where that is appropriate.

We know that proportionate sharing of relevant and necessary information can help parents and professionals to promote, support or safeguard the wellbeing of child or young person or to secure other services where that is needed. In keeping with data protection law, children, young people and families should expect practitioners to be clear about what information sharing will be necessary, and with whom, for what purpose and what the recipient will do with the information when engaging with services. **We will explore in more around information sharing later in the session.**



# Wellbeing Wheel and Wellbeing Indicators



## Page 11 of Parent/Carer pack

The national outcomes for children and young people from the Curriculum for Excellence, say that all children should be Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens. To achieve this all children need to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These are known as the wellbeing indicators, and are sometimes referred to by the term SHANARRI.

Professionals involved in supporting children and young people consider whether children and young people are, for example, active; having opportunities to take part in activities such as play, recreation and sport, whether they are safe; growing up in an environment where they feel secure, nurtured and listened to, including freedom from abuse or neglect, or whether there are things that are getting in the way of aspects of children's wellbeing. Practitioners use the eight wellbeing indicators (SHANARRI) as the starting point of a conversation with children, young people and parents about the child's or young person's wellbeing. The wellbeing indicators provide a common language for everyone.

When used in the assessment, the wellbeing indicators (SHANARRI) should be interpreted, as follows:

**Safe** – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

**Healthy** – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and 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** – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

**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** – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

**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.

**Included** – having help to overcome inequalities and being accepted as part of their family, school and community.

In practice, the eight indicators can be interconnected and overlapping. When considered together, they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting them, to consider strengths, as well as any obstacles they may face to growth and development.

Certain factors such as adequate sleep, play and a healthy balanced diet have a positive impact on all aspects of a child's wellbeing. Similarly, the effects of facing poverty and social isolation are examples of influences that can have a negative effect on all the indicators of wellbeing.

Communication is critical to the development of the wellbeing of all children and young people. To enable every child to participate in decision making, the practitioner should consider inclusive communications to address any barriers to communication accessibility, for example social and/or digital isolation. Children and young people may need additional accessibility such as British Sign Language or a foreign language interpreter.

Depending on a child or young person's circumstances or health condition, a holistic assessment of wellbeing may need to be supported by specialist assessments. The eight wellbeing indicators (SHANARRI) provide a consistent framework within which to consider specialist assessments.

In practice, the eight indicators can be interconnected and overlapping. When considered together, they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting them, to consider strengths, as well as any obstacles they may face to growth and development.

Certain factors such as adequate sleep, play and a healthy balanced diet have a positive impact on all aspects of a child's wellbeing. Similarly, the effects of facing poverty and social isolation are examples of influences that can have a negative effect on all the indicators of wellbeing.

Communication is critical to the development of the wellbeing of all children and young people. To enable every child to participate in decision making, the practitioner should consider inclusive communications to address any barriers to communication accessibility, for example social and/or digital isolation. Children and young people may need additional accessibility such as British Sign Language or a foreign language interpreter.

Depending on a child or young person's circumstances or health condition, a holistic assessment of wellbeing may need to be supported by specialist assessments. The eight wellbeing indicators (SHANARRI) provide a consistent framework within which to consider specialist assessments.



# What do we mean by wellbeing?

- Wellbeing is a relative concept, influenced, for example, by the child, young person or parent's views, individual make up, circumstances and the support available from family, community and services.
- Because everyone is an individual, we may all have differing wellbeing needs. And as individuals, our wellbeing needs can change, for example as we grow older, or if we have an illness or accident.
- Children and young people can thrive in different environments. Practitioners should be aware and respectful of families' background, culture and beliefs.
- It is very important that when wellbeing indicators are being considered, strengths as well as areas of concern or difficulty are taken into account.

## Page 12 of the Parent/Carer Pack

Key messages;

- Many of the indicators are connected. What is important is that a 360 degree picture of the child or young person is considered, relating to their whole life experience and circumstances, and not just narrow aspects of their life, however important these aspects are.
- There is no "set level" of wellbeing that all children should achieve. Each child should be helped to reach their own individual potential.
- Wellbeing is a relative concept, influenced, for example, by the child's, young person's or parent's views, individual make up, circumstances and the support available from family, community and services.
- Because everyone is an individual, we may all have differing wellbeing needs. And as individuals, our wellbeing needs can change, for example as we grow older, or if we have an illness or accident or after recovering from this.
- Children and young people can thrive in different environments. Practitioners should be aware of and respectful to families' background, culture and beliefs.

- It is very important that when wellbeing indicators are being considered, strengths as well as areas of concern or difficulty are taken into account.
- Professionals sometimes use the My World Triangle and the Resilience Matrix to help think about and clarify strengths as well as areas where additional support is needed. We will look at both of these later.
- Article 3 of the United Nations Convention on the Rights of the Child (UNCRC) states that the best interests of the child must be the primary concern in decisions that affect children. The wellbeing indicators can help everyone to consider what is in children's best interest and to uphold this right.

**\*Ask attendees:\***

- What do attendees think of the wellbeing indicators?



# The child's plan

- What is a child's plan?
- Who should prepare and deliver the child's plan?
- Who is responsible for the child's plan?
- What will the child's plan contain?
- Your input into the child's plan

## Page 13 of Parent/Carer pack

Traditionally, the GIRFEC approach includes all children and young people up to the age of 18. It is important to note that planning for individual young people can continue beyond the age of 18 for care experienced young people.

The ALLIANCE believes that the principles that underpin the approach and many of its core components should apply to young adults too. This is particularly, but not exclusively, the case for young adults who are disabled or who live with long term conditions. At times of transitions, including transitions into adulthood and adult services, young adults will greatly benefit from a holistic assessment of their needs using the wellbeing indicators and from integrated assessment and planning.

## Child's plan

Delivering a proportionate, streamlined and where necessary a joined-up approach to assessment and planning is a core component of GIRFEC. This means that as far as possible planning should be part of a single framework with planning by different practitioners or services incorporated in a child's plan where appropriate and if to the benefit of the wellbeing of the child, young person or young adult.

A child's plan should be considered and offered to a child, young person or young adult who requires coordinated support to address their needs and improve their wellbeing. It is important to recognise that a child's plan should be developed and taken forward in partnership with the child, young person, young adult and parents. It remains the case that apart from in very exceptional situations (e.g. Mental Health law) only the Courts or Children's Hearings have the power to compel parents or children and young people to accept support.

Through the GIRFEC approach, a child's plan should be offered, prepared and delivered where;

- The child, young person, young adult or parents believe that there would be benefit in the provision of structured, joined up support.
- The law says there should be a plan, such as in the case of additional support for learning, or for children looked after by the state.
- There are multiple or complex needs or risks being addressed through planning requiring intensive short or medium term support or longer term coordinated support.
- Support is to be provided by more than one service over the same time period
- A child's plan would support partnership working with the child, young person, young adult and the parents.
- A child's plan would promote more effective and efficient joined up working between practitioners and services.
- A child's plan would improve outcomes for the person over and above the planning processes generally available.

A child's plan should lead to less form filling and red tape for practitioners and families. In some cases, where there are complex needs, this will include **incorporating aspects of existing plans**, such as a coordinated support plan, in to the child's plan. For example, planning for children who are looked after or subject to child protection procedures.

### What should child's plan contain?

While each plan will be unique to the individual, it would be expected that all should contain;

- a. The reasons for the plan
- b. Who are the partners to the plan
- c. A summary of the child's, young person's or young adult's wellbeing needs that are being addressed by the plan
- d. The desired outcomes and how it will be known they have been achieved
- e. The views of the child, young person, young adult and parents
- f. Details of action to be taken and by which service or practitioner
- g. Timescales for action and for progress
- h. Arrangements to review the plan
- i. Lead professional arrangements

The plan should as far possible be jargon free and provided in a format that is easily read and understood. The child, young person, young adult and their parents should have a copy of the plan, unless having that would put them or others at risk of serious harm.

Children, young people, young adults and their parents or carers should, other than in exceptional circumstances as may be the case with regard to child protection situations, be in the driving seat with regard to the child's plan. These are the child's, young person's or young adult's plans. The plans set out how others are going to support them. Local authority and health services should actively develop joined up plans in partnership with families, unless there are compelling reasons that would stop them doing so.

The plan should make clear to children, young people, young adults and parents and carers what those involved are to do in order that wellbeing is supported. The plan, and progress made should be reviewed from time to time in partnership with children, young people, young adults, parents and carers.

**Article 12 of the UNCRC** states that when adults are making decisions that affect children, children have a right to have a say and have their opinions taken into account. The integrated planning approach helps make sure this right is upheld.

To help assess Wellbeing strengths, needs and risks, practitioners often use tools such as the My World Triangle and the Resilience Matrix. We discuss both of these in the next slides.





# My World Triangle

**How I grow and develop** is where consideration should be given to factors in the child or young person's life relating to various aspects of physical, cognitive, social and psychological development. In order to understand and reach sound judgments about how well a child or young person is growing and developing practitioners must think about many different aspects of their lives including: learning and achieving positive relationships with family and friends, self-confidence, independence and communication.

**What I need from the people who look after me** accounts for the critical influences of other people in the child or young person's life. Parents normally have the most significant role, but the role of siblings, wider family, teachers, friends and community is also important. Considering the inputs from people surrounding the child or young person can indicate where there are strong supports and where other supports are required. Practitioners must think about a range of factors including: everyday care and support, positive adult role models, knowing what is going to happen and when, and an understanding of family background, beliefs and culture.



**My wider world** reflects how the communities where children and young people grow up can have a significant impact on their wellbeing and the wellbeing of their families. The level of support available from a child or young person's wider family, social networks and within their neighbourhood can have differing effects. Practitioners must think about the local context including: employment, education, healthcare, housing and sense of belonging and safety.

The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

## Page 16 Parent/Carer pack

When planning and thinking about a child's, young person's or young adult's needs, every practitioner should, in partnership with the individual and their parents or carers, think about the **whole person and their circumstances**.

The My World triangle set out here is designed to help do that. It is the basis for the child's assessment. It focuses on the individual and what is needed to support their development and wellbeing. Adults who are parents or carers may have needs or problems that could affect children's, young people's or young adult's wellbeing, and these should be considered too when assessments are being made.

Let's have a look at the triangle. The three sides of the triangle around the child/ young person/ young adult represent their world. At the base is their wider world, which considers the strengths, supports and opportunities, or gaps and challenges, relating to for example, family, education, housing, money and work.

One of the sides represents how the child/young person/young adult is growing and developing, relating to, for example, strengths and concerns about how they learn, their health, ability to communicate and their confidence.

The other side of the triangle represents what the child/young person/young adult needs from those who look after them; including whether they are loved and well cared for, safe, are guided and are encouraged to play and have fun as well as to achieve.

A child's plan should address all of these areas of life that are relevant to the individual so that a complete picture is formed, including their physical, social, educational, spiritual and psychological development.

And remember, this should not just be about problems or concerns. All children, young people and young adults have strengths, internally, in their immediate and wider families and in their wider world. The integrated plan should be aimed at supporting and developing these strengths, as well as being concerned with overcoming difficulties or filling gaps.



# Resilience Matrix

With the right support at the right time, every child and young person can reach their full potential.

## Resilience

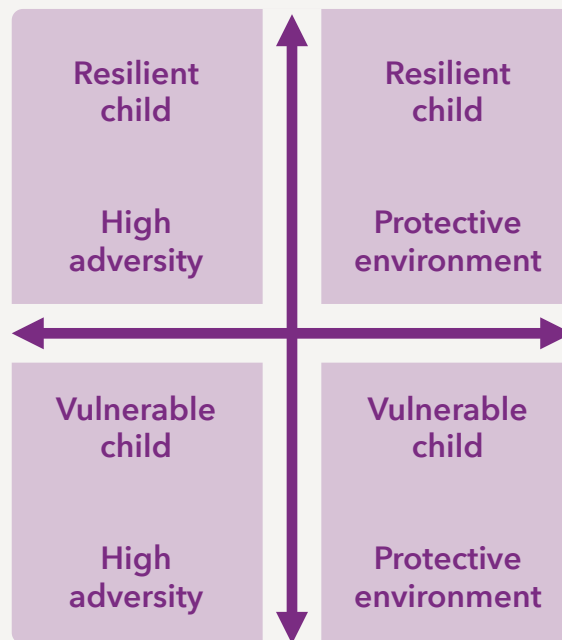
Characteristics that contribute to the child or young person's resilience, such as positive self-esteem, secure attachment, problem-solving skills.

## Adversity

Factors in the child or young person's environment that can contribute to their vulnerability such as poverty, parental substance use, domestic abuse.

## Protective environment

Factors in the child or young person's environment that protect from or mitigate against adversity, such as positive school experience, at least one supportive adult, community networks, leisure activities, family support.



## Vulnerability

Characteristics that can contribute to their vulnerability, such as poor attachment, minority status disability, negative care experience childhood trauma, inconsistent/neglectful care, experience of abuse.

When children, young people or young adults have very complex needs or concerns, or where safety is in doubt, professionals may use the Resilience Matrix to help them to analyse the information they have about the individual's circumstances. Using the matrix to help understand both the strengths and the vulnerabilities in a person's situation can help professionals, in partnership with children/young people/young adults and parents, think through the information they have gathered when looking at the My World Triangle. In turn, this can help everyone to come to the best decisions about how to help support families' strengths, how to improve the individual's confidence, capacities and capabilities or how to work with the family and the wider community to keep children and young people safe.

When looking at **adversity**, consideration will be given to life events or circumstances posing a threat to wellbeing and development, such as loss, abuse, neglect, poverty, poor or unsuitable housing.

When looking at **vulnerability**, consideration will be given to characteristics of the person, their family circle and wider community which might threaten or challenge wellbeing, such as disability, very poor health, and prejudice in the community and lack of, or poor, attachment.

In turning to strengths, a **protective environment** may include factors that act as a buffer to the negative effects of adverse experience for example, in the home, the wider family network and friends, the services that help, the school and in the wider community.

When looking at **resilience**, consideration is given to characteristics of the person which helps them to develop under difficult circumstances, such as having sense of belonging within a secure loving family, good self-esteem, an outgoing temperament or nature and developing problem solving skills.



# How it All Fits Together - Children's Rights



## Page 20 Parent/Carer pack

This diagram demonstrates how the wellbeing indicators tie in with the United Nations Convention on the Rights of the Child (UNCRC), as has been pointed out regarding some earlier aspects of the presentation.

The numbers indicate how Articles of the Convention may apply to each segment of the wellbeing wheel, to each wellbeing indicator. For example Article 3 states that children should be asked for their views before their decisions are made about them. They could not be **Included** if their views are not sought and taken into account.

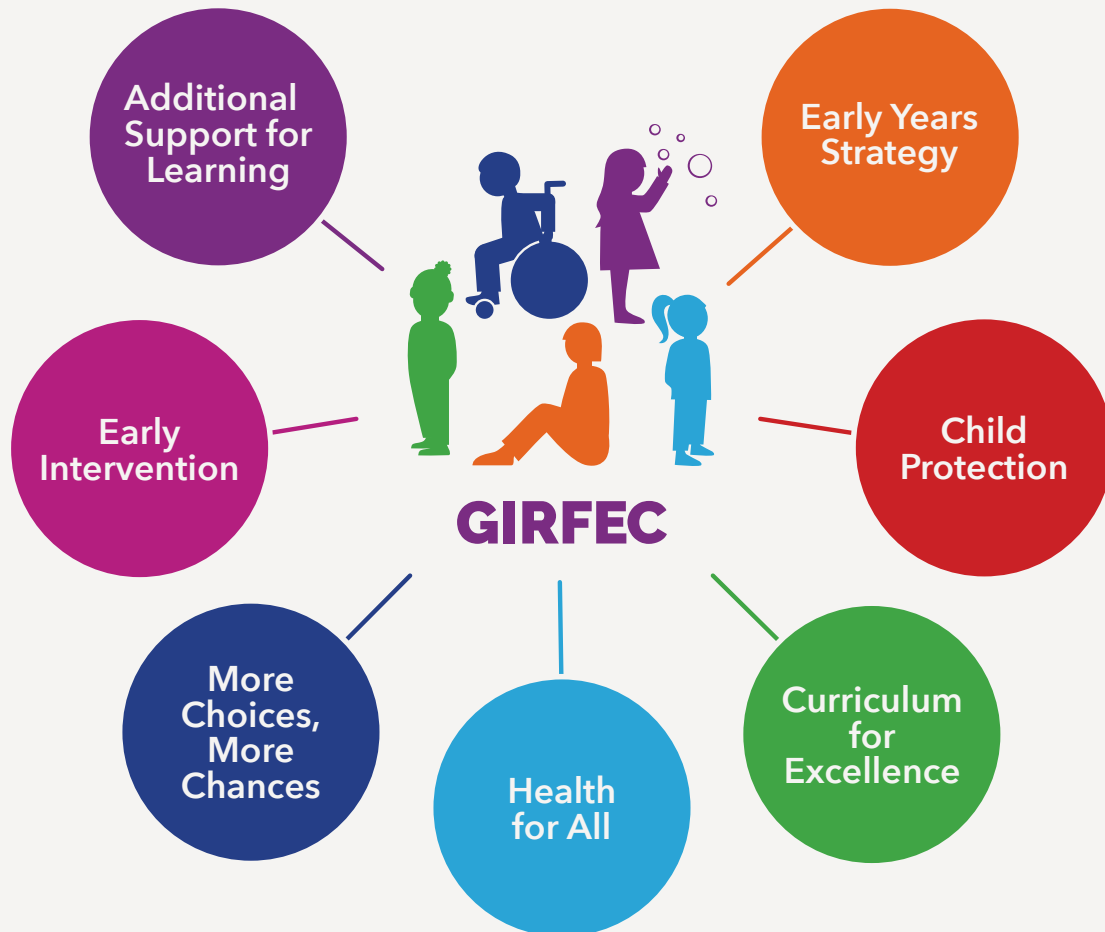
This shows that the wellbeing wheel has been designed to cover all the bases of children's rights.

The GIRFEC approach is based on children's rights, taking their development, decisions made in their best interests and respect for their views into consideration. The GIRFEC principles reflect the UNCRC. In March 2021, the Scottish Parliament unanimously passed the Bill. The intention behind the UNCRC Bill was, and still is, to deliver a proactive culture of accountability for children's rights across public services in Scotland. We remain committed to the incorporation into Scots law of the UNCRC as far as possible within devolved competence and to doing that as soon as practicable.

The Bill, when enacted, will require Scotland's public authorities to take proactive steps to ensure the protection of children's rights in their decision making and service delivery and make it unlawful for public authorities, including the Scottish Government, to act incompatibly with the UNCRC requirements. Children, young people and their representatives will also have the ability to use the courts to enforce those rights. This will help to protect the rights of all children, including those who are young carers.



## GIRFEC in the Children and Young People Policy Landscape



### Page 22 of the Parent/Carer Pack

This diagram shows the child at the centre. GIRFEC supports the United Nations Convention on the Rights of the Child and underpins all policy surrounding children, young people and their families. This includes policies such as Curriculum for Excellence, Additional Support for Learning and More Choices More Chances which support children’s education and employment opportunities, the Early Year’s Strategy and Early Intervention and Child Protection, through which children’s needs are met at the earliest stage possible and they are kept safe, and The Promise and other health policies, which promote children and young people’s health and wellbeing.

This diagram is not fully complete or comprehensive. It is intended to show that GIRFEC does not stand alone. GIRFEC is integrated with other children’s policy and practice in Scotland.

**GIRFEC is the way professionals in Scotland respond to the needs of children and young people. Professionals working together as fully as possible with children, young people and with their parents or carers is a cornerstone of the GIRFEC approach. That is why it is important that parents and carers, children and young people get to know and understand this approach.**

# Breakout Activity

**Think about a past experiences, or how you would plan for a future activity for children and young people:**

- If you were planning an activity for a group, think about the actions you would use to promote the child's wellbeing in preparation for, during and after this activity. Then have a look at the SHANARRI Wellbeing Wheel and think about where you could best map these actions against the wellbeing indicators.
- Example: How would you make children feel safe and include?

**If you have time ...**

- What is missing? Think about what else you could do to help the child reach their full potential in relation to each of the indicators
- Example: Respected- do you let children be involved in planning the activity/shape decisions which affect them?

## Page 23 of the Parent/Carer Pack

Split the attendees into breakout groups of 2/3 to work on the activity. It is advised to offer 30 minutes to this part of the session which includes 5 minutes for groups to feedback some of their thinking (please allow for enough time to feedback if there is a large numbers of attendees or ask for one key learning point).

Ask attendees to work to the questions on the slide and note they will be asked to provide some feedback on the activity

Questions to allow for feedback could include:

- An overall description of the planned activity
- Was it relatively easy to identify which of the wellbeing indicators linked to your activity? Please expand on your answer.
- Did the activity change your thinking in regard to the way you would normally plan for an activity? Please expand on your answer.
- Is the SHANARRI Wheel something you could use in the future when planning for activities?



# Information Sharing

Scottish Government have produced an Information Sharing Charter to help explain how you can expect information about you/your child to be managed and aims to make your privacy rights easier to understand.

On all occasions when information is shared, it should be shared proportionately and the purpose should be to offer help and support as early as possible.

## Page 24 Parent/Carer pack

It is important that families understand what information will be gathered when using the GIRFEC approach and how this will be used. To provide practitioners, children and young people and their families with clarity and confidence in sharing information, Information Sharing Charters have been created by Scottish Government. These can be shared with children, young people and families as a basis for conversations about their privacy rights in relation to sharing information about them. The charters explain how children, young people and families can expect information about themselves to be managed and aims to make their privacy rights easier to understand. On all occasions when information is shared, it should be shared proportionately and the purpose should be to offer help and support as early as possible.

A similar Information Sharing Charter has been produced specifically for Children and Young People and is available to view on the [Scottish Government website](#).

# Questions and Feedback

Do you have any questions?

Please don't forget to fill out the evaluation form as this helps us to review our training and towards our overall programme of work.



## Page 24 Parent/Carer pack

Mention the **glossary pages 26-27** of useful terms at the end of the pack. This gives definitions for quick reference.

**Additional Information is given on page 28.** Includes information on the project and the information included in the pack.

**Also on page 28 is a list of useful contacts** where parents and carers or children and young people can seek advice or guidance. The same information plus extra can be found at the end of this pack.

**The keep up to date section on page 29** directs people to our project website so they can continue to stay informed.

**Also on page 29** direction to how to give feedback both at the end of sessions.

**Lastly there are contact details of the project in case anyone needs further help.**

For all of these sections feel free to give extra information you feel would be useful and also your own organisational information as well as your own details if you would want.

Thank people for their attendance and ask if anyone has any questions. Answer the questions if you can or record them and get back to the participants later when you have researched the answer. The Scottish Government website or local information from Health, Education or Social Work can be helpful in this regard, or you can contact [GIRFEC@alliance-scotland.org.uk](mailto:GIRFEC@alliance-scotland.org.uk) who will try to assist.

# Useful Contacts

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Children and Young People's Commissioner Scotland	0131 346 5350
ChildLine Scotland	0800 1111
ParentLine Scotland	0800 028 22 33
The National Kinship Care Helpline	0800 028 22 33
One Parent Family Scotland Helpline	0808 801 0323
Health and Social Care Alliance	0141 404 0231

## Additional Support and Information

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<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

<https://www.alliance-scotland.org.uk/policy-into-practice/getting-to-know-getting-it-right-for-every-child/>

We are here to support you in your session delivery. If you have any questions or if we can help you in anyway please don't hesitate to contact us on 0141 404 0231 or by emailing [GIRFEC@alliance-scotland.org.uk](mailto:GIRFEC@alliance-scotland.org.uk)

# Getting Feedback from the session

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It is important to ensure you collect feedback from the sessions both about the workshop itself and about insights or opinions on GIRFEC.

The workshop feedback will be used to identify any weak parts within the workshop so these can be improved upon. If you have indicated you are delivering the sessions, you will be kept up to date with any changes made to the workshop either improving it or in accordance with any emerging guidance on how GIRFEC is to be implemented. Please keep an eye on our website as we will post versions of the materials there, showing dates of updates. You should always try to use the most recent materials.

Getting feedback on how GIRFEC is working on the ground for children, young people and their parents or carers is important too. We will collate and provide reports on this feedback to the government, providing a platform for children's and parent's voice to be heard and taken into consideration.

We understand the feedback form we have provided may not be appropriate depending on your audience. Please feel free to adapt it, for example, by putting it into a different format or language. Please let us know how you have adapted the form and we will put this information on the project web page to ensure others can benefit from your experience.

The session feedback form can be found at the end of this booklet. We would be grateful if you would collate feedback forms completed by participants at the end of your sessions and send the completed session form to us on the contact details below.

# GIRFEC Evaluation Form - Parents and Carers

Local Authority Area:

Date of Training:

**1**

Following this session, do you feel you now better understand the GIRFEC approach?

Yes

A little

Not at all

Comments

**2**

Did you find the GIRFEC guidance and practice materials helpful and easy to understand?

Yes

A little

Not at all

What you would you do to improve this session?

**3**

Following this session, are you more likely to approach you child's named person service if you needed information, advice or support?

Yes

No

**4**

Any additional comments or feedback?

**5**

We would like to contact you at a later stage to see how GIRFEC is working for you. If you are happy for us to contact you please give your details below:

Name	Email

# Section 2 - Additional insights feedback for facilitators to consider

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1

Did participants think GIRFEC will help them support them and their children? In what ways?

2

What did participants think needs to happen to make GIRFEC successful?

3

Did participants think the named person service will help get the best support for their child?

4

Did participants understand the role of the lead professional and why or when they might become involved in their child's life?

5

Did participants think having Child's Plan is helpful? In what ways might it be helpful?

6

Any additional comments or feedback?

# Thank You

[www.alliance-scotland.org.uk](http://www.alliance-scotland.org.uk)

[GIRFEC@alliance-scotland.org.uk](mailto:GIRFEC@alliance-scotland.org.uk)

0141 404 0231



Close the session.

It would be useful to insert your own contact details here in addition to the ALLIANCE details.





# About the ALLIANCE

The Health and Social Care Alliance Scotland (the ALLIANCE) is the national third sector intermediary for a range of health and social care organisations. We have a growing membership of over 3,300 national and local third sector organisations, associates in the statutory and private sectors, disabled people, people living with long term conditions and unpaid carers. Many NHS Boards, Health and Social Care Partnerships, Medical Practices, Third Sector Interfaces, Libraries and Access Panels are also members.

The ALLIANCE is a strategic partner of the Scottish Government and has close working relationships, several of which are underpinned by Memorandum of Understanding; with many national NHS Boards, academic institutions and key organisations spanning health, social care, housing and digital technology.

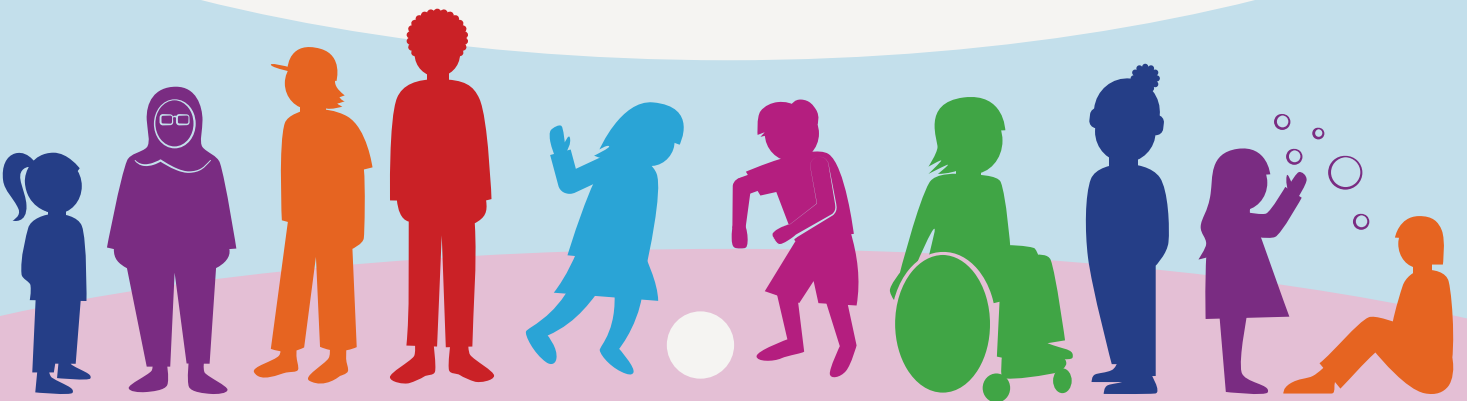
Our vision is for a Scotland where people of all ages who are disabled or living with long term conditions, and unpaid carers, have a strong voice and enjoy their right to live well, as equal and active citizens, free from discrimination, with support and services that put them at the centre.

The ALLIANCE has three core aims; we seek to:

- Ensure people are at the centre, that their voices, expertise and rights drive policy and sit at the heart of design, delivery and improvement of support and services.
- Support transformational change, towards approaches that work with individual and community assets, helping people to stay well, supporting human rights, self management, co-production and independent living.
- Champion and support the third sector as a vital strategic and delivery partner and foster better cross-sector understanding and partnership.



**ALLIANCE**  
HEALTH AND SOCIAL CARE  
ALLIANCE SCOTLAND  
people at the centre



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[www.alliance-scotland.org.uk](http://www.alliance-scotland.org.uk)

**Health and Social Care Alliance Scotland (the ALLIANCE)**

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