getting
it right
for every child

A Guide to
Getting it right for every child

A guide to *Getting it right for every child*

Every child and young person in Scotland is on a journey through life: experiencing rapid development and change as they make the transition from childhood through adolescence and into adulthood.

As they progress, some may have temporary difficulties, some may live with challenges that distract them on their journey and some may experience more complex issues.

No matter where they live or whatever their needs, children and families should know that they can find help and that the right support will be available to them.

We all want our children and young people to be fully supported as they grow and develop to be:

Healthy … experiencing the highest standards of physical and mental health, and supported to make healthy safe choices

Achieving … receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

Nurtured … having a nurturing and stimulating place to live and grow

Active …offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

Respected … to be given a voice and involved in the decisions that affect their well-being

Responsible … taking an active role within their schools and communities

Included ... receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

And above all, to be safe … protected from abuse, neglect or harm

We want our children and young people to be **successful learners**, **confident individuals, effective contributors and responsible citizens.**

Getting it right for every child – giving all children and young people the best start in life.

A guide to *Getting it right for every child*

This guide provides an overview of the *Getting it right for every child* approach and developments so far. It provides information on emerging national thinking, building from the work of pathfinders and existing good practice and the learning from the 2008 road show events. It shows how the *Getting it right for every child* practice model and tools can be used locally to complement practitioners' own materials and processes to improve practice and ultimately secure better outcomes for children and young people.

The document contains various hyperlinks to the Scottish Government website http://www.scotland.gov.uk/gettingitright where more detailed information can be found. Please refer to the website to keep up to date with any subsequent versions of the tools and model described here and to access any additional resources.

This guide is relevant to all those involved or working with children and young people, including practitioners working in adult services with parents and carers. Everyone working with children, young people and their families needs to be aware of the *Getting it right for every child* approach and how it can have a positive impact on outcomes for all children and young people.

The guide is in sections to make it easier to incorporate new thinking and practice as it develops. It can be updated over time as *Getting it right for every child* implementation develops and key pages may be amended and re-issued in agreement with partners. The guide sections are version controlled and new or updated sections will be promoted via the Scottish Government website http://www.scotland.gov.uk/gettingitright/publications

The practice model and tools in this guide help effect change across **culture**, **systems** and **practice** and are designed to help children and young people achieve their full potential.

Contents

The guide is structured into the following sections:

Key Web Links

Getting it right for every child (GIRFEC):
http://www.scotland.gov.uk/gettingitright

Convention of Scottish Local Authorities (COSLA):
www.cosla.gov.uk

Association of Directors of Education in Scotland (ADES):
www.adescotland.org.uk

Association of Directors of Social Work (ADSW):
www.adsw.org.uk

Police:
www.scottish.police.uk

Scottish Children's Reporter Administration (SCRA):
www.scra.gov.uk

Highland's Children:
http://www.forhighlandschildren.org/

Highland Pathfinder:
http://www.forhighlandschildren.org/htm/girfec/girfec.php

GIRFEC Learning Community:
http://www.scotland.gov.uk/gettingitright/LearningCommunity

NHS Scotland:
http://www.scotland.gov.uk/topics/health

Scotland's Health on the Web:
http://www.show.scot.nhs.uk

Other Web Links:

National Outcomes:
http://www.scotland.gov.uk/Topics/Health/care/JointFuture/NationalOutcomes

The Government Economic Strategy:
http://www.scotland.gov.uk/Publications/2007/11/12115041/0

An overview video of *Getting it right for every child* can be viewed at:
www.scotland.gov.uk/gettingitright

SECTION 1: What is *Getting it right for every child*?

Getting it right for every child is the foundation for work with **all** children and young people and will also affect practitioners in adult services who work with parents or carers.

It builds from universal health and education services and drives the developments that will improve outcomes for children and young people by changing the way adults think and act to help all children and young people grow, develop and reach their full potential. It requires a positive shift in culture, systems and practice across services for children, young people and adults.

Getting it right for every child is a fundamental way of working that builds on research and practice evidence to help practitioners focus on what makes a positive difference for children and young people and act to deliver these improvements. *Getting it right for every child* threads through all existing policy, practice, strategy and legislation affecting children, young people and families.

Applying a *Getting it right for every child* approach to improve outcomes for children and young people contributes directly to the 15 national outcomes agreed by the Scottish Government and Convention of Scottish Local Authorities (CoSLA). Several of the outcomes apply directly to children and young people and the way agencies work to help them become **successful learners, confident individuals, effective contributors and responsible citizens.**

The delivery of the outcomes will support the overall strategy of growing the Scottish economy in order to develop full opportunities for all.

For children and families *Getting it right for every child* means:
- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them

- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners, *Getting it right for every child* means:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

For managers in children's and adult services, *Getting it right for every child* means:

- Providing leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement *Getting it right for every child*
- Planning for the transition as staff in agencies move from the current working processes to the new child centred processes

Changing information systems to support practitioners

A significant development over the next few years will be the new version of the national eCare framework that will further support information sharing. The existing framework already supports controlled messaging of information about child protection issues, and is being rolled out across Scotland in 2009. The next version of the framework is being developed in parallel, to support electronic sharing of information about children and young people to aid decision making surrounding their needs. The system is also being designed to ensure strictly controlled access to information, yet give ready access to those practitioners who need to know who else may be involved with a child or young person. More information on the development of the eCare framework is available on the Scottish Government Data Sharing and Standards website.

In the future, practitioners will be expected to record information using shared language, structured around a standard practice model, sharing key relevant information through the eCare framework.

Bringing this information together from all involved agencies will allow a chronology and/or a *child's virtual shared record* to be created. When two or more agencies are working together for a common purpose a *child's virtual shared record* could be created if appropriate to do so. This record will be an amalgamation of relevant participating agency information viewed as a single entity.

To begin to make sense of the information requirements for practice a national forum called the Children's Information Sharing Group (ChISG) is being set up to look at governance and information standards issues. More information on the draft information sharing model can be found on the *Getting it right* website.

For children, young people and families the information system changes will mean:

- Being asked for consent to share information as appropriate so that they will not have to tell their story to different agencies, and so that the right support can be provided more quickly, when it is needed.

For practitioners the information system changes will mean:

- Being prepared to change current practice to fit in with the developing model and with appropriate information sharing in an electronic environment.

For managers in agencies working with children, young people and adults the information system changes will mean:

- Understanding how local IT developments will begin to support the model of information sharing and support changed practice to deliver improved outcomes for children and young people.   At a strategic level it also means considering what new governance and accountability mechanisms may need to be created to support the *Getting it right for every child* approach.
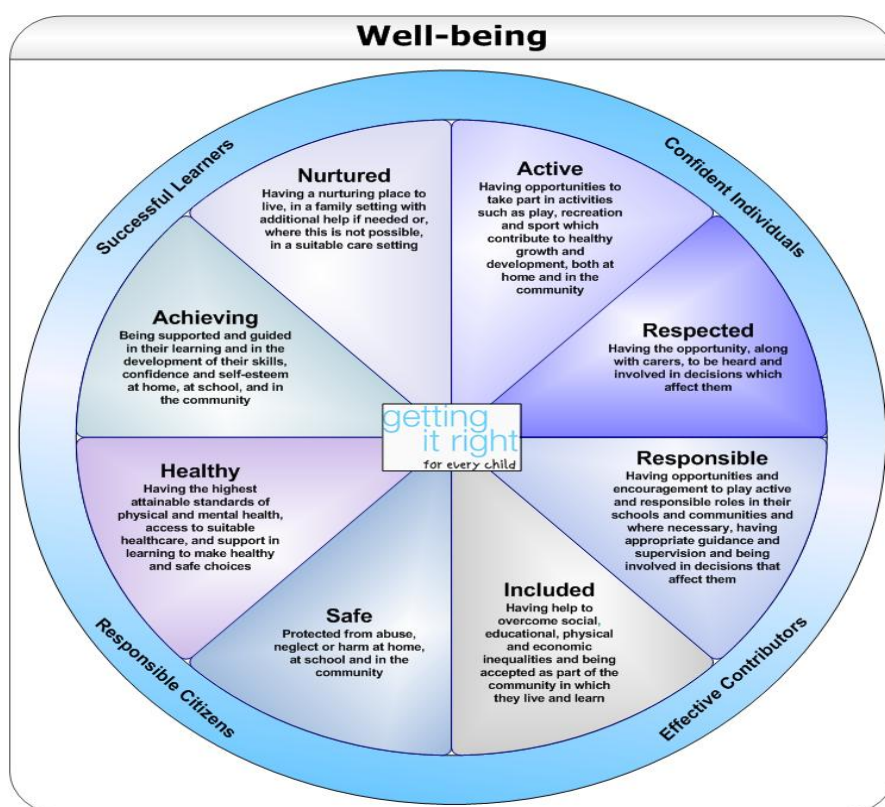
SECTION 2: *Getting it right for every child:* **the approach**

Getting it right for every child promotes action to improve the well-being of all children and young people. Eight areas of well-being have been identified as areas in which children and young people need to progress in order to do well now and in the future.

Getting it right for every child reflects an approach to working with children and young people that is underpinned by shared principles and values. It recognises children's rights and builds on the strategic pillars of Scottish Government policy for children and young people and the concordat.

To help children and young people achieve their well-being, *Getting it right for every child* is supported by 10 core components. These can be applied in any setting and circumstance where people are working with children and young people.

Children and young people's well-being and their well-becoming are at the heart of *Getting it right for every child* and can be illustrated by the following diagram

There are eight indicators of well-being: healthy, achieving, nurtured, active, respected, responsible and included and above all, safe. The *Well-being Indicators* are the basic requirements for all children and young people to grow and develop and reach their full potential. Children and young people will progress differently, depending on their circumstances but every child and young person has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the *Well-being Indicators*. The well-being wheel also shows the connections between children and young people's well-being now, and their well-becoming in the future. The Scottish Government and its local government partners in the Concordat have an ambition that all Scotland's young people will be **successful learners, confident individuals, effective contributors and responsible citizens.** This depends very much on how well they have been supported to develop their well-being. All agencies in touch with children and young people must play their part in making sure that young people are healthy, achieving, nurtured, active, respected, responsible, included and, above all, safe.

The *Getting it right for every child* approach

The *Getting it right for every child* approach is about how practitioners across all services for children and adult meet children's and young people's needs, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and their families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

The approach has been developed to reflect the principles of *The Children's Charter* and is in line with the *UN Convention on the Rights of the Child*. It builds on *For Scotland's Children* and other reports about children and young people's well-being. It is supported by a number of strategic pillars being put in place to help all children and young people, including *The Early Years Framework; Curriculum for Excellence; Better Health, Better Care*. It is also

reflected in the policies and strategies designed to support children and young people in specific circumstances, such as those who are or may be:

- experiencing mental health problems, self-harming or at risk of suicide
- affected by disabilities or minority issues
- in need of additional support for learning
- looked after, cared for in kinship care, or privately fostered
- in need of sexual health advice
- in need of protection or who present a risk to others
- affected by substance misuse
- affected by domestic abuse
- exposed to trafficking
- young runaways
- in need of compulsory measures
- offending or engaged in anti-social behaviour
- young carers
- asylum seekers or unaccompanied asylum seekers
- in receipt of benefits or housing support
- homeless or living in poverty
- who are at points of transition

The core components of *Getting it right for every child*

Getting it right for every child is founded on 10 core components which can be applied in any setting and in any circumstance. They are at the heart of the *Getting it right for every* approach in practice and provide a benchmark from which practitioners may apply the approach to their areas of work.

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being
2. A common approach to gaining consent and to sharing information where appropriate
3. An integral role for children, young people and families in assessment, planning and intervention

4. A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the *Well-being Indicators*

5. Streamlined planning, assessment and decision-making processes that lead to the right help at the right time

6. Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland

7. A *Lead Professional* to co-ordinate and monitor multi-agency activity where necessary

8. Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time

9. A confident and competent workforce across all services for children, young people and their families

10. The capacity to share demographic, assessment, and planning information electronically within and across agency boundaries through the national eCare programme where appropriate

Together the *Well-being Indicators* and the core components make up the *Getting it right for every child* approach to meeting children and young people's needs.

The approach is underpinned by common values and principles and by shared models, tools and practices that are designed to support work with children and young people. These are all described in sections 3 and 4.

SECTION 3: *Getting it right for every child*: values and principles

Common values and principles are at the heart of the *Getting it right for every child* approach. The *Getting it right for every child* values and principles build from the *Children's Charter* and reflect legislation, standards, procedures and professional expertise. The values and principles bring meaning and relevance at a practice level to single agency, multi agency and inter agency working across the whole of children's services. They provide a common platform for working with children and young people which all practitioners and professionals can draw from.

Getting it right for every child: values and principles

The Getting *it right for every child* approach is underpinned by **common values and principles** which apply across all aspects of working with children and young people. Values and principles are reflected in legislation, standards, procedures and professional expertise and are for everyone with a part to play in promoting the well-being of children and young people. The values and principles are:

Promoting the well-being of individual children and young people: this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time

Keeping children and young people safe: emotional and physically safety is fundamental and is wider than child protection

Putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions that affect them

Taking a whole child approach: recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life

Building on strengths and promoting resilience: using a child or young person's existing networks and support where possible

Promoting opportunities and valuing diversity: children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity

Providing additional help should be appropriate, proportionate and timely: providing help as early as possible and considering short and long-term needs

Supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices may be

Working in partnership with families: supporting wherever possible those who know the child or young person well, know what they need, what works well for them in their family and what may not be helpful

Respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children and young people's right to confidentiality

Promoting the same values across all working relationships: recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, families and colleagues

Making the most of bringing together each worker's expertise: respecting the contribution of others' and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

Co-ordinating help: recognising that children, young people and families need practitioners to work together, when appropriate, to provide the best possible help

Building a competent workforce to promote children and young people's well-being: committed to continuing individual learning and development and improvement of inter-professional practice.

All of the values and principles are relevant at all times but some are particularly relevant when working in a multi-agency environment. By placing children and young people at the centre of policies, activity and planning and by having common principles and values we can secure better outcomes.

The [values and principles text is also on the website](#)

SECTION 4: *Getting it right for every child*: the approach in practice

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The *Getting it right for every child* approach in practice builds from the foundation of support available in the family, in the community and universal services. In practice *Getting it right for every child* needs shared tools and models and an understanding of how practitioners approach action with children and young people and how agencies work together. This approach requires a *Lead Professional* to co-ordinate support when two or more agencies are working together to support a child.

The *Well-being Indicators* are used to record observations, events and concerns and as an aide in putting together a child's plan and the *My World Triangle* and the *Resilience Matrix* are used to gather, structure and assist in the analysis of information.

The *Getting it right for every child* practice model supports practice to ensure action can be taken to improve outcomes for the child or young person. It also supports the recording of information in a consistent way that allows it to be collated when needed to provide a shared understanding of the child or young person's needs.

Building a network of support around each child or young person

Getting it right for every child aims to have in place a network of support to promote well-being so that children and young people get the right help at the right time. This network will always include family and/or carers and the universal health and education services. Most of the child or young person's needs will be met from within this network. Only when support from the family and community and the universal services can no longer meet their needs will targeted and specialist help be called upon to help. Only when voluntary measures no longer effectively address the needs or risks will statutory measures to help the child or young person be considered.

The *Lead Professional* role

When two or more agencies need to work together to provide help to a child or young person and family, there will be *a Lead Professional* to co-ordinate that help. The role of the *Lead Professional* is:

- to make sure that the child or young person and family understand what is happening at each point so that they can participate in the decisions that affect them
- to be the main point of contact for children, young people, practitioners and family members, bringing help to them and minimising the need for them to tell their story several times
- to promote teamwork between agencies and with the child or young person and family
- to ensure the child's plan is implemented and reviewed
- to be familiar with the remit of other agencies
- to co-ordinate workers who have specific roles or who are carrying out direct work or specialist assessments
- to ensure the child or young person is supported through key transition points, particularly any transfer to a new lead professional
- to ensure the information contained in the child's virtual shared record (where there is one) is accurate and up-to-date.

More information about the role of the lead professional can be found on the getting it right website.

The *Getting it right for every child* practice model and tools

When assessment, planning and action are needed, practitioners can draw on the *Getting it right for every child* practice model which combines knowledge, theory and good practice. The tools in the model can be used in a single or multi-agency context. The model:

- can be used by practitioners in all agencies who are working with children, young people and their families to facilitate a pathway to getting help that is appropriate, proportionate and timely
- provides a framework for agencies to structure and analyse information in a consistent way that can be used to understand a child or young person's needs, the strengths and pressures on them, and consider what support they might need
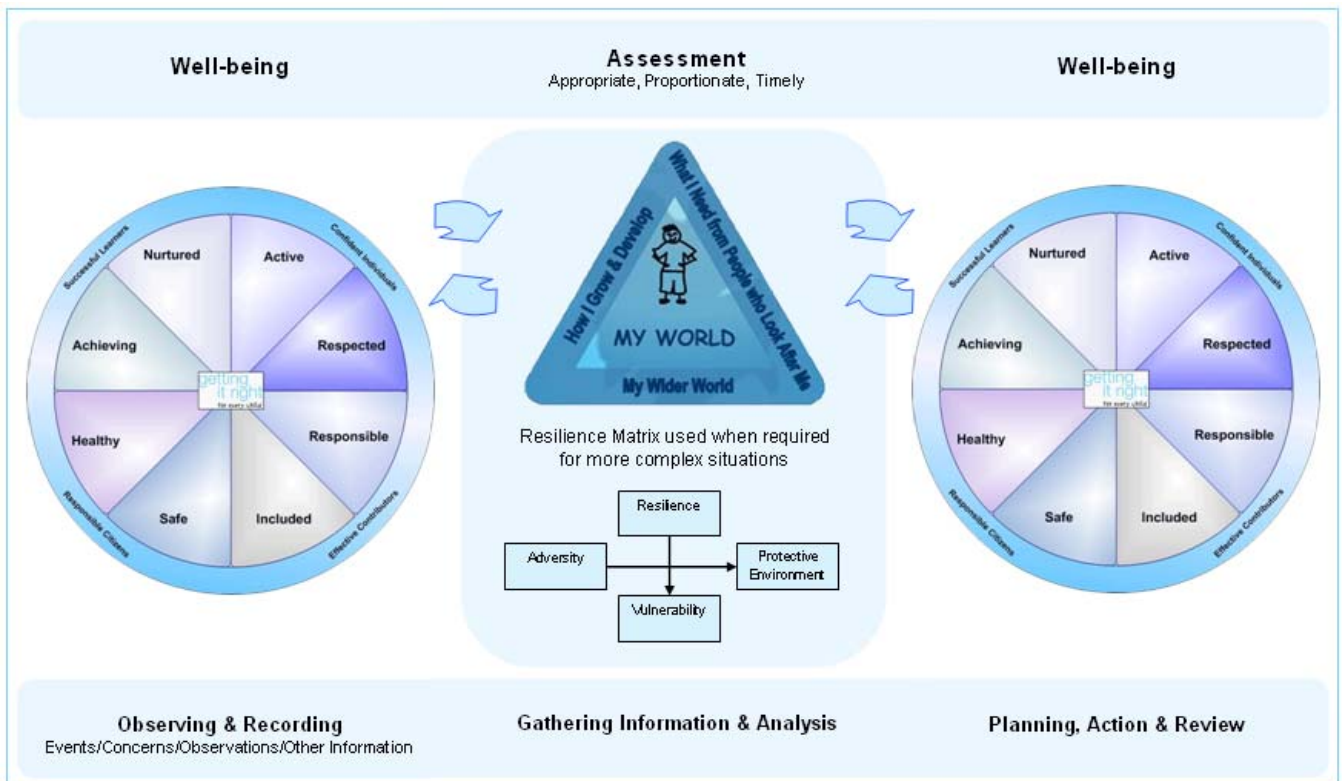- defines needs and risks as two sides of the same coin.

It promotes the participation of children, young people and families in gathering information and making decisions as central to assessing, planning and taking action.

The components of the practice model have been designed to ensure that information about children and young people is recorded in a consistent way by all agencies. This should help in providing a shared understanding of a child or young person's needs and identifying concerns that may need to be addressed.

Therefore, in all children's services, recording of routine information needs to align with the way information is recorded in the practice model for children or young people who may need additional help. Information recorded in universal agency systems may become critical in understanding a child or young person's journey when he or she requires either enhanced single agency or multi-agency support. This routine information may be of immense value in assessing a child or young person's additional needs.

In the future an electronic information system will allow information recorded using the practice model to be shared more easily between agencies where this is appropriate.

The *Getting it right for every child* Practice Model

There are three main components in the practice model:

- the *My World Triangle*
- eight *Well-being Indicators*
- the *Resilience Matrix*

The *My World Triangle* introduces a mental map that helps practitioners understand a child or young person's whole world. It can be used to explore their experience at every stage, recognising there are connections between the different parts of their world and, in assessment, can be used to explore needs and risks.

The eight indicators of well-being have been identified as areas in which children and young people need to progress in order to do well now and in the future and they allow practitioners to structure information which may identify needs and concerns and to structure planning.

The *Resilience Matrix* can be used in a single or multi-agency environment. It supports practitioners to analyse the more complex information they have gathered, using the *My World Triangle* and other sources and plot it on a blank matrix so that the balance between vulnerability and resilience, and adversity and protective factors can be weighed.

There are **six parts** in the *Getting it right for every child* practice model. Practitioners will combine some or all of these parts in the way most appropriate to the child or young person's needs:

- Using the *Well-being Indicators* to **record and share information** that may indicate a need or concern and then take action as appropriate
- Using the *My World Triangle* (and where appropriate specialist assessments) to explore this information and to **gather further information** about a child or young person's needs
- Using the *Resilience Matrix* to help **organise and analyse information** when necessary
- **Summarising needs** against the *Well-being Indicators*
- **Constructing a plan** and taking appropriate action
- **Reviewing the plan**

Using the well-being indicators to record & share information and to record concerns

The *Well-being Indicators* are used in a number of ways. They can be used to structure the recording of information about a child or young person, under whichever headings are appropriate, to record their progress in universal services. In the future, this will allow relevant information to be shared more easily.

In some cases, recording progress using the *Well-being Indicators* will allow practitioners to identify concerns that only become apparent from cumulative information or collated single agency or multi-agency records.

The *Well-being Indicators* can also be used to structure recording of a specific concern that may be raised with or by practitioners that may need further assessment or action, for example, not doing as well in school as expected. A concern can be an event itself, or a series of events, or attributes, which affect the well-being or potential well-being of a child or young person, for example, missing appointments for health checks. A concern might be a fact, an attribute or a characteristic of someone associated with the child or young person which does not take the form of an event (again something that might make the child or

young person vulnerable), for example, living in a family where a parent may be misusing drugs or alcohol. Parents, children and young people themselves may have concerns that they bring to the attention of practitioners.

The *Well-being Indicators* are also used when a plan is being constructed or reviewed, to summarise the child or young person's needs that will be addressed in the child's plan.

There are five questions practitioners need to ask themselves when they are concerned about a child or young person:

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

When practitioners have sufficient information to know what needs to be done to support the child or young person, then they can ensure help is put in place without delay either by a single agency or more than one agency.
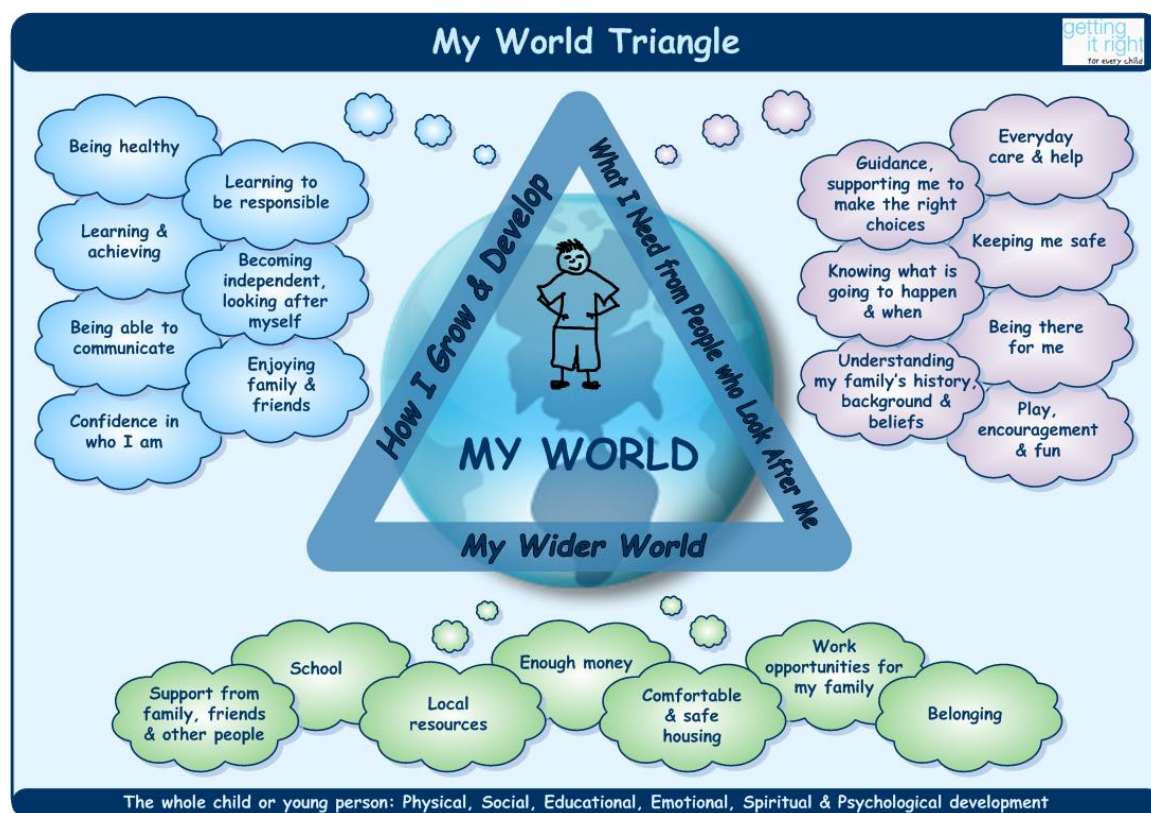
Using the *My World Triangle* (and where appropriate specialist assessments) to gather further information about a child or young person's needs

When working with children and young people the *My World Triangle* can be used at **every stage** to think about the child or young person's whole needs and risks.
It is particularly helpful to use the *My World Triangle* to gather more information from other sources, possibly some of it specialist, to identify the strengths and pressures in the child or young person's world. This may include, for example, information about health or learning, offending behaviour or information about issues affecting parenting.

The *My World Triangle* promotes a model of practice that considers the child and young person's needs and risks as well as the positive features in their life. Strengths and pressures are given equal consideration and can be structured around the triangle. Information gathered should be proportionate and relevant to the issues in hand. In many cases, it will not be necessary to explore every area of the triangle in detail but only look at those relevant

to any presenting issue. However, it is still important to keep the child or young person's whole world in mind and provide immediate help where necessary while continuing assessment.

My World Triangle

Using the *My World Triangle* allows practitioners to consider systematically:

- how the child or young person is growing and developing
- what the child or young person needs from the people who look after him or her
- the impact of the child or young person's wider world of family, friends and community.

How I Grow and Develop

Being Healthy

This includes full information about all aspects of a child's health and development, relevant to their age and stage. Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse.

Learning & Achieving

This includes cognitive development from birth, learning achievements and the skills and interests which can be nurtured. How additional needs are supported. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded. Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child's progress with formal education in line with expectations? Attention should also be given to further educational or training needs and potential employment opportunities for young people moving or who have moved towards semi- or full independence.

Confidence in Who I am

Child's/young person's temperament and characteristics. Nature and quality of early and current attachments. Emotional and behavioural development. Resilience, self esteem. Knows views are listened to. Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Sense of identity which has an appreciation of ethnic and cultural background and is comfortable with gender, sexuality, religious belief. Skills in social presentation.

Being able to Communicate

This includes development of language and communication. Being in touch and communicating constructively with others. Ability to express thoughts, feelings and needs. What is the child's/young person's preferred language or method of communication. Are there particular people with whom the child communicates that you will need to involve? Are aids to communication required?

Learning to be Responsible

Learning appropriate social skills and behaviour. Values; sense of right and wrong. Consideration for others. Ability to understand what is expected and act on it. How does the child respond to key influences on social and emotional development at different ages and stages e.g. collaborative play in early childhood, peer expectations at school and outside.

Becoming Independent, Looking After Myself

The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for?

Enjoying Family & Friends

How is the child or young person responding to relationships that support, value, encourage and guide her or him; to family and wider social networks; opportunities to make and sustain lasting significant relationships; encouragement to develop skills in making friends, to take account of the feelings and needs of others and to behave responsibly. This links and overlaps with what a child or young person needs from those who look after them and the wider environment.

What I need from the People who Look After Me

Everyday Care & Help

This is about the ability to nurture which includes day-to-day physical and emotional care, food, clothing and housing. Enabling healthcare and educational opportunities. Meeting the child's changing needs over time, encouraging growth of responsibility and independence. Listening to the child and being able to respond appropriately. Being able to respond appropriately to a child's likes and dislikes. Support in meeting parenting tasks and help with carers' own needs.

Keeping Me Safe

Keeping the child safe within the home and exercising appropriate guidance and protection outside. Practical care through home safety such as fire-guards and stair gates, hygiene. Protecting from physical, social and emotional dangers such as bullying, anxieties about friendships. Is the care-giver able to protect the child consistently and effectively? Seeking help with and solutions to domestic problems such as mental health needs, violence, offending behaviour. Taking a responsible interest in child's friends and associates, use of internet, exposure to situations where sexual exploitation or substance misuse may present risks, staying out late or staying away from home. Are there identifiable risk factors? Is the young person being encouraged to become knowledgeable about risks and confident about keeping safe? Are the child's concerns being listened to?

Being There for Me

Love, emotional warmth, attentiveness and engagement. Listening to me. Who are the people who can be relied on to recognise and respond to the child's/young person's emotional needs? Who are the people with whom the child has a particular bond? Are there issues of attachment? Who is of particular significance? Who does the child trust? Is there sufficient emotional security and responsiveness in the child's current caring environment? What is the level of stability and quality of relationships between siblings, other members of the household? Do issues between parents impact on their ability to parent? Are there issues within a family history that impinge on the family's ability to care?

Play, Encouragement, Fun

Stimulation and encouragement to learn and to enjoy life, responsiveness to the child or young person's unique needs and abilities. Who spends time with the child/young person, communicating, interacting, responding to the child's curiosity, providing an educationally rich environment? Is the child's/young person's progress encouraged by sensitive responses to interests and achievements, involvement in school activities? Is there someone to act as the child's/young person's mentor and champion and listen to their wishes?

Guidance, Supporting me to make the Right Choices

Values, guidance and boundaries. Making clear to the child/young person what is expected and why. Are household roles and rules of behaviour appropriate to the age and understanding of the child/young person? Are sanctions constructive and consistent? Are responses to behaviour appropriate, modelling behaviour that represents autonomous, responsible adult expectations. Is the child/young person treated with consideration and respect, encouraged to take social responsibility within a safe and protective environment? Are there any specific aspects which may need intervention?

Knowing What is going to happen & When

Is the child's/young person's life stable and predictable? Are routines and expectations appropriate and helpful to age and stage of development? Are the child's/young person's needs given priority within an environment that expects mutual consideration. Who are the family members and others important to the child/young person? Is there stability and consistency within the household? Can the people who look after her or him be relied on to be open and honest about family and household relationships, about wider influences, needs, decisions and to involve the child/young person in matters which affect him or her. Transition issues must be fully explored for the child or young person during times of change.

Understanding my Family's Background & Beliefs

Family and cultural history; issues of spirituality and faith. Do the child's /young person's significant carers foster an understanding of their own and the child's background – their family and extended family relationships and their origins. Is their racial, ethnic and cultural heritage given due prominence? Do those around the child/young person respect and value diversity? How well does the child understand the different relationships for example with step relationships, different partnerships etc.?

My Wider World

School

From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child/young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

Support from Family, Friends & Other People

Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on. Who are the significant people in the child's/young person's wider environment?

Enough Money

Has the family or young person adequate income to meet day to day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?

Comfortable & Safe Housing

Is the accommodation suitable for the needs of the child and family – including adaptations needed to meet special needs. Is it in a safe, well maintained and resourced and child friendly neighbourhood? Have there been frequent moves?

Work Opportunities for My Family

Are there local opportunities for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person's career aspirations and opportunities.
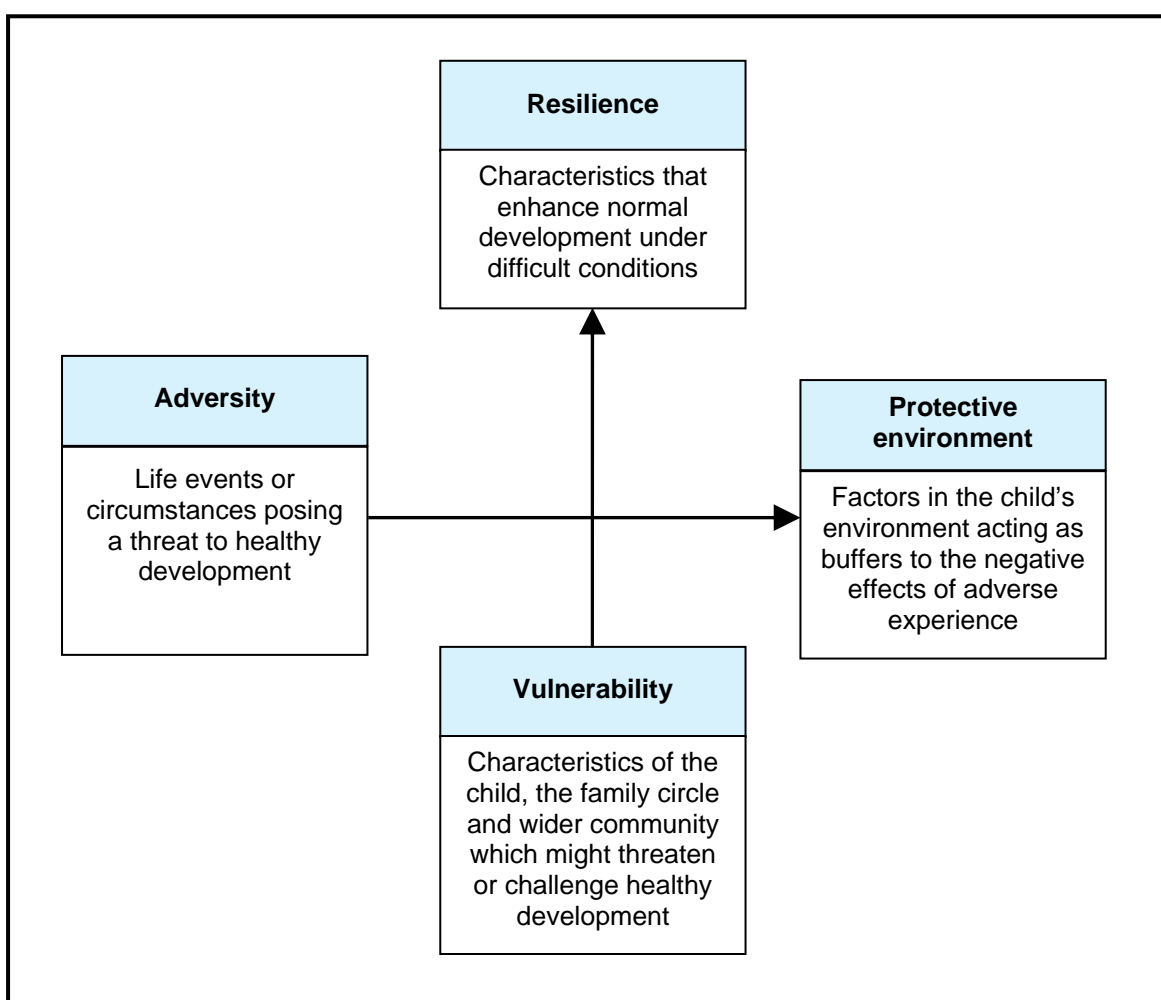
Belonging

Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents' and residents' groups, faith groups. Are there local prejudices and tensions affecting the child's or young person's ability to fit in?

Local Resources

Resources which the child/young person and family can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services.

Using the *Resilience Matrix* to analyse information from the *My World Triangle* and other sources

The concept of resilience is fundamental to the well-being of children and young people and is used in assessments by practitioners from many agencies. Practitioners can use the *Resilience Matrix* to make sense of the strengths and pressures from the *My World Triangle* along with any specialist assessments and to identify the areas where help should be focused. They can group the information around the four headings of *resilience, vulnerability, protective environment and adversity* so that the balance of strengths and needs can be judged. A detailed explanation - *Using the Resilience Matrix* - is available on [tools and resources](#) pages of the *Getting it right for every child* website.

The *Resilience Matrix*

Adapted from Daniel, B., Wassell, S. and Gilligan, R. (1999) *Child Development for Child Care and Child Protection Workers*, Jessica Kingsley Publishers Ltd., London and Philadelphia and Daniel, B. and Wassell, S. (2002) *Assessing and Promoting Resilience in Vulnerable Children*, Jessica Kingsley Publishers Ltd., London and Philadelphia

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Summarising needs against the *Well-being Indicators*

When the child or young person's needs are clear they can be summarised using the *Well-being Indicators* to develop a plan for action. *Well-being Indicators* can be used to identify priorities, construct a description of what needs to change to improve the child or young person's well-being and the expected outcomes.

Constructing a plan and taking appropriate action

In the *Getting it right for every child* approach, any child or young person who requires additional help should have a plan to address their needs and improve their well-being. This may be a single agency plan. When two or more agencies are involved there will be a multi-agency 'child's plan' co-ordinated by a *Lead Professional.*

Where necessary *Getting it right for every child* integrates and co-ordinates plans developed by different agencies. It looks to practitioners to work in accordance with legislation and guidance but also expects agencies to think beyond their immediate remit, drawing on the skills and knowledge of others as necessary and thinking in a broad, holistic way. For example, a care plan for a child looked after by the local authority, a health care plan, or an individualised education plan should be incorporated within the child's plan where the child or young person's circumstances require this.

Every plan, whether it is single or multi-agency, should include and record:
- reasons for the plan
- partners to the plan
- the views of the child or young person and their parents or carers
- a summary of the child or young person's needs
- what is to be done to improve a child or young person's circumstances
- details of action to be taken
- resources to be provided
- timescales for action and for change
- contingency plans
- arrangements for reviewing the plan
- lead professional arrangements where they are appropriate
- details of any compulsory measures if required

Information on the detail of planning for children and young people can be found in The Getting it right for every child "*Guidance on the Child's or Young Person's Plan*" Scottish Executive 2007.

Reviewing the plan

It is important to look at whether the actions taken have achieved the outcomes specified in the plan and what changes or further action, if any, are required.

In reviewing the outcome of the plan with the child or young person and family, there are five essential questions practitioners need to ask:

- What has improved in the child or young person's circumstances?
- What if anything has got worse?
- Have the outcomes in the plan been achieved?
- If not, is there anything in the plan that needs to be changed?
- Can we continue to manage the plan within the current environment?

SECTION 5: Keeping up to date with *Getting it right for every child*

Getting it right for every child is a dynamic programme of activity that continues to be informed by developments in the *Getting it right for every child* Pathfinders and Learning Partnerships and the ongoing evaluation of the approach.

To keep you up-to-date with emerging thinking there is a *Getting it right for every child* **Website**, *a **Newslette**r* and a ***Learning Community***.

We hope this guide gives you a clear understanding of how *Getting it right for every child* is developing and provides you with tools and information that will support your local implementation plans.

We recognise that *Getting it right for every child* is a long term programme. We expect it will take many years to achieve change across culture, systems and practice across all professions and disciplines for the benefit of all children, young people and families. It will also take time for a coherent approach to the development of policies, strategies and legislation affecting children and young people to become a reality.

This guide brings together the *Getting it right for every child* approach as a practical working resource for practitioners, managers and planners. It will be updated as new developments inform practice and to reflect information from the evaluation of the pathfinders and the work of learning partners' when it is available.

Please refer to the *Getting it right for every child* web pages to keep up to date with developments. Updates may also be sent to you if you subscribe to the *Getting it right* Partner Newsletter. If you are a member of the Learning Community, or work with someone who is, you can also keep up to date and participate in on-going developments, thinking and discussions.

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