

Highland Practice Model

The Getting It Right For Every Child approach ensures that anyone providing support works collaboratively and puts the child or young person – and their family – at the centre.

GIRFEC is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children's and young people's rights, it supports children, young people and their parents to work in partnership with the services that can help them.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

- As children and young people progress through
- life, some may have temporary difficulties, some
- may live with challenges and some may experience
- more complex issues. Sometimes they – and their
- families – need help and support.

- No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

Children's Rights

All children have rights. These are set out set out in the United Nations Convention on the Rights of the Child (UNCRC). GIRFEC and The Highland Practice Model are underpinned by the common values and principles of the UNCRC which apply across all aspects of working with children and young people. They are reflected in legislation, standards, procedures and professional activity.



Highland Practice Model

The Practice Model provides a framework for practitioners in all services in Highland to gather, organise and make sense of information. The framework helps to identify and understand the strengths and pressures for the child and their carers, the child or young person's needs and any risks. The Highland Practice Model helps people to understand what support is required to improve outcomes for children and young people. It promotes the participation of children, young people and families as central to assessing, planning and taking action.

Assessment information about children and young people is recorded in a consistent way by all professionals. This should help to provide a shared understanding of a child or young person's needs and address concerns. The model and the tools which support it can be used by workers in adult and children's services and in single or multi service/ agency contexts.

Early Intervention

Action to assess and provide support to promote wellbeing, to prevent an increase in difficulties or to protect from harm. This can occur in universal, targeted or compulsory services:



- Early in the life of a child, including an unborn baby
- Early in the scale of complexity
- Early in a crisis

Targeted Services

These are the services that are not required by all children or parents and are Intended to assist individuals and families who are assessed to have additional needs.

Universal Services

These are the health (e.g. GP/HV/Dentist) and education (e.g. nursery/school) services to which all children and young people have access throughout their childhood. For example, the local health visiting service provides what is known as core health assessment and support in the early years. For children in school, their education is provided through the standard curriculum. The wellbeing of most children, most of the time, is supported successfully by their own families and universal services.

All children need support to help them learn and fulfil their potential. Some children need more support than others. The level and form of help will be determined by the assessment of the child's needs. The nature and amount of information and level of assessment required should always be proportionate.

Compulsory Intervention

A small minority of children will require their plan to be enforced by legal compulsory measures because of the risk of continuing abuse or neglect or because of the risks created by their own behaviour. This could be because of acute emotional or developmental needs that require specialist assessment and support. A minority of children need immediate protection and access to safety and help through child protection processes.



The Named Person

The Getting it right for every child approach includes the entitlement for all children and young people to have access to a Named Person from birth until their 18th birthday (or beyond, if they are still in school). Children and families have no obligation to take up this offer.

A named person offers one point of contact that children and families can go to for advice or support if they need it. In most instances the named person is someone in universal services who is already involved with children and their families. The named person will be able to listen, advise and help, providing direct support for families and other services and may help address concerns at an early stage, preventing them from becoming more serious. The Named Person does not change or replace the role of a parent or carer.

Named Person in Highland
Pre-birth to 10 days
Midwife
10 days to school entry
Health Visitor
School years (primary)
Head teacher
School Years (secondary)
Senior Teacher



The Lead Professional

When two or more professionals need to work together to meet a child's needs, the practitioner who has most knowledge or responsibility in relation to the main assessed need will become the Lead Professional.

The Lead Professional is the person who co-ordinates the assessment, actions and review of the Child's Plan. The Lead Professional will make sure everyone is clear about different roles and contributions to the Child's Plan and ensure that all of the support provided is working well and is achieving the desired outcomes.

Further Information

Highland Practice Model Guidance
www.forhighlandchildren.org/5-practiceguidance/high-pract-model.pdf

For Highland's Children 4
www.forhighlandchildren.org/pdf/forhighlandchildren.pdf

Scottish Government Getting It Right
www.gov.scot/Topics/People/Young-People/gettingitright

