

# **Getting it right for every child (GIRFEC) Guide to Using the National Practice Model**

**Easy Read**

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**Scottish Government**  
Riaghaltas na h-Alba  
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# Getting it right for every child (GIRFEC)

## Guide to Using the National Practice Model



Easy Read version

# Introduction



GIRFEC (Getting it right for every child) is based on the United Nations Convention on the Rights of the Child (UNCRC). This is a global agreement to protect children.



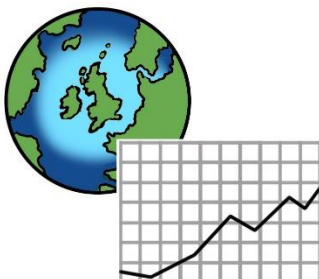
GIRFEC is the Scottish Government's promise to give all children, young people and families the right support at the right time.



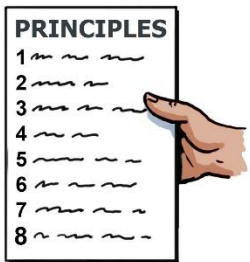
This guidance on using the National Practice Model is for people who work with children, young people and families. The guidance should help people to understand more about wellbeing.



Wellbeing is how a child or young person is doing at a point in time and whether they need any support.



GIRFEC is based on evidence. It is based on rights. However we need to do more to protect the rights of children in Scotland.



GIRFEC has key principles:

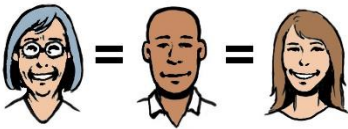


- Place the child and family at the heart of all work and decisions that affect them

- Work together with families



- Understand wellbeing as being about all areas of life including family and community



- Value difference and make sure everyone is treated fairly



- Tackle inequality



- Give support to children, young people and families when they need it



- Everyone works together locally and across Scotland to make things better for children, young people and families

# The National Practice Model



The National Practice Model is a way for workers to check on the wellbeing of a child or young person. Information will be gathered from a number of sources with the full input of the child or young person themselves.



This information will be used to make a plan to support the child or young person. This plan will draw on what the family, community and services can offer.



There will be times when workers decide that emergency action must be taken to keep a child or young person safe.

## Using the National Practice Model



The National Practice Model has four steps which are listed on the following pages. The voice of the child or young person should be heard at all stages.



There are five key questions that workers should ask when thinking about a child or young person's wellbeing needs:



- What is getting in the way of wellbeing?
- Do I have all the information I need to help?



- What can I do now to help?



- What can my service do now to help?
- What other help is needed from others?

## Step 1: Wellbeing Indicators

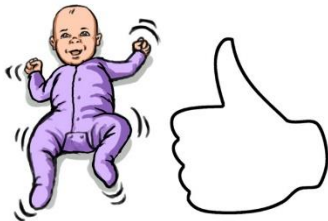


The law says parents must protect the health, development and welfare of their children. GIRFEC aims to make sure that families will be offered early support to do this.

Children have these needs for good wellbeing:



1. **Safe** – feeling safe, cared for and listened to when growing up. Protected from abuse, neglect or harm.



2. **Healthy** - having the best physical and mental health possible. Access to good health care. Support to make healthy and safe choices.



3. **Achieving** - supported and guided in learning skills, confidence and self-esteem.



4. **Nurtured** – growing, developing and being cared for in a place that feels safe. Getting the kindness and compassion needed to be healthy and positive.



5. **Active** - having opportunities to take part in activities like play and sport. This helps healthy growth and development at home, in school and in the community.



6. **Respected** - having a voice and being involved in decisions that affect them.



7. **Responsible** - having opportunities and the chance to take active roles at home, in school and in the community. Having advice and support if needed.



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



## Step 2: The My World Triangle



The My World Triangle helps people that work with children and young people think about how to help them.



The My World Triangle is the main tool used to gather information about the child or young person's whole world. It allows workers to measure strengths and challenges in all parts of a child or young person's life.



Workers must think about many different parts of the child's life. Children, young people and their families must fully take part in discussions about what is happening in their world.



Information is divided into strengths and challenges related to the child or young person and family in three areas:

### How I grow and develop



Many things can affect how a person grows and develops through childhood to adulthood. These can include the family environment and also a child's experiences of growing up.



Poverty, inequality and discrimination can have serious effects on a child as they grow up. Early support is important to reduce these effects.

### What I need from the people who look after me



There are many people that are important in the child's life. Parents have a major role. Brothers and sisters, wider family, teachers, friends and community groups are also important.



Looking at the people around the child or young person can give information about where there are strong supports and where more supports are needed.

## My wider world



The communities where children and young people grow up can have an impact. Communities can be supportive and protective. They can also cause challenges. The people and community around a child can have a positive or negative effect.

## Using the My World Triangle to assess a child or young person's needs



Workers will use the My World Triangle to gather information as part of their work with children, young people and families. They will gather more information if they think a child needs more help.

Workers should think about the following questions:



- What are the views of the child, young person and their family?
- What are the strengths, talents and needs of this child or young person?
- What parts of the family relationships are helping the child or young person's development and wellbeing?
- How could the relationship between child and parent be strengthened?





- What other things are affecting the child or young person's development?
- What would help the parents to support the child or young person to do better?



A child's age and stage of development should also be thought about. Children, young people and families should be included in an assessment of needs.



Children and young people should be supported to fully take part in discussions about their needs. They should be involved in making any decisions and should get accessible information about the decisions made.



Workers need to think about other things that could add to a family's support. This could include good relationships with extended family, friends or the community.



To add to the information gathered through the My World Triangle, workers can also use specialist reports for information. This may be from other professionals or organisations.

## Step 3: The Resilience Matrix



The Resilience Matrix is a way for workers to assess how well a child or young person will be able to cope with the challenges of life. It puts the information into 4 areas:



**Resilience** - Things that help a child or young person cope when difficult situations happen. This can include feeling good about themselves, strong family relationships and problem solving skills.



**Adversity** - Things that make a child or young person's life more difficult. This can include poverty, abuse and parents who use alcohol or drugs.



**Vulnerability** - Things that can make a child or young person more vulnerable. This can include minority, disability, bad care experiences or abuse.

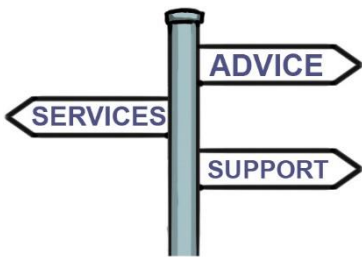


**Protective environment** - Things that protect the child or young person from difficult times. This can include a good school experience, supportive adults, community connections, and leisure activities.

## How can the Resilience Matrix be used in GIRFEC?



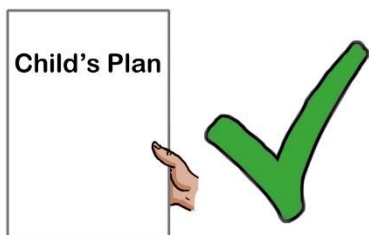
When using the Resilience Matrix, workers will have information gathered from lots of different sources. They need to make sense of the information before they can make a plan for the child or young person's support.



The Resilience Matrix can help point the way to support that will help improve the child or young person's wellbeing.



Workers need to weigh up the good and challenging things that a child or young person may face. They need to think about how these things are connected.

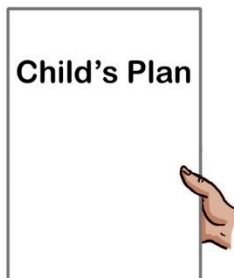


Then the decision will be made about whether a child's plan is needed. If it is, there will be a discussion what the plan should be. This includes what actions need to happen and who will do what.

## Step 4: Making a plan for Support



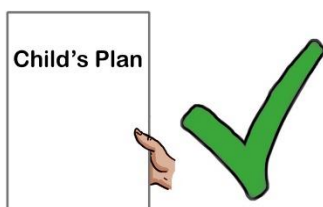
When the child or young person's needs are clear they can be set out using wellbeing indicators. These can point to what is most important and what needs to change for the child or young person's wellbeing.



Any child or young person who needs extra support should have a plan to meet their needs and improve their wellbeing.



The plan could be made by a single organisation or several organisations working together. Everyone involved should use all their skills and experience to meet the child or young person's needs.



Checking on a child or young person's progress is an important part of a child's plan. The Resilience Matrix should be part of the review of the plan.



The five key GIRFEC questions should also be used when thinking about a child or young person's wellbeing needs:



- What is getting in the way of wellbeing?



- Do I have all the information I need to help?



- What can I do now to help?

- What can my service do now to help?



- What other help is needed from others?





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