



Getting it right for every child  
Guide for GIRFEC Child's Plan  
Easy Read Version  
October 2023

# Getting it right for every child (GIRFEC)

## Guide for GIRFEC Child's Plan



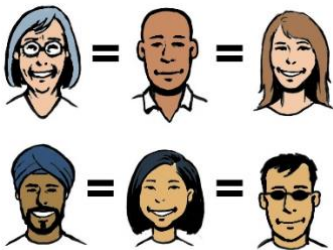
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## Introduction



The Scottish Government want to make Scotland the best place to grow up. Getting it right for every child (GIRFEC) encourages everyone to work together to help children and young people.



Through GIRFEC, children and young people should grow up loved, safe and respected so they reach their full potential. We want all children and young people to live in an equal society. They should be treated with kindness, dignity and respect.



GIRFEC is based on the United Nations Convention on the Rights of the Child (UNCRC). This is a global agreement to protect children. Children and young people are citizens in their own right. Their human rights are set in all areas of life.



GIRFEC should be central to all our policies and services. It gives Scotland a plan to support and protect the wellbeing of children and young people.



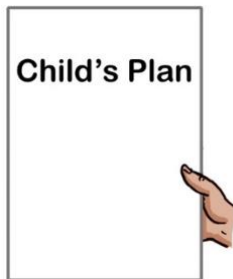
Wellbeing is how a child or young person is doing at a point in time and whether they need any support.



A child or young person is an individual who is not yet 18 years old. We want to make services the best they can be for babies, infants, children, young people and their families.

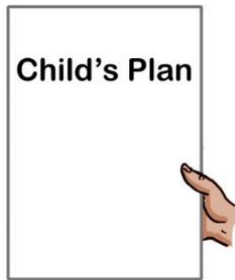


The Scottish Government understands that GIRFEC can help the whole country to become a better place to live in.



This document explains to workers, parents, and carers how to support children and young people through the GIRFEC child's plan.

## What is a child's plan?



Children, young people, and families sometimes need support. This might mean making a child's plan for the child or young person so that everyone helping them knows what needs to happen.



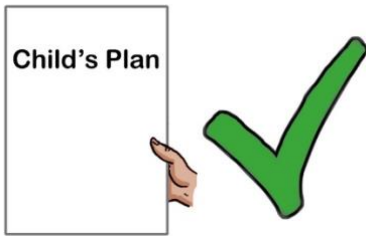
Children, young people, and families can say they do not want a child's plan. But they **must** accept support if a Children's Panel or Sheriff says it is **compulsory** to keep them safe from harm or harmful behaviours.



The National Practice Model is a way for workers to find out if a child or young person needs support for their wellbeing. Information will be gathered from different professionals, and the child or young person and their family.



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



The Child's Plan will include what actions need to happen and who will do what.



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



If children, young people, and families need support from different organisations, this means making a multi-agency child's plan. This is where a lead professional is needed.



All decisions made about a child's plan should be based on the views of the child, young person, and their family. The plan should be in their best interests and respect their rights.

## When should a child's plan be made?



If a child has a wellbeing need, staff should work with the child or young person, and their family to ask these five questions:



- 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?



This help might become part of the child's plan. A meeting should be arranged to discuss this.





Support from more than one organisation might be needed for the child or young person. This is called multi-agency support. This should be part of the child's plan.



The child or young person and their family can **choose** if they would help with getting support from someone known as a named person.



An assessment of wellbeing should list anything in the child or young person's life which might affect their physical, mental, or emotional wellbeing. This will help to arrange the best support for the child or young person.



The assessment process should also include [My World Triangle](#) tool and [Resilience Matrix](#) as well as [Wellbeing Wheel](#) to prepare multi-agency child's plan.



## Who should be involved in making and reviewing the child's plan?



If a child or young person and their family needs a multi-agency child's plan a lead professional should be arranged. Any professional supporting child or young person could become the lead professional.



The lead professional will have a key role in making the child's plan work. The lead professional works with a named person if a family would like this and all the other practitioners involved in the child's plan.



The lead professional reports to the service they work for. They should explain what they are doing to put the child's plan into action.



The lead professional should check that other workers know how to help with the child's plan. They are not responsible for the work other people do. The lead professional should have the right support and training.



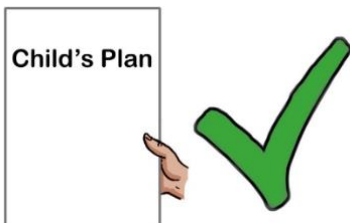
All professionals involved must make sure the plan moves forward. It should be checked so it meets the needs of the child, young person and family.

When the child's plan has been agreed, the lead professional will:



- Be a point of contact with the child and their family to make sure the plan is working.

- Be a point of contact for all workers who are delivering support.



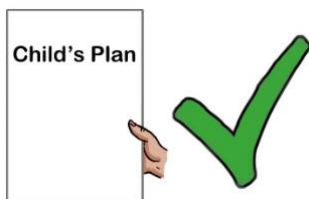
- Make sure that the support matches the child's plan.



- Ask people to work as a team.
- Work with the child and family and workers to make sure that the child and family's rights are respected. Their views and wishes should always be heard.



- Support the child and family to use help from workers and services.



- Check that the plan takes account of how the child and family are affected by inequality.

- Check how well the child's plan is working.

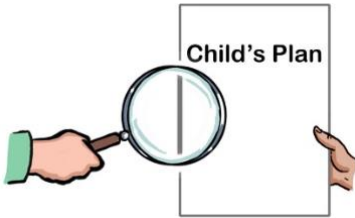
- Organise other support that may be needed.

- Arrange a review with all services involved.

- Support the child and their family in key transitions.

The views of the child or young person and their family should be part of all decisions made about the child's plan.

The child's plan will look at strengths, needs and risks. It will have actions from plans the child had before this one.



The plan will say when it should be checked. The lead professional will arrange the materials needed for a review.

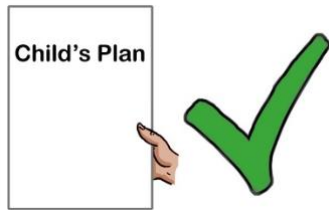


Materials will be given to everyone involved, including children and families. The lead professional is only responsible for other workers if it is part of their main job.

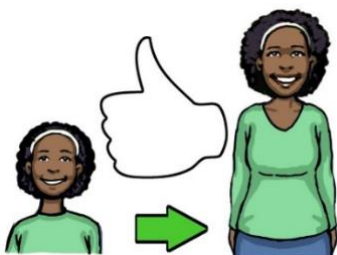


It is not the lead professional's job to do all the work with the child and their family. They do not replace workers or jobs who carry out direct work or specialist assessments.

## How does the child's plan support transitions?



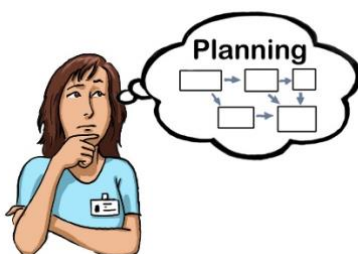
Well planned transitions are important for children or young people and their families when it comes to planning.



A transition is any change from one stage to another in their life. These transitions include starting pre-school for the first time or transferring to primary school, as well as transferring from primary to secondary school and preparing to leave school.



Transitions could also include moving from one school or community to another because of a change of address.



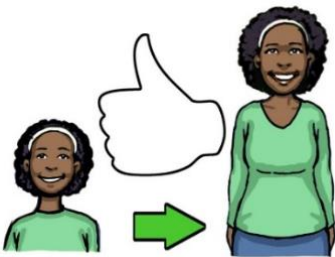
The child's plan should support better transitions. It should help professionals plan to make sure children or young people keep receiving support.



Lead professionals should support a child or young person's wellbeing through any transition by working alongside them, their family and other practitioners involved.



Lead professionals should make sure that the views of the young person and family are at the heart of the plan.



This planning should include those young people who are transitioning from school to young adult life, and especially when they will need support from adult services.



It is important to have good transitions for disabled young people, care-experienced young people, and young carers, as well as people transitioning from child to adolescent mental health services.



## How does a chronology support a child's plan?



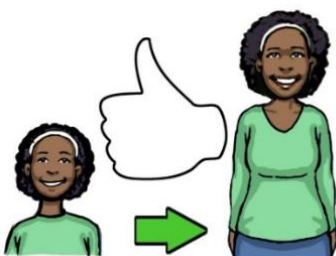
Chronology is a word for a timetable or diary that says when things happen. Chronologies are an important part of a child's plan.



A chronology lists the important events that have happened in a child or young person's life so far. It will help everyone understand the impact these events have had on the child or young person's wellbeing.



A multi-agency chronology is needed if two or more organisations are working with a child or young person and support is being provided through a child's plan. This will be co-ordinated by a lead professional.



Chronologies can be used from before a child is born into adulthood to help assess their wellbeing or planning for support.



Staff can support families best if they have all the information they need. Information should be gathered regularly to check that children and families are getting the support they need.

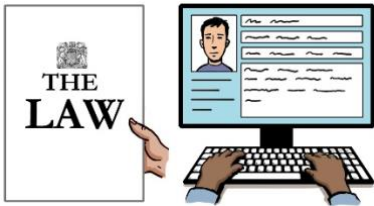


Staff should keep checking their single agency chronology to make sure that it is up to date and is still supporting a child or young person's wellbeing.



Staff should also check the information for any needs or risks. These should then be shared with a family, other staff, the named person if they are supporting a family and lead professional.

## How should information be shared?



Data Protection laws make sure personal information is used in the correct way.



Consent is when the child, young person or family agree to their information being shared.



The law says the lead professional and staff supporting a child or young person should only share information without consent if they think this will protect them.



Information should only be kept for as long as needed. Information should be kept safe and should not get lost or damaged.



The lead professional and staff supporting a child or young person and their families should be knowledgeable. They should always be open with families around information sharing.



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