National practice model

Observing & recording
Events / observations / other information

Gathering information & analysis

Planning action & review

Best start in life: Ready to succeed

Resilience matrix used when required for more complex situations

MY WORLD

Well-being Concerns
Assessment Appropriate, proportionate, timely
Well-being Desired outcomes
My world triangle

- Being healthy
- Learning & achieving
- Being able to communicate
- Confidence in who I am
- Learning to be responsible
- Becoming independent, looking after myself
- Enjoying family & friends

My wider world

How I grow and develop

What I need from people who look after me

- Guidance, supporting me to make the right choices
- Knowing what is going to happen & when
- Understanding my family’s history, background & beliefs
- Everyday care & help
- Keeping me safe
- Being there for me
- Play, encouragement & fun

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

- Support from family, friends & other people
- School
- Enough money
- Comfortable & safe housing
- Work opportunities for my family
- Belonging
- Local resources
Resilience / vulnerability matrix

**Resilient child**
High adversity

**Adversity**
Life events/crises, serious illness, loss/bereavement, separation/family breakdown, domestic violence, asylum seeking status, serious parental difficulties - e.g., substance misuse, parental mental illness, poverty

**Resilience**
Good attachment, good self-esteem, sociability, intelligences, flexible temperament, problem-solving skills, positive parenting

**Protective environment**
Good school experience, one supportive adult, special help with behavioural problems, community networks, leisure activities, talents and interests

**Vulnerable child**
High adversity

**Vulnerability**
Poor attachment, minority status, young age, disability, history of abuse, innate characteristics in child/challenge development, alienation/isolation, institutional care, early childhood trauma, communication differences, inconsistent, neglectful care

**Variables:**
Timing and age, multiple adversities, cumulative protectors, pathways, turning points, a sense of belonging

**Interventions:**
Strengthen protective factors and resilience, reduce problems and address vulnerability, achieve initial small improvements
“A common theme arising from the qualitative research was that Getting it Right for Every Child (GIRFEC) ‘has been a godsend’ and ‘a saving grace’. It was viewed as providing unifying practice framework, shared language and approach to working together to manage risk and address prevention and early intervention, across a multi-disciplinary team and operational and strategic contexts.”

“All the UK nations would do well to follow the example of Scotland’s ‘Getting it right for every child’ framework, an overarching child health strategy which unifies and coordinates policies, services and programmes for children and young people.”

“The positive impact of Getting it Right for Every Child (GIRFEC) was particularly evident in the ways in which many services were providing help and support at an earlier stage.

...GIRFEC was well established in most partnership areas, with more and more examples of integrated structures, joined up processes and common terminology, resulting in children and young people’s wellbeing needs being identified and addressed at an earlier stage.

Many staff told us how GIRFEC had helped to improve working relationships at the front line over the period of inspection – a view which was reinforced by results from the staff surveys that we conducted.”

Source – Care Inspectorate, The Joint strategic inspection of services for children and young people (2019)
‘We grow up loved, safe and respected so that we reach our full potential’
GIRFEC in action

Wellbeing indicators in a Nursery in Port Glasgow
Thankyou

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