

Named Person – HoM

The role of the Named Person

The *Getting it right* approach includes a *Named Person* for every child, from birth (or sometimes before), until they reach 18.

In most cases, the *Named Person* will not have to do anything more than they normally do in the course of their day-to-day work

Lead Professional - DHT (PS) or DHT (P&G).

This may change if a multi-agency meeting has been called.

The role of the Lead Professional

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

The *Lead Professional*:

- ensures the child's plan is implemented and reviewed;
- is familiar with the working practices of other agencies;
- supports other staff who have specific roles or who are carrying out direct work or specialist assessments;
- ensures the child or young person is supported through key transition points;
- ensures the child's plan is accurate and up-to-date.

Staff responsibilities and actions

Initial difficulties should be dealt with in House, class or department. When these concerns are ongoing then the HoM should be notified.

Advice should be sought from the PS department about early intervention strategies; always involve Head of Department/PT/HoM.

Information requests from HoMs must be filled in as soon as possible.

A member of staff may be part of a GIRFEC/SAFE Stage Plan, in which case there is a responsibility to carry out the assigned tasks: this could simply be monitoring the pupil when on duty and logging the information for the HoM. Staff will be informed if they are part of any Stage Plan.

Further information can be found on the school website under the full GIRFEC/SAFE policy,

or on the GIRFEC website:

www.scotland.gov.uk/gettingitright/



Queen Victoria School

A Guide for staff to
Getting It Right For Every
Child (GIRFEC)

“Be SAFE”



What does it mean to QVS?

The Getting it Right for Every Child (GIRFEC) provides a rationale and structure within which services to children are planned and delivered. This guide should be read in conjunction with the school's Child Protection Guidelines and the full GIRFEC/SAFE policy document. The Getting it Right for Every Child policy should be used to provide support for pupils.

What is GIRFEC?

Getting it right for every child focuses on improving outcomes for all children by placing the child at the centre of thinking, planning and action

It affects all services that impact on children (i.e. adult services working with parents / carers)

It builds from universal services: moving crisis intervention to early intervention

It streamlines processes and uses IT to support best practice on information sharing

Core components

1. Improving outcomes for children
2. Common approach to gaining consent and sharing information where appropriate
3. Integral role for children
4. Co-ordinated and unified approach based on the Well-being Indicators
5. Streamlined planning, assessment and decision making - the right help at the right time
6. Co-operation, joint working and communication
7. A Lead Professional to co-ordinate
8. Maximising the skilled workforce within universal services

The GIRFEC principles have been applied and adapted to enhance an already robust and successful support system to further meet the needs of every child at the school.

The 'S.A.F.E' process has been developed to provide a simple, effective process, creating a structured early intervention strategy for pupils at the school. The school's aim is to deliver an assessment framework, based on assessing the needs of the children and building a Team Around the Child (TAC).

What does it mean to the pupils?

Stages of Intervention

The aim is to meet the needs of the individual; part of a pro-active, information driven philosophy.

There are **FOUR** stages of intervention within the S.A.F.E process:

Support Stage Stage 1

Ongoing House and/ or Department concerns raised.

Only if pupil concerns are ongoing in the House/ Department should they be raised to Support Stage. Interventions at Support Stage are low level and House/Departmental based. All information on pupils should be forwarded to HoM. This will include academic, emotional, social and pastoral matters. Teaching staff to liaise with PS Department for advice on low level strategies. This support is not formal and is House or class based. Parents may be informed if required. Progress of pupil should be monitored. If pupil responds positively, strategies may continue or be withdrawn.

If concerns persist or worsen then...Initiate Additional Stage.

Additional Stage Stage 2

Further ongoing concerns recognised and escalation of intervention to meet the needs of the child. All concerns, including academic, should be raised directly with the HoM. HoM to notify PS Department.

HoM to initiate gathering of information (Information Gathering Form –IGF), from **ALL** aspects of child's school life,. This will include information from WCBS (This may also include PS assessment, EP referral, observations in class and boarding house and medical input). **HoM** to initiate and support SHANARRI assessment / My World Triangle to establish more information about the child - by pupil, parents (if possible) and HoM & other staff as required.**HoM** to organise meeting with relevant staff (must include PS Department). Aim of meeting- to discuss concerns raised, actions already taken and to create an Additional Plan based on up to date relevant information. Information must be related to well-being indicators. Review date set.

Formal Stage Stage 3

Concerns continue. Protocols same as Additional Stage. Parents/Carers notified and involved. The interventions may include short term services and interventions such as Speech and Language Therapist, Educational Psychologist, Medical Centre etc. Formal Stage Plan is created.

Extended Stage Stage 4

Concerns are still on-going and require a multi-agency long term intervention At this point in time compulsory measures are required. Pupil and parents involved and will be invited to attend review meeting, if required. Extended Stage Plan is created.