



Strathburn School and Nursery fully embeds the ethos of GIRFEC putting the child at the centre and ensuring we do everything we can to help the child reach their potential.



The getting it right for every child approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that means that we will:

- build solutions with and around children, young people and families
- enable children and young people to get the help they need when they need it
- support a positive shift in culture, systems and practice
- work better together to improve life chances for children, young people and families

- put the child (and their family) at the centre of everything we (in schools) do.

- provide earlier intervention in order to ensure that all children achieve their potential.
- achieve the highest standards of joint working and collaboration to improve outcomes for children.
- take personal responsibility for ensuring that all children achieve their potential.
- focus on improving outcomes for children and young people.
- ensure a single planning process in place for children and young people.

Every child will have a Named Person. This person will act as a first point of contact for the parents, as well as for other services and professionals, where concerns or unmet needs are identified. For all nursery children the named person is the child's Health Visitor.

When any professional has concerns about a child the following protocols will be observed;

The professional will undertake an assessment using the Five GIRFEC questions;

- **What is getting in the way of this child or young person's wellbeing?**
- **Do I have all the information I need to help this child or young person?**
- **What can I do now to help this child or young person?**
- **What can my agency do to help this child or young person?**
- **What additional help, if any, may be needed from others?**

The main role of all staff is to be aware, observe and pass on. The results of this initial assessment should therefore be shared with the Named Person and the nursery manager who will then work with staff to take the appropriate steps to address the unmet needs of the child. This may include using resources such as the SHANARRI wheel, My World Triangle and Resilience Matrix which may point to the need for referrals to other professionals either within the education system or to other agencies.

If support from agencies out-with education are required the child will come into the Multi Agency Planning process (MAAP) and a Lead Professional will be identified. In nursery this will normally be the Nursery Manager.

The Lead Professional will primarily

- co-ordinate the follow up multi-agency work
- Be a point of contact for the child and/or family
- Ensure that the child's MAAP is implemented and reviewed
- ***If the child or young person is at risk of harm then school Child Protection protocols require to be followed immediately without exception***

- If there are concerns of a possible wellbeing concern, this must be recorded and passed onto the Named Person who will ensure it is recorded on the child or young person’s chronology form. This allows a record over time of any concerns.
- If a need is identified, an assessment must be undertaken by the school (single agency assessment). In most cases the school will be able to action the support the child or young person needs but on occasion may also require support from agencies from within Education and Children Services (again single agency planning).
- If the young person’s needs can’t be met through the school or service alone a referral will then be made to call a Multi-agency Action Planning (MAAP) meeting
- A MAAP meeting will be arranged and a lead professional will be appointed to co-ordinate further MAAP meetings if required.

The following flow chart summarises procedures.

