

## WHAT IS GIRFEC?

**Getting It Right For Every Child** is a national policy to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their **well-being**.

**GIRFEC** promotes an integrated, common approach to understanding and developing children's well-being across Council Services, Health and other partners. This means that partners will work together as early as possible to improve outcomes for children and young people. It means that information is shared and recorded in a consistent way.

## WHAT DOES GIRFEC MEAN FOR ME & MY FAMILY?

- You and your children will be fully involved in any processes and decisions which affect you.

## HOW WILL IT HELP ME?

- It will enable you to understand your responsibilities and the responsibility of others in developing your child's well-being.
- It will ensure you are treated consistently as an individual in a language you understand.
- It will ensure you can access services more easily and be helped in the right way by the right people at the right time.
- It will enable you to experience positive relationships with practitioners and other adults

## HOW WILL I BE SUPPORTED?

**Getting It Right For Every Child** aims to have the right people in place so that children and young people get the help they need at the right time. This is known as the network of support and will always include family and/or carers and the universal services of health and education.

## NAMED PERSON

This person will change as your child gets older, passing from **Midwife** to **Health Visitor** to **Primary School Head Teacher** to **Secondary School Deputy Head Teacher**. The Named Person for children between 16-18 who have left school will be allocated by the Education Service. If in doubt, phone **0300 123 4510** and ask for the **Education Service** to find out the Named Person who will work with you to resolve any issues.

## LEAD PROFESSIONAL

When two or more agencies need to work together to help your child and family, a **Lead Professional** may coordinate. Some children may also need an **Integrated Assessment** and **Child's Plan** to agree a way forward.

## INFORMED CONSENT

Information should be shared when there are concerns about a child's well-being. Parents and carers are normally asked for consent for this.

**More information can be sought from**  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

# getting it right

for every child in  
East Dunbartonshire



**What is GIRFEC?**  
For learners in EDC

## HOW DO WE MEASURE WELL-BEING?

There are 8 well-being indicators that we use with children and families to gather a full picture of children. All agencies use these well-being indicators, meaning that we all use the same language and our assessments are streamlined.

The following well-being indicators underpin all assessment of young people's needs:

## Safe

**Definition:** Children and young people are protected from abuse, neglect or harm at home, school and in the community.

**Examples:** Keeping medicines out of reach  
Setting good routines for when out playing with friends, checking what internet sites are being accessed.

## Healthy

**Definition:** Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.

**Examples:** Making sure children are encouraged to eat fruit and vegetables.  
Making sure children brush their teeth.  
Allowing treats within a healthy diet.

## Achieving

**Definition:** Children and young people are supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

**Examples:** Getting support to help with homework. Encouraging youngsters to go to clubs after school and in the evening.

## Nurtured

**Definition:** Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable environment.

**Examples:** Offering cuddles and showing love and consistent care for children.

## Active

**Definition:** Encouraging youngsters to exercise at clubs and take part in sports

**Examples:** Going to the park every day.  
Walking to school and the shops.

## Respected

**Definition:** Children are given a voice and involved in decisions that affect their well-being.

**Examples:** Deciding together what meals to cook for the week, agreeing rules for bedtime together.

## Responsible

**Definition:** Children and young people are encouraged to have an active and responsible role and within their family, school and community.

**Examples:** Children having jobs in the house such as clearing up and washing the dishes.  
Youngsters knowing that they should finish homework before playing on computers or with toys.

## Included

**Definition:** Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.

**Examples:** Getting the chance and support needed to go to clubs or even to stay on in school after 16.