

getting  
it right  
*for every child*

## Getting to know GIRFEC

What Getting It Right for Every Child means for  
Children and Young People who are  
disabled or live with long-term conditions

Practitioners Workshop Pack

November 2016



**ALLIANCE**  
HEALTH AND SOCIAL CARE  
ALLIANCE SCOTLAND  
people at the centre

## Getting to know GIRFEC Practitioners Workshop

Welcome to the Getting to Know GIRFEC “training for trainers” workshop. The purpose of this workshop is to enable a broad range of practitioners from the third sector to deliver information workshops for children and young people or parents and carers to inform them about GIRFEC and what it means for them; to bring GIRFEC to life. This information will help parents and carers to get to know and to use the language and tools of GIRFEC so that they can collaborate with professionals or practitioners, in the statutory sectors as well as the third sector, to ensure the best outcomes for children and young people who need extra support. The information in this pack is designed to help those caring for or supporting disabled children and young people or those living with long term conditions, but it is relevant to most children and young people.

Every effort has been made to ensure the accuracy of the content of the pack, but it is not intended that this is a full account of GIRFEC policy or the law relating to children’s services. While production of this pack has been supported by the Scottish Government, responsibility for its content rests with the ALLIANCE. For further information please refer to the Scottish Government GIRFEC website.

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

The content and structure of the workshop and material has been developed in collaboration with the Getting to Know GIRFEC advisory group and through learning gained by our engagement with a number of groups of parents or carers, children and young people and practitioners. As the programme is rolled out, we will gather feedback on the content and structure of the workshops and material and we will use this feedback to improve what we offer.

Today’s workshop will run as follows:

1. Welcome to the workshop
2. Organising and promoting a session
3. Materials you will need
4. The parents or carers workshop(s)
5. Getting your feedback from the parents/carers workshops
6. Additional Information and support

You may be familiar with some of the material contained in the session and with the information we provide. We hope the workshop will be helpful to both those who are knowledgeable about GIRFEC and about running information workshops and those who are less familiar with these issues.

## Organising and Promoting a Session

### Organising a session

- **Date, time and venue** - when having people sign up for your workshop you can use online software such as Eventbrite for people to register easily online and give their details including additional needs, such as dietary requirements or assistance to hear etc.
- **Materials** collected and organised beforehand –checklist available in the materials list on the ALLIANCE website.
- **Think about audience** and whether workshop or feedback needs to be tailored for them. The material and format we are using today is designed for groups of participants who are children's service practitioners. It is not possible, on a national basis to design a programme that will cater appropriately for everyone. You may need to adapt the materials and or presentation format to cater for the individual needs or circumstances of parents or carers or children and young people you and your organisation work with.
- **Promoting your session** – try encourage attendance through a variety of means. Does your organisation have a newsletter? Or does the group you are trying to reach have a weekly meeting? Promoting your sessions through as many channels as possible will ensure the best response for attendance. We have a place on the ALLIANCE website where we can advertise events being held by other organisations. Please let us know of your GIRFEC session and we will add it to this. There is also a list of contacts for promotion purposes on our website.

## Materials

The materials you will need for each workshop are available from our website which you can access via the link below:

<http://www.alliance-scotland.org.uk/what-we-do/projects/getting-to-know-girfec/>

These materials include:

- Presentation
  - Includes notes for each slide
  - Runs in accordance with Parent/Carer Information Pack
  - Can be altered by you to suit your participant's needs
- Parent/Carer Pack
  - Information Pack
  - Feedback form for both workshop and insights
  - GIRFEC and children's rights leaflets
- Feedback form
  - For completion by participants after the session
- Workshop plan
- Additional materials we have collected from a variety of resources such as Government website etc.
- Additional Information and support including Easy Read guides and British Sign Language video clips

## Parent/Carer Session Plan

**Welcome** – This is the time to introduce yourself and your organisation and to explain the expected outcomes of the session (see below). Housekeeping matters such as timings, breaks, fire alarms can be included here. Talk participants through the materials you will use and how the session will run. We have not given timescales for each section as you will need to consider how the sessions are to be tailored to suit your audience. As a rule of thumb, the whole session could take around two hours depending on the extent of participation and number of participants.

**Section 1** Ice Breaker Quiz & GIRFEC Overview

**Section 2** The Role of the Named Person and Lead Professional

**Section 3** GIRFEC Wellbeing Wheel, wellbeing indicators & indicators game

**Section 4** What is a Child's Plan, the My World Triangle and Resilience Matrix?

**Section 5** How GIRFEC fits with Children's Rights and other children and young people related policies.

**Feedback** – Explain the different methods and purposes of feedback. Invite any comments and encourage participants to fill out the form.

## Why are the participants here?

- Ask the participants what they hope to get out of the session. As you receive answers you could note these comments on a flip chart and re-visit them at the end of the session to allow for feedback and to address anything that may be outstanding.

## Explain that at the end of the session participants should;

- Have a clear understanding of the role of the Named Person
- Have a clear understanding of the role of the Lead Professional
- Be familiar with the wellbeing indicators and the importance of their role in planning for children and young people
- Understand the main aspects of the Child's Plan, the My World Triangle and the Resilience Matrix and how they can contribute to these
- Understand how GIRFEC fits with other children's policy and practice.

## How do you plan to deliver your session?

The session could be delivered through a combination of presentations using PowerPoint, interactive working, use of worksheets, group work/discussion and feedback.

It may be best to assume that participants have little knowledge of GIRFEC. This allows for no-one to be left behind and reinforces the knowledge and understanding of those who have some awareness of GIRFEC.

The parent/carer PowerPoint presentation and the information pack can be downloaded from the Alliance website for your use and for distribution to participants. But you may need to adapt the materials to meet the needs of your participants and your own, or your agency's presentation style. If you are adapting the materials, we would be grateful if you would acknowledge the Alliance as the authors of the materials.

The following pages provide the core presentation along with speaker's notes. Use of the presentation and the notes will help ensure that a consistent message is promoted. **When delivering the presentation we recommend that you refer to the corresponding page in the parent/carer pack.** This will aid the flow of the presentation and it will help the participants use the pack as a reference tool to which they can return in future.

The slide features a purple header with the text "Health and Social Care Alliance Scotland" and "GIRFEC Workshop" in white. Below the header, on the left, is a graphic with three overlapping curved shapes. The top shape is dark grey and contains the text "Getting it Right for Disabled Children and Young People". The middle shape is light grey and contains "Discover the Third Sector". The bottom shape is white and contains "ices Based". To the right of the graphic, the text reads: "Welcome to our Getting to Know GIRFEC Awareness Raising Session." and "If you are tweeting please use hashtag #gettoknowgirfec".

# Health and Social Care Alliance Scotland

## GIRFEC Workshop

Getting it Right for Disabled Children and Young People

Discover the Third Sector

ices Based

Welcome to our Getting to Know GIRFEC Awareness Raising Session.

If you are tweeting please use hashtag #gettoknowgirfec

- Welcome to the session ..pleased to see so many people here today.
- Today's session should last around XXX hours
- As far as we are aware there are no fire alarm tests planned for today
- please don't hesitate to stop us if you have any questions. It's important for us to take time to ensure you get the best out of today.
- There will be a short break around XX?
- If people are tweeting about today can they use Hashtag #gettoknowgirfec
- You should all now have a copy of the parent / carer pack with all the materials you should need for today. There are also some leaflets you can take away with you for future reference.
- There is a feedback form which you can use to give us your views about this event and about GIRFEC itself. If anything comes up during the session feel free to note it as we go along.

**\*NOTE FOR FACILITATORS\*** You do not need to use this title page but we do ask we are accredited for our training material and you use the same hashtag though feel free to add in your own in addition.

## Ice-breaker Quiz

- You have 5 minutes to answer true or false to all the questions in the quiz on page 2.
- No cheating and peaking at the answers in the rest of the pack!

### **Page 2 of Parent/Carer Pack**

- Just an ice-breaker to lighten up the atmosphere
- Get the answers however you choose
- Leads on to the GIRFEC Overview – ‘Okay not really fair to quiz you when I’ve not given you any information first’
- But the quiz highlights aspects of GIRFEC which will be covered in the workshop and in the Parent and Carer Information Pack
- \*Next Slide\*

## GIRFEC Overview

- What is GIRFEC?
- What does it aim to do?
- Who does it affect?
- Where has it come from?
- What does it involve?

This is a **BRIEF** introduction. **Page 3 of parent/carer pack**

-Mention the points will be covered in more depth later in the presentation

GIRFEC is the national approach to improving outcomes for our children and young people, bringing together and coordinating services so that children and young people get the help they need if or when they need it. Aims to help children, young people and families so that Scotland really becomes a great place to grow up.

Is for every child and young person and families too, so that no one is left without the support they need. It is a way of working that builds on the strengths and capacity of children and families to improve wellbeing. Promotes partnership, recognising the right of children and families to be involved in decision making about the help they need and how that help should be organised and delivered. It is aimed at tackling needs early to avoid bigger problems or concerns developing.

GIRFEC was introduced by the government in 2008 as it was widely recognised that services needed to work together and that children and parents needed one central point of contact to ensure that the right help is offered at the right time. It is generally the case that most children and young people get the help they need from their families and from universal services, like health and education. But there are groups of children and young people, like those with disabilities or living with long term conditions and those with very complex care and health needs who need more than the universal services can provide on their own. GIRFEC has been found to be the best way to ensure that children and families get the coordinated, targeted support some need.

However, implementation of GIRFEC was patchy and it was not being promoted fast enough across the country, therefore it is intended that a new law will come into force to ensure that GIRFEC applies consistently across the country.

So what does this new law involve?

-next slide

## The Children and Young People (Scotland) Act 2014

### The Act will:

- Ensure that children and young people from birth to 18 years have access to a Named Person (except for children under 18 serving with the armed forces);
- Put in place a single planning process, coordinated by a Lead Professional to support those children who require extra targeted support; and
- Describe wellbeing.

### Page 4 of Parent/Carer Pack

The main features of the GIRFEC approach include:

Children and young people having access to a Named Person who can help them and their parents or carers.

Where a number of services need to cooperate to help provide extra targeted support for children and their families, a Lead Professional can be appointed to ensure there is good coordination.

Where needed, supporting agencies and organisations will help assess a child's wellbeing and will work with children and families to ensure good outcomes for the child.

A single planning framework for children, aimed at identifying children's wellbeing needs and setting out how services and parents can collaborate to support children through the provision of targeted intervention or support.

The GIRFEC approach ensures that the views of children and their parents or carers are gathered and considered so that these views inform the Child's Plan.

Initially, the Scottish Government had intended to put the new law in place by 31<sup>st</sup> August 2016. However, the Scottish Government have said that they are to review the information sharing parts of the law to make sure that they comply with the Data Protection law and with Human Rights. The Government will announce when the GIRFEC parts of the law come into force at a later date.

Meantime, many local authorities, health boards and their partners in the third sector continue to adopt the GIRFEC way of working. They can do this as a matter of policy. That is why it is still important that parents, children and young people get to know about the GIRFEC approach.

The remaining parts of this presentation give more detail about this way of working.

## The Role of the Named Person and the Lead Professional

### **The Named Person**

- **What is a named person?**
- **Who is the named person for your child?**
- **What are their responsibilities?**
- **What is the National Practice Model?**

### **Page 5 of Parent/Carer Pack**

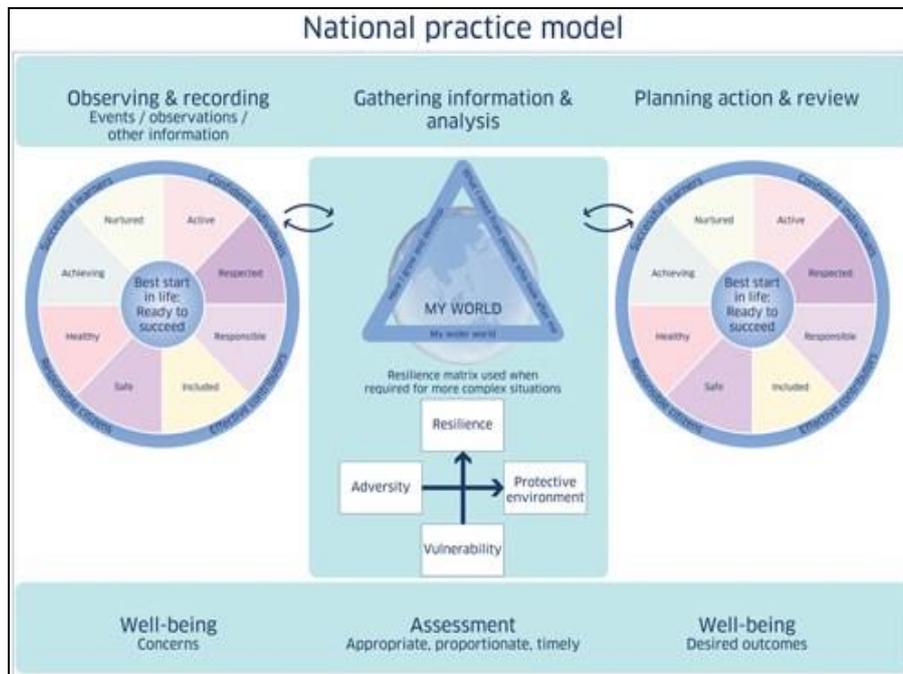
Children and young people can access a Named Person who can help families support, promote and safeguard children's wellbeing and help organise extra support when needed. This means that the child or family have a point of contact who can work with them and with other agencies to sort out any further help, advice or support needed. This should ensure that everyone knows who to turn to for help; that no child or young person should be without support. But the Named Person does not replace parents or carers. Parents have the primary responsibility for bringing up their children and Named Persons will need to seek and carefully consider the views of parents and children before making any decisions. Children, young people or parents are not obliged to take the support or assistance offered by Named Persons.

Depending on the age of the child, a health visitor or teacher usually takes the role of the Named Person. For children before they enter primary school, the health visitor, at primary school, the head teacher or deputy head, at secondary school, the head teacher or guidance teachers. The Named Person functions are embedded into the role of these professionals.

Responsibilities: For most children, the Named Person will not need to do anything more than they normally do in the course of their day to day job. This is because most children get all the help they need from their families and the statutory services. However, some children and young people may need extra support, and the Named Person can help by providing information, advice or by helping the child or parents to access other services. Where concerns about a child's wellbeing are made known to

the Named Person, she or he needs to think about how to help. They need to review the information they have, communicate with other services where appropriate, seek and take account of children's and parent's views and assess whether any further action or support is needed. They will use the National Practice model to help them do this.

Slide 6



**Page 6 of Parent/Carer pack**

This model helps Named Persons think about a child's wellbeing in a systematic way. They will start by reviewing and recording information about any concerns made known to them regarding a child's wellbeing. They can consider this information carefully with the family and the child and with any other appropriate professionals and assess what need to be done to promote the child's wellbeing. In cooperation with the child and parents, they will plan any further action to be taken and can ask other services to help meet the child's wellbeing needs.

We know that responsible, appropriate and proportionate sharing of information can help parents and professionals to promote, support or safeguard the wellbeing of the child or young person. Services can already share information under the rules of the Data Protection Act.

Currently the Scottish Government is revising the information sharing sections of the new Act to make sure that information shared with and by the Named Person follows the very best practice. Sharing information must comply with the Data Protection Act and support Human Rights.

But of course where the Named Person or other professionals are concerned that the child or young person may be at risk of significant harm, they must use the Child Protection Procedures to share information needed to safeguard the child or young person.

**When considering a child's wellbeing needs, the Named Person can ask the following key questions;**

What is getting in the way of this child's 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 are the child's and what are the parent's views?

What can my agency do to help this child or young person?

What additional help – if any – may be needed from others?

Sometimes, the Named Person and families will need some help to get things done. That is where the Lead Professional comes in.

## The Role of the Named Person and the Lead Professional

Session 2

### The Lead Professional

- **What is a lead professional?**
- **Who is the lead professional for your child?**
- **What are their responsibilities?**

### Page 8 of the Parent/Carer pack

When a child has wellbeing needs that cannot be met from services generally available, and two or more agencies, or different parts of an agency, need to work together to help the child and family, the Named Person can hold a planning meeting. At this meeting, a Lead Professional may be appointed to help coordinate that help.

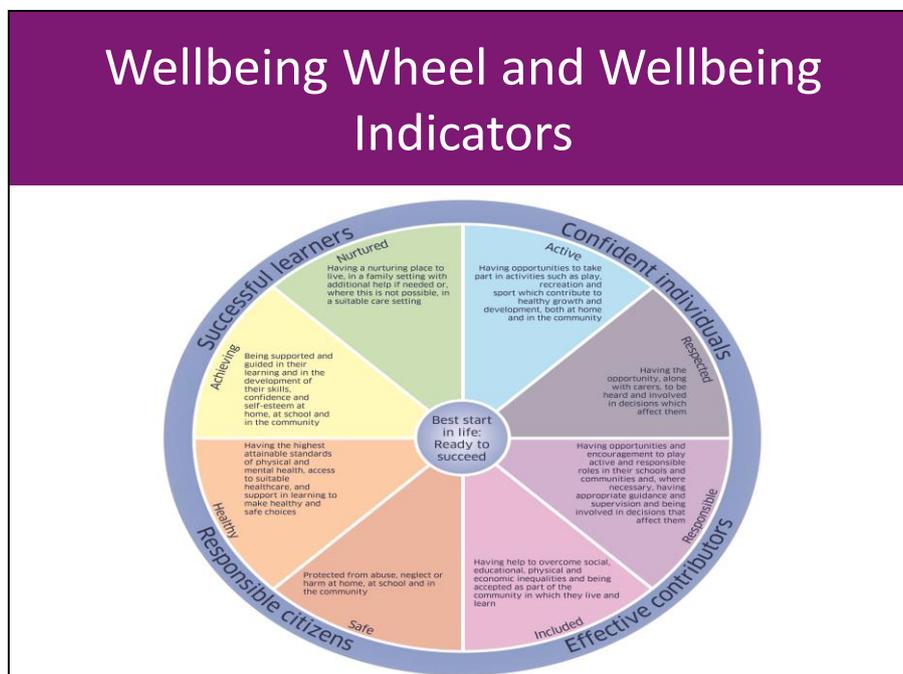
Not every child or young person needs to have a Lead Professional, but where complex combinations of support are required, as can be the case for children and young people with disabilities or living with long term conditions, a Lead Professional is usually appointed to coordinate a Child's Plan. This is likely to be someone well known to the family, someone who is already working with them, such as a speech therapist or a social worker.

Lead Professionals are there to ensure that the help and support agreed and recorded in the Child's Plan is provided, that everyone does what they say they will do. They will try to ensure that all agencies involved and families work together as a team. We will say more about the Child's Plan later.

**The Case Study** in your pack shows how parents, the Named Person, the Lead Professional and others work together to support Charlie using the GIRFEC model. Let's have a look at this case study. **Please turn to page 9 of the Parent/Carer pack. Note; highlight how the Named Person and Lead Professional help coordinate the support Charlie and his family need.**

Families, the Named Person, Lead Professional and other professionals consider children's wellbeing. I now want to look at what is meant by wellbeing.

Slide 8



### Page 10 of Parent/Carer pack

The national outcomes for children and young people from the Curriculum for Excellence, are that all children should be Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens. To achieve this all children need to be **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included**. These are known as the Wellbeing Indicators, and are sometimes referred to by the term SHANARRI.

Named Persons and other professionals involved can consider whether children and young people are, for example, active; being able to take part in activities such as play, recreation and sport, whether they are safe; protected from abuse and harm, or whether there are things that are getting in the way of aspects of children's wellbeing. They should consider these questions with parents and carers, and as fully as is possible with children and young people too.

Let's do a short activity to see what we make of the wellbeing wheel. Please turn to **page 11 in your pack** and with the person next to you, or in the group, think about which statements fit which wellbeing heading. You can write the numbers into the sections in your pack if you want. So if you think statement 4 goes with SAFE, put 4 in that section and so on.

Note; give 5 minutes for this and then ask some volunteers to say where they put a number of the statements.

The message here is that there are no wrong answers, many of the indicators are connected. What is important is that a 360 degree picture of the child or young person is considered, relating to their whole life experience and circumstances, and not just narrow aspects of their life, however important these aspects are.

There is no “set level” of wellbeing that all children should achieve. Each child should be helped to reach their own individual potential.

And it is very important that when wellbeing indicators are being considered, strengths as well as areas of concern or difficulty are taken into account. Professionals sometimes use the My World Triangle and the Resilience Matrix to help think about and clarify strengths as well as areas where additional support is needed. We will look at both of these later.

**Article 3 of the United Nations Convention on the Rights of the Child (UNCRC)** states that the best interests of the child must be the primary concern in decisions that affect children. The wellbeing indicators help everyone to consider what is in children’s best interest and to uphold this right.

## What is the Child's Plan?

- One planning framework, when targeted support is needed
- What about other statutory plans?
- Who is responsible for the child's plan?
- What will the plan look like?
- Your input to your child's plan

### Page 12 of Parent/Carer pack

#### **One planning framework**

The new arrangements will mean that a Child's Plan will be prepared where it has been assessed that a child needs "targeted intervention", over and above the support generally provided by universal services like health or education to support the child's wellbeing. Children who requires targeted, extra, support whether from a single service, like health or education, or several agencies working together can have this support co-ordinated and recorded within the Child's Plan.

**Targeted intervention** is support not generally available for children and young people. Services like health visiting, GPs and school based education are examples of generally available services. Targeted intervention is likely to vary from child to child according to their individual needs and circumstances and might, for example, include combinations of the following;

Speech and language therapy

Specialist medical procedures

More complex support arrangements at school

Support for young carers

Social work services.

A single planning approach should lead to less form filling and red tape for practitioners and families. In some cases, where there are complex needs, this will include **incorporating aspects of existing plans**, such as a coordinated support plan, in to the Child's Plan framework. Planning for children who are looked after or subject to child protection procedures, can follow the single planning framework, leading to a plan which is designed to meet the individual needs of each child.

Health authorities will usually be **responsible for coordinating and producing the plan** for children who are under primary school age. Local authority services, such as education or social work are usually responsible for coordinating plans for children of school age. However, this arrangement can change, where that is agreed to be in the best interests of children. For example, where a child of school age has very complex health needs or life limiting conditions, it may be agreed that the Lead Professional is a health practitioner and that the health body would be responsible for supporting the Lead Professional to coordinate the Child's Plan.

### **What will plans look like?**

Currently, there are no plans to have a single national template for the Child's Plan. It is intended that health and local authorities can develop the look of their own plans to suit local circumstances. However, all plans should hold key information about children and their circumstances. For example, they should contain the views of children and their families and an assessment of children's wellbeing needs. Plans should set out how the assessed needs are to be met and say who should do what and give timescales. The plan should be kept under review and tailored to deal with any additional needs that are identified.

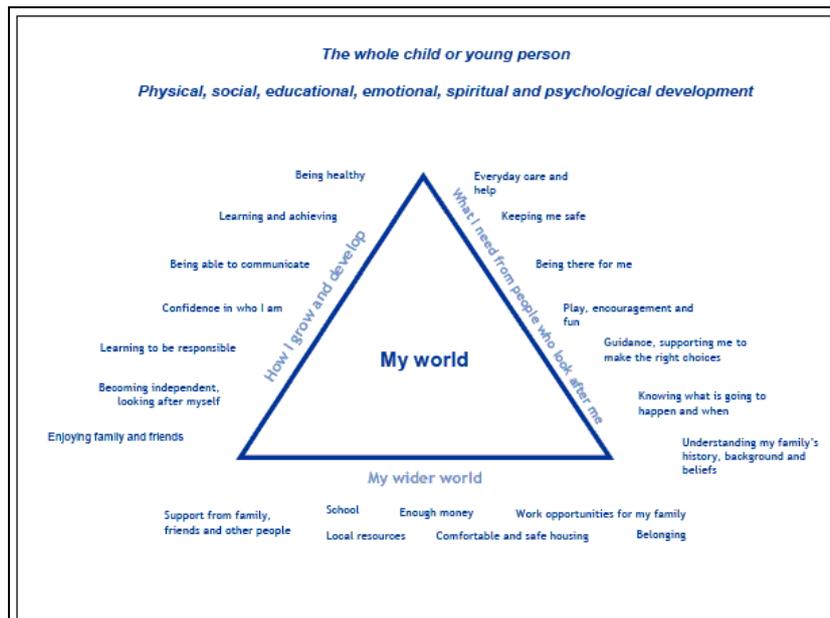
The plan should as far possible be jargon free so that it is easily read and understood.

**This is a real opportunity to have influence, to have your say.** Children, parents and carers should be asked to contribute to the Child's Plan and have access to its contents. Local authority and health services should actively seek the views of children and their parents or carers unless there are compelling reasons, like very serious concerns about children's safety, that would stop them doing so. The professionals responsible for producing the plan should take account of the age and maturity of children when seeking their views about the plan.

The plan should make clear to children, young people, parents and carers what those involved are to do in order that children's wellbeing is supported. The plan, and progress made should be reviewed from time to time with the involvement of children, parents and carers. Parents and children should have a say about when these reviews take place.

**Article 12 of the UNCRC** states that when adults are making decisions that affect children, children have a right to have a say and have their opinions taken into account. The Child's Plan approach helps make sure this right is upheld.

Slide 10



**Page 14 Parent/Carer pack**

When planning and thinking about a child's needs, every practitioner should, in collaboration with children and their parents or carers, think about the **whole child**.

The My World assessment triangle set out here is designed to help do that. It focuses on the child and what is needed to support their development and wellbeing. Adults who are parents or carers may have needs or problems that could affect children's wellbeing, and these should be considered too when assessments are being made.

Let's have a look at it. The 3 sides of the triangle around the child represent their world. At the base is their wider world, which considers the strengths, supports and opportunities, or gaps and challenges, relating to for example, family, education, housing, money and work.

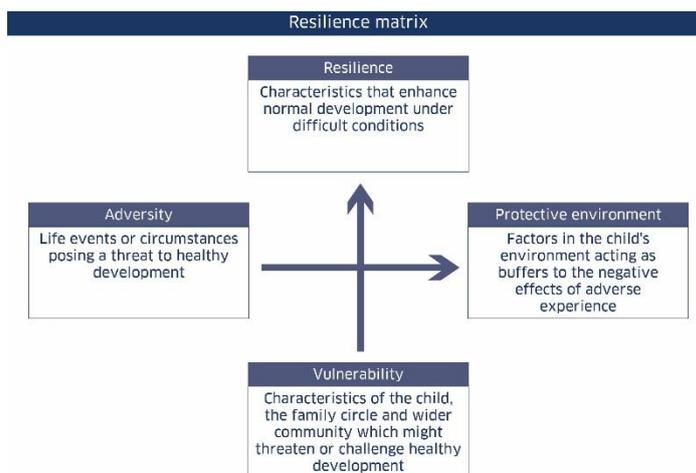
One of the sides represents how the child or young person is growing and developing, relating to, for example, strengths and concerns about how they learn, their health, ability to communicate and their confidence.

The other side of the triangle represents what the child or young person needs from those who look after them; including whether they are loved and well cared for, safe, are guided and are encouraged to play and have fun as well as to achieve.

The Child's Plan should address these areas of a child's life so that a complete picture is formed, including their physical, social, educational, spiritual and psychological development.

And remember, this should not just be about problems or concerns. All children and young people have strengths, internally, in their immediate and wider families and in their wider world. The Child's Plan should be aimed at supporting and developing these strengths, as well as being concerned with overcoming difficulties or filling gaps.

Slide 11



Adapted from Daniel, B., Wassell, S., and Gilligan, R. (1999) *Child Development for Child Care and Protection Workers*, Jessica Kingsley Publishers Ltd., London and Philadelphia and Daniel, B. and Wassell, S. (2002) *Assessing and Promoting Resilience in Vulnerable Children*, Jessica Kingsley Publishers Ltd., London and Philadelphia.

Published by kind permission of the authors and Jessica Kingsley Publishers Ltd., London and Philadelphia.

**Page 15 Parents/Carers pack:** When children and young people have very complex needs or concerns, or where children's safety is in doubt, professionals may use the Resilience Matrix to help them to analyse the information they have about the child's circumstances. Using the matrix to help understand both the strengths and the vulnerabilities in a child's situation can help professionals think through the information they have gathered when looking at the child's My World Triangle. In turn, this can help everyone to come to the best decisions about how to help support families strengths, how to improve children's confidence and capabilities or indeed how to work with the family and the wider community to keep children and young people safe.

When looking at **adversity**, consideration will be given to life events or circumstances posing a threat to wellbeing and development, such as loss, abuse, neglect, poverty, poor or unsuitable housing.

When looking at **vulnerability**, consideration will be given to characteristics of the child or young person, their family circle and wider community which might threaten or challenge wellbeing, such as disability, very poor health, and prejudice in the community and lack of, or poor, attachment.

In turning to strengths, a **protective environment** may include factors that act as a buffer to the negative effects of adverse experience for example, in the home, the wider family network and friends, the services that help, the school and in the wider community.

When looking at **resilience**, consideration is given to characteristics of the child or young person which helps them to develop under difficult circumstances, such as having sense of belonging within a secure loving family, good self-esteem, an outgoing temperament or nature and developing problem solving skills.



**Page 16 Parent/Carer pack**

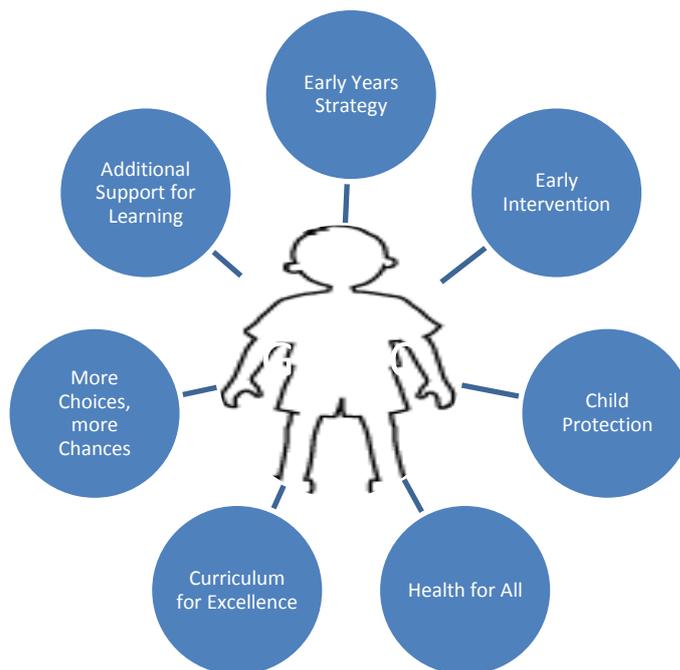
To conclude, I want to offer two slides which show how GIRFEC fits, firstly with children’s rights and secondly, with other policies and practice affecting children and young people.

This diagram demonstrates how the wellbeing indicators tie in with the United Nations Convention on the Rights of the Child, as has been pointed out regarding some earlier aspects of the presentation.

The numbers indicate how Articles of the Convention may apply to each segment of the wellbeing wheel, to each wellbeing indicator. For example Article 3 states that children should be asked for their views before their decisions are made about them. They could not be **Included** if their views are not sought and taken into account.

This shows that the wellbeing wheel has been designed to cover all the bases of children’s rights.

**Note;** Let participants know that more information on this is held in the UNCR leaflets which are available for them to take away. (This can be downloaded from the ALLIANCE Getting to Know GIRFEC website.) Show the leaflet and read one or two examples.



**Page 17 of the Parent/Carer Pack:** This diagram shows the child at the centre. GIRFEC supports the United Nations Convention on the Rights of the Child and underpins all policy surrounding children, young people and their families. This includes policies such as Curriculum for Excellence, Additional Support for Learning and More Choices More Chances which support children’s education and employment opportunities, the Early Year’s Strategy and Early Intervention and Child Protection, through which children’s needs are met at the earliest stage possible and they are kept safe, and Health For All and other health policies, which promote children and young people’s health and wellbeing.

This diagram is not fully complete or comprehensive. It is intended to show that GIRFEC does not stand alone. GIRFEC is integrated with other children’s policy and practice in Scotland.

**GIRFEC is the way professionals in Scotland respond to the needs of children and young people. Professionals working together as fully as possible with children, young people and with their parents or carers is a cornerstone of the GIRFEC approach. That is why it is important that parents and carers, children and young people get to know and understand this approach.**

## Thank You & Questions

Please remember to fill out your feedback form and leave it for the session facilitator.

We want your insight to help influence policy and practice. It's important your views are represented.

If you would prefer you can fill in the survey which asks you questions about collecting your insights.

Mention the **glossary pages 18-20** of useful terms at the end of the pack. This gives definitions for quick reference.

**Additional Information is given on page 21.** Includes information on the project and the information included in the pack.

**Also on page 21 is a list of useful contacts** where parents and carers or children and young people can seek advice or guidance. The same information plus extra can be found at the end of this pack.

**The keep up to date section on page 22** directs people to our project web site so they can continue to stay informed.

**Also on page 22** direction to how to give feedback both at the end of sessions.

**Lastly there are contact details of the project in case anyone needs further help.**

For all of these sections feel free to give extra information you feel would be useful and also your own organisational information as well as your own details if you would want.

Thank people for their attendance and ask if anyone has any questions. Answer the questions if you can or record them and get back to the participants later when you have researched the answer. The Scottish Government website or local information from Health, Education or Social Work can be helpful in this regard, or you can contact Ronnie Hill at the Alliance who will try to assist.

Please try to get as much feedback as possible and gather in completed forms as well as noting any points made directly to yourself.

## Useful Contacts

Children and Young People's Commissioner	0131 346 5350
ChildLine Scotland	0800 1111
ParentLine Scotland	0800 028 22 33
The National Kinship Care Helpline	0800 028 22 33
One Parent Family Scotland Helpline	0808 801 0323
Parenting Across Scotland website	<a href="http://www.parentingacrossscotland.org/">www.parentingacrossscotland.org/</a>
Health and Social Care Alliance	0141 404 0231 <a href="http://www.alliance-scotland.org.uk/">http://www.alliance-scotland.org.uk/</a>

Note; these contacts are national helplines or websites that can be helpful to children, young people and their parents, they are not a comprehensive list and they do not , for example, reflect local or sector, or disability specific organisations. You may want to add to this list to suit your audience and local circumstances.

## Additional Support and Information

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

<http://www.wellbeingforyoungscots.org/>

<http://www.alliance-scotland.org.uk/what-we-do/projects/getting-to-know-girfec/>

We are here to support you in your session delivery. If you have any questions or if we can help you in anyway please don't hesitate to contact us on 0141 404 0231 or by email [ronnie.hill@alliance-scotland.org.uk](mailto:ronnie.hill@alliance-scotland.org.uk)

Ronnie Hill, Associate Director, ALLIANCE

Health and Social Care Alliance  
349 Bath Street, Glasgow, G2 4AA

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## Getting Feedback from the session

It is important to ensure you collect feedback from the sessions both about the workshop itself and about insights or opinions on GIRFEC.

The workshop feedback will be used to identify any weak parts within the workshop so these can be improved upon. If you have indicated you are delivering the sessions, you will be kept up to date with any changes made to the workshop either improving it or in accordance with any emerging guidance on how GIRFEC is to be implemented. Please keep an eye on our website as we will post versions of the materials there, showing dates of updates. You should always try to use the most recent materials.

Getting feedback on how GIRFEC is working on the ground for children, young people and their parents or carers is important too. We will collate and provide reports on this feedback to the government, providing a platform for children's and parent's voice to be heard and taken into consideration.

We understand the feedback form we have provided may not be appropriate depending on your audience. Please feel free to adapt it, for example, by putting it into a different format or language. Please let us know how you have adapted the form and we will put this information on the project web page to ensure others can benefit from your experience.

The session feedback form can be found at the end of this booklet. We would be grateful if you would collate feedback forms completed by participants at the end of your sessions and send the completed session form to us on the contact details below.

## Evaluation Form

### Parent/Carer – Entire session

Please fill in the form with the collated responses you have received. This will help us to identify any weaknesses in the workshops and improve these. We also welcome your own feedback and ideas.

Date:	
Venue:	
Delivered by:	
Organisation:	
Number of participants:	

#### **Section 1 – Workshop Evaluation**

1. Were the objectives for the day met?

	Yes	No	In part	Comment
To give information about GIRFEC and what it means for children and families				
To empower parents/carers to use the tools and language of GIRFEC to achieve the best outcomes for their children				

2. Were participants pleased with the different aspects of the workshop?

	Yes	No	In part	Comment
Presenting				
Powerpoint				
Information Pack				
Supplementary Materials				
Discussion				

3. How did participants rate each session in terms of their understanding?  
(1 = not at all, 5 = fully understand)

	1	2	3	4	5	Comment
Session 1 GIRFEC Overview						
Session 2 The Role The Named Person and Lead Professional						
Session 3 Wellbeing Indicators and the Wellbeing Wheel						
Session 4 What is the Child's Plan, My World Triangle and Resilience Matrix?						
Session 5 How it all fits together?						

4. Was there anything else participants felt we could do to assist with their understanding of GIRFEC?

## Section 2 – Additional insights feedback

1. Did participants think GIRFEC will help them support them and their children? In what ways?
2. What did participants think needs to happen to make GIRFEC successful?
3. Did participants think the Named Person service will help get the best support for their child?
4. Did participants understand the role of the Lead Professional and why or when they might become involved in their child's life?
5. Did participants think having Child's Plan is helpful? In what ways might it be helpful?
6. Any additional comments or feedback?
7. We want to contact some people at a later stage to see how GIRFEC is working for them. If participants were happy for us to contact them please give their details below.

Name	Email	Contact Telephone Number