

Children and Young People's Act Action Plan

Outcome	Action	Measure	Who and when	Flow ref
Sharing and receiving information				
Sharing of relevant and proportionate information with the incoming named person (including recording when information is shared, steps in establishing what ought to be shared and with whom) complies with legislation	Review current arrangements for transfer of Named Person Service from NHS to education. Ensure that systems are in place to take account of the views of C/YP and parents.	Information shared is timely, relevant and proportionate, safely transferred and stored in 100% of the 30 cases audited.	H and E by April 2016	4.9
	Information sharing protocol/flowchart is refined in light of the Statutory Guidance to include: <ul style="list-style-type: none"> • definition of the term 'relevant and proportionate' • flowchart to support decision making • guidance on engagement with partners linked to the family including Named Person • roles and responsibilities of partners organisations Awareness raising through: <ul style="list-style-type: none"> • Training opportunities through the use of scenarios linked to the flowchart • Revising leaflet for parents and young people on information sharing • Production of a statement for inclusion in school handbooks • Third sector establishing a quality assurance group Questionnaire devised and issued to quality assure actions.	Controlled system/process in place across all partners. Sampling evidences compliance with information sharing advice in 95% of audited cases. Questionnaire demonstrates increased confidence levels in staff and increased awareness in parents and C/YP. Leaflet made available at point of change of NP for C/YP and families in 100% of cases	All By December 2015	1.4 4.4 4.5 12.6 12.7
Guidance and effective process in place to support the NP requesting information from others including internal/external services, other agencies and child/parent	Guidance produced for requesting information and support from other services including: <ul style="list-style-type: none"> • How to make requests • How to process requests • How to respond to requests • How to respond when requests are declined • Recording when the Named Person has not taken action and why Development of local partnership of services (ASG Partnerships) to trial approaches to: <ul style="list-style-type: none"> • Information sharing • Requesting support • Allocation of resources Flow chart to be developed to aid the sharing of information with others including adult services	Consistently applied process evidenced through case file audits Reduced timescales in accessing support and expertise (max 6 weeks) Improved coordination evident in 95% of sampled Child Plans 95% of Pupil Support staff report confidence in their role	All By November 2015	

<p>The quality of chronologies is improved</p>	<p>Quality of chronologies improved through:</p> <ul style="list-style-type: none"> • Development of best practice exemplars to support training including clarification of a 'significant event' • Single and multi-agency training focussed on thresholds and levels of consistency in accessing support 	<p>Content of 95% of sampled chronologies are in line with best practice exemplars and include information from all agencies where appropriate.</p>	<p>E, SW,H</p> <p>By February 2016</p>	
<p>Safe and secure process of recording and storing when the Named Person receives a well-being concern by e-mail, verbally and in hard copy is in place and utilised by all partners.</p>	<p>Produce protocol to ensure effective use of technology and MIS systems to support safe and secure information sharing and holding:</p> <ul style="list-style-type: none"> • Explore GSX accounts, Egress and the use of MIS systems to support timely information sharing with necessary controls in place • Explore the use of pastoral notes to record concerns against child's record to build into a single and multi-agency chronology. • How to record when information has been shared • All processes are in line with other relevant legislation <p>Review SPOC and MAS process in line with risk and concern in readiness for full implementation of the Act from August 2016.</p>	<p>Refined process in place with agreed timescales adhered to in 100% of audited cases.</p>	<p>E, H, P and SW</p> <p>By February 2016</p>	<p>1.1</p> <p>1.5</p> <p>3.4</p> <p>5.4</p>
<p>Process in place at point of transition to guide the identification of information to ensure it is relevant and proportionate, archiving other records and involving discussion with C/YP and parents prior to being handed over to new Named Person</p>	<p>Work with all partners to produce guidance to ensure that information transferred at point of transfer of Named Person has been reviewed either:</p> <ul style="list-style-type: none"> • As a chronology that has been reviewed/redacted with relevant parties • When reviewing the impact of a Child's Plan with all relevant parties <p>Publication of best practice scenarios and checklists to increase confidence levels</p> <p>Agreed multi-agency process in place to manage and record the transfer of information including identifying the new Named Person when:</p> <ul style="list-style-type: none"> • moving out with Scotland (no new named person available) • there are changes in medical practice • a child moves within the Authority • a child moves to another Authority in Scotland • The child is in exceptional circumstances such as when home educated/ traveller • the C/YP leaves school and they are not yet 18 years old <p>Embed GIRFEC information management within Education policy on supporting transitions.</p>	<p>Checklist being consistently used to support the process. Sampling evidences 100% consistency.</p> <p>Information consistently transferred in keeping with legislation-100% compliance</p>	<p>All</p> <p>By February 2016</p>	<p>6.3</p> <p>6.5</p> <p>6.1</p> <p>1.6</p> <p>4.9</p>

<p>Case studies training effectively building confidence</p>	<p>Workshops held on the function of the Named Person Service</p> <p>Training/opportunities to collaborate across the service to better understand roles and responsibilities</p> <p>Review the multi-agency training programme in line with most recent guidance.</p>	<p>90% of Staff report higher confidence levels</p>	<p>All</p> <p>From September and concluded by January 2016</p>	<p>5.6</p>
<p>Assessing wellbeing and planning</p>				
<p>The use of the National Practice Model to make an assessment of wellbeing including looking at what could constitute a wellbeing concern is firmly embedded</p>	<p>General awareness raising of wellbeing with a focus on identifying children and young people living with the longstanding effects of abuse and neglect including:</p> <ul style="list-style-type: none"> • Training to ensure effective use of the National Practice Model to undertake assessment including recording (within the Child’s Plan or recording that the assessment has been undertaken) and consideration of risk • Review and clarify documentation to ensure that all staff are clear of how Child Protection Policies are aligned with GIRFEC • Review multi-agency meeting format to support recording arrangements 	<p>National practice model consistently used – sampling of Child’s Plans evidences 95% compliance</p> <p>Sampling of Child’s Plan evidence improvements for children against identified targets. Evidence of effective individual learning pathways via sampling of plans</p> <p>Children’s workforce increasingly recognises and acts when they identify longstanding abuse and neglect leading to all Child Protection issues being dealt with appropriately and timeously.</p>	<p>All</p> <p>By October 2015</p>	<p>1.2</p>
<p>Embed consideration of the risks to the new-born child within the context of the pregnant young persons’ wellbeing</p>	<p>Awareness training for Health Staff at AMH, NNU, RACH and AHP to increase understanding of the risk to the unborn child and how best to use the National Practice model to support</p> <p>Development of guidance on assessing risk and impact of wellbeing on the unborn child and on mothers who are within the education system.</p>	<p>Health colleagues report increased confidence levels in the risk to the unborn child</p> <p>Named Persons in Secondary settings report increased confidence levels in the risk to the unborn child/mothers within education</p>	<p>H and E</p> <p>By November 2015</p>	<p>2.1</p> <p>2.6</p>
<p>Named Person Guidance in place for taking action in line with their function including definition of a ‘proportionate’</p>	<p>Agree a multi-agency Child’s Plan to support a proportionate response and develop guidance</p> <p>Launch the revised Child’s Plan as the single planning approach</p> <p>Provide training to support the writing of SMART targets linked to SHANARRI related outcomes and how to engage with C/YP and families in writing the plan</p>	<p>Consistency of CPs evidenced from sampling</p> <p>Named Persons report that the guidance has helped improve the quality of planning</p>	<p>All</p> <p>By September 2015</p>	<p>1.2</p> <p>1.7</p>

response and dates to review the plan.	Leaflet for parents and young people on the purpose of the Child's Plan	Child's Plans having a direct impact on reported positive improvement Sample group of parents feel assured by the process described in the leaflet	By November 2016	
Guidance on definition of a 'targeted intervention' and 'targeted support'	<p>Agreeing what is universally available and what constitutes a targeted intervention by:</p> <ul style="list-style-type: none"> • Creation of a one page document to signpost staff to potential sources of support for children in need of universal, targeted or specialist interventions inclusive of Third Sector • Rolling out of education Staged Intervention Framework and production of accompanying leaflet for C/YP and others • Developing a clearer understanding of thresholds of intervention • Consideration of how education Staged Intervention Framework links with the ICS triangle <p>Family information team to cascade information</p>	<p>Consistent application evident through child's plan</p> <p>FIS have accurate information available on targeted services</p>	<p>All</p> <p>E</p> <p>By December 2015</p>	5.11
Process in place to manage the Child's Plan when a child has left school	<p>Agreed process in place that includes:</p> <ul style="list-style-type: none"> • Exploring the links with lead professionals of existing plans • Develop systems and processes for children who are not known to ACC (example travellers/child arriving from abroad) • Decide what information is to be published and by whom regarding the service for children 16-18 	Consistently used process - sampling	<p>E and SW</p> <p>By November 2015</p>	
Establishing and Sharing information about the Named Person Service				
Named Person available to all entitled to the Service and fully publicised.	<p>Scope the remit of the Named Person Service through exploring the implications for the service in supporting those not attending local schools</p> <p>Establish who is best to undertake the role of Named Person for those who are:</p> <ul style="list-style-type: none"> • 16-18 • Travellers • Home educated • Business continuity (holiday and sickness) <p>Liaise with groups to help understand how the Service will work best for their individual circumstances and how best to monitor wellbeing</p> <p>Ensure staff and partners are aware of those undertaking the role</p>	Agreed approaches in place and clearly communicated to C/YP and parents through website and leaflets	<p>All</p> <p>E</p> <p>By March 2016</p>	1.2
Established means of identifying travellers to make	Establish links with the traveller community to help them to understand the function and role of the Named Person	Travelling families aware of the functions of the NP Service and engage with the service	<p>E</p> <p>By March</p>	

information available	Establish practice that will determine when a travelling child moves from the area and if/when a child is likely to return to the area		2016	
Establishment of a draft ICS Communication strategy to be presented to the ICS Board	<p>Strategy to include information on:</p> <ul style="list-style-type: none"> • How the Named Person Service is exercised • General arrangements for contacting the Named Person Service • Changes in the Named Person • Information sharing <p>Consideration to be given to:</p> <ul style="list-style-type: none"> • The various groups and how best to communicate • Current communication tools used that could be utilised to support understanding of GIRFEC • How to get key messages to specified audience • The allocation of a communication lead 	<p>Focus group of C/YP and parents demonstrate a clear understanding of the implications of the CYP Act.</p> <p>Sign off by ICS board</p>	All	
Supporting the Named Person				
Framework of professional support for the Named Person in place	<p>Establish a support network so that concerns from those undertaking the role of Named Person can be quickly resolved.</p> <p>Work with partners to ensure there is clarity around:</p> <ul style="list-style-type: none"> • The role of the Named Person • The links and relationships between the Named Person and Lead Professionals • The duty on others to support the Named Person • Coordination and collaboration between services working with the same family <p>Update of Operational Guidance</p> <p>Training events to ensure full appreciation of how everyone supports the Named Person</p>	<p>90% of named persons reporting increased confidence in their role</p> <p>40% of named person reporting that streamlined processes are benefitting children and young people</p> <p>Partners report confidence in the roles and relationships between the NP and LP</p>	<p>All by November 2015</p> <p>By January 2016</p>	5.6
Development of learning Together Guides to provide flexible training options	Learning Together Guides in place with service specific questionnaires used to evaluate impact	Training plan in place which is impacting positively upon confidence levels and directing future training	E By October 2015	5.6
Strategic Management Implementation				
Agreed roles and responsibilities in place	Agree team and roles to lead work towards full implementation of the Act	Roles and responsibilities across the GIRFEC group in place	All By September 2015	
Senior managers aware of the changes necessary	Communicate/work in partnership with those across the partnership/Service. Action plan shared with colleagues discharging the Named Person role	Colleagues aware of plan for implementation	E and H By September 2015	
Clear links with	Identify IT barriers to be overcome	All key partners collaborating to	E, H and	

SEEMiS /Care first team	Establish working group to look at potential IT solutions	find solutions	SW September 2015	
	NHS IT (Vision and Emis within GP practices) to the Seemis/Carefirst to support progression of an electronic child record that may be available August 2016.	Longer term System in place to support NHS Grampian	From August 2016	
Establish a risk and issues register and means of escalation	Agree approach with ICS Board, GIRFEC Group and HoS Inclusion	Regular review mechanism in place	All by October 2015	
Communication strategy in place	Agree draft of ICS Communication Strategy Update GIRFEC multi-agency website to ensure it meets the needs of all partners and families based on feedback from all stakeholders and to include FAQs section	Effective communication strategy in place with on-going feedback evidencing positive impact	All By September 15	
Keep policy and procedure under review to ensure improved outcomes	Develop a system for the on-going monitoring of outcome to support our evaluation of approaches and processes Review of Operational Guidance to ensure it accurately reflects both national policy and locally agreed policies and processes. Improving professionals understanding of each other's roles	Monitoring arrangements improve outcomes Data demonstrates that streamlined GIRFEC processes are benefitting children and young people Increased opportunities for staff to engage in case studies across the service and partnership	E, H and SW By March 2016	

Key

H	NHS Grampian
E	Education
SW	Social Work
P	Police Scotland
TS	Third Sector