Getting it right for
CHILDREN
& FAMILIES

A guide to *Getting it right for every child*

June 2012

The Scottish Government

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Introduction

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:

Safe…	protected from abuse, neglect or harm
Healthy…	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving…	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured…	having a nurturing and stimulating place to live and grow
Active…	having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected…	to be given a voice and involved in the decisions that affect their wellbeing
Responsible…	taking an active role within their schools and communities
Included…	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.

Sometimes they – and their families – are going to need help and support.

No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The *Getting it right for every child* approach ensures that *anyone* providing that support puts the child or young person – and their family – at the centre.

Getting it right for every child is important for everyone who works with children and young people – as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty – rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life.

About this guide

This guide is in two main sections:

The first section is about the foundations that underpin the *Getting it right for every child* approach.

The second describes how practitioners can use the GIRFEC approach and in particular the National Practice Model to help bring about the changes across culture, systems and practice that will help children and young people achieve their full potential.

Find more online:

- Read more in our *Guide to Implementing Getting it right for every child*

We published the first version of this Guide in 2008 and updated it in June 2012.

1 What is *Getting it right for every child*?

It's a consistent way for people to work with all children and young people. It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. *Getting it right for every child* is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it right for every child *means*

For children, young people and their families:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

For managers in children's and adult services:

- Providing leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement *Getting it right for every child*
- Planning for the transition as staff in agencies move from the current working processes to the new child-centred processes

Foundations of Getting it right for every child

The *Getting it right for every child* approach is based on solid foundations. There are ten **core components** and a set of **values and principles** which bring meaning and relevance at a practice level to single-agency, multi-agency and inter-agency working across the whole of children's services. They can be applied in any setting and circumstance where people are working with children and young people.

Find more online:

Practitioners, and strategic and operational managers should also read:

- A Guide to Implementing *Getting it right for every child*: messages from pathfinders and learning partners

Core components

Getting it right for every child is founded on ten core components which can be applied in any setting and in any circumstance.

1. A focus on improving outcomes for children, young people and their families based on a shared understanding of wellbeing
2. A common approach to gaining consent and to sharing information where appropriate
3. An integral role for children, young people and families in assessment, planning and intervention
4. A co-ordinated and unified approach to identifying concerns, assessing needs, and agreeing actions and outcomes, based on the *Wellbeing Indicators*
5. Streamlined planning, assessment and decision-making processes that lead to the right help at the right time
6. Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland
7. A *Named Person* for every child and young person, and a *Lead Professional* (where necessary) to co-ordinate and monitor multi-agency activity
8. Maximising the skilled workforce within universal services to address needs and risks as early as possible
9. A confident and competent workforce across all services for children, young people and their families
10. The capacity to share demographic, assessment, and planning information – including electronically – within and across agency boundaries

Values and principles

The *Getting it right for every child* values and principles build from the Children's Charter and reflect legislation, standards, procedures and professional expertise:

- **Promoting the wellbeing of individual children and young people**

This is based on understanding how children and young people develop in their families and communities, and addressing their needs at the earliest possible time.

- **Keeping children and young people safe**

Emotional and physical safety is fundamental and is wider than child protection

- **Putting the child at the centre**

Children and young people should have their views listened to and they should be involved in decisions that affect them

- **Taking a whole child approach**

Recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life

- **Building on strengths and promoting resilience**

Using a child or young person's existing networks and support where possible

- **Promoting opportunities and valuing diversity**

Children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity

- **Providing additional help that is appropriate, proportionate and timely**

Providing help as early as possible and considering short and long-term needs

- **Supporting informed choice**

Supporting children, young people and families in understanding what help is possible and what their choices may be

- **Working in partnership with families**

Supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what might be less helpful

- **Respecting confidentiality and sharing information**

Sharing information that is relevant and proportionate while safeguarding children and young people's right to confidentiality

- **Promoting the same values across all working relationships**

Recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues

- **Making the most of bringing together each worker's expertise**

Respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

- **Co-ordinating help**

Recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help

- **Building a competent workforce to promote children and young people's wellbeing**

Committed to continuing individual learning and development and improvement of inter-professional practice.

The Getting it right for every child approach

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:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

Find more online:

Background to the Getting it right approach

Getting it right for every child builds on, and is reflected in a wide range of policies and strategies for all children and young people (including those who may have additional support needs). These have all helped shape its development:

- The Children's Charter
- The UN Convention on the Rights of the Child
- For Scotland's Children
- The Early Years Framework
- Curriculum for Excellence
- Better Health, Better Care

2 Getting it right in practice

Wellbeing

The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence.

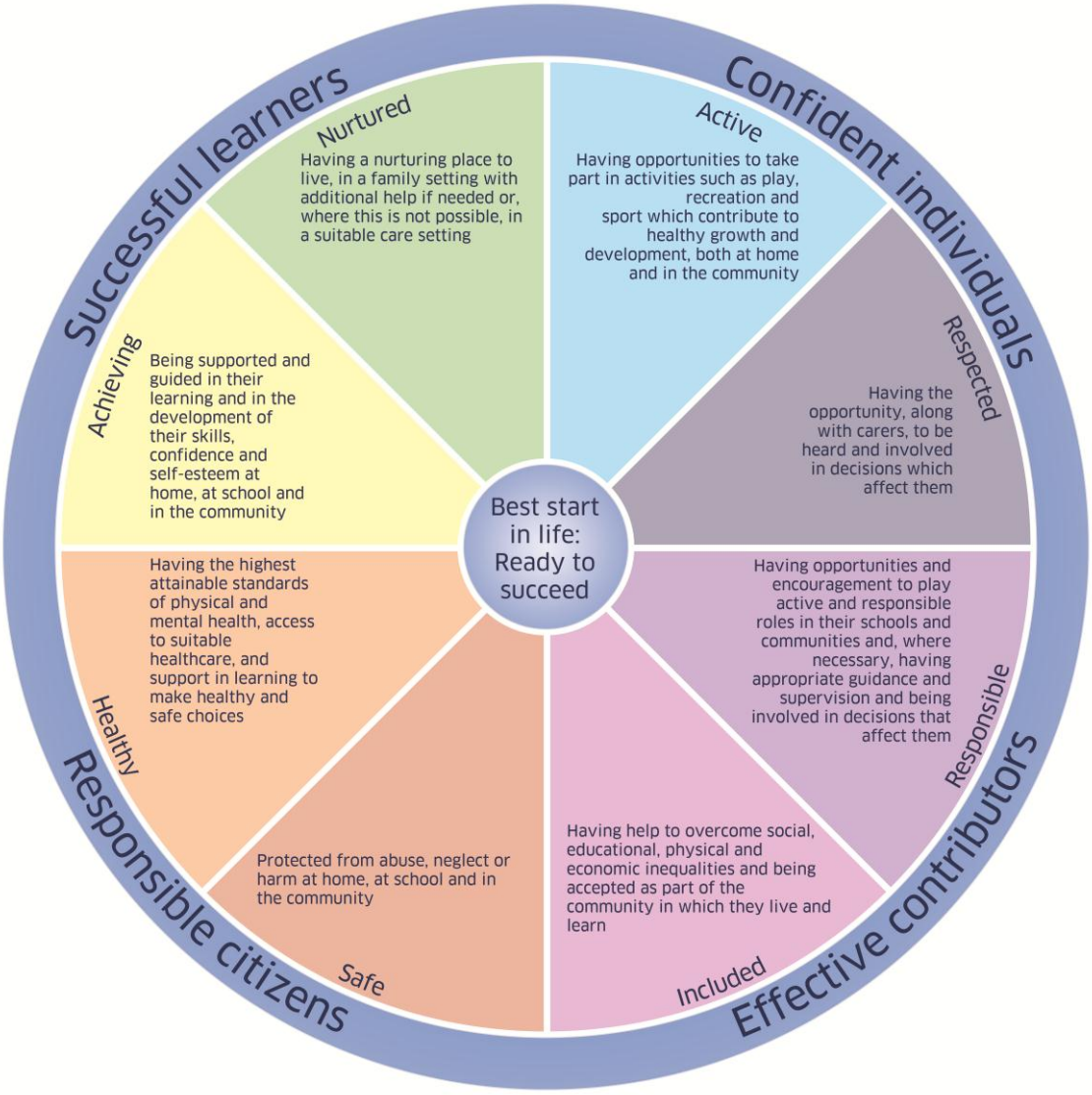
The four capacities aim to enable every child and young person to be a **successful learner**, a **confident individual**, a **responsible citizen** and an **effective contributor**.

The eight indicators of wellbeing

Safe	**Healthy**	**Achieving**	**Nurtured**
Active	**Respected**	**Responsible**	**Included**

These are the basic requirements for all children and young people to grow and develop and reach their full potential. They are shown in this diagram which we call the 'Wellbeing wheel':

The Wellbeing wheel



The Wellbeing Indicators are used to record observations, events and concerns and as an aid in putting together a child's plan. The My World Triangle and the Resilience Matrix are used to gather, structure and help with assessing and analysing information.

Children and young people will progress differently, depending on their circumstances but every child and young person has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the *Wellbeing Indicators*.

All agencies in touch with children and young people must play their part in making sure that young people are healthy, achieving, nurtured, active, respected, responsible, included and, above all, safe.

Building a network of support

Getting it right for every child aims to have in place a network of support to promote wellbeing so that children and young people get the right help at the right time. This network will always include family and/or carers and the universal services of health and education. Many will draw support from their local community. Most of the child or young person's needs will be met from within these networks.

Only when support from the family and community and the universal services can no longer meet their needs will targeted and specialist help be called upon. GIRFEC also supports immediate action when necessary to keep children or young people safe.

This is shown in the following diagram – which reads from the inside out:

The approach needs a ***Named Person*** for every child, and a ***Lead Professional*** to co-ordinate support when two or more agencies are working together with a child or young person.

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. The major difference will be that they use the National Practice Model as a starting point for recording both routine information about a child or young person and for when they have particular concerns.

Most children and young people get all the help and support they need from their families, from teachers and health practitioners, and from their wider communities. But some may need extra help and that's where the *Named Person* comes in.

Depending on the age of the child or young person, a health visitor or teacher usually takes the role of *Named Person*. This means that the child and their family have a point of contact who can work with them to sort out any further help, advice or support if they need it.

Once a concern has been brought to their attention, the *Named Person* – who will be the first point of contact for the child and their family – needs to take action, help, or arrange for the right help in order to promote the child's development and wellbeing.

Referring to the eight Wellbeing Indicators, they will need to ask these five 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 *Named Person* also needs to help children and families feel confident they can raise concerns and talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

Find more online:

There is more detailed information about the role of the *Named Person* on our website

- Practice briefing – Named Person

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*:

- makes sure that the child or young person and family understand what is happening at each point so that they can be involved in the decisions that affect them
- acts as the main point of contact for children, young people, practitioners and family members, bringing help to them and minimising the need for them to tell their story several times
- promotes teamwork between agencies and with the child or young person and family
- 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, particularly any transfer to a new *Lead Professional*
- ensures the child's plan is accurate and up-to-date.

Find more online:

There is more detailed information about the role of the *Lead Professional* on our website

- Practice briefing – Lead Professional

The Getting it right for every child National Practice Model

When assessment, planning and action are needed, practitioners can draw on the *Getting it right for every child* National Practice Model, which can be used in a single or multi-agency context, and:

- provides a framework for practitioners and agencies to structure and analyse information consistently so as to understand a child or young person's needs, the strengths and pressures on them, and consider what support they might need
- defines needs and risks as two sides of the same coin. It promotes the participation of children, young people and their families in gathering information and making decisions as central to assessing, planning and taking action
- provides a shared understanding of a child or young person's needs by identifying concerns that may need to be addressed.

The National Practice Model is a dynamic and evolving process of assessment, analysis, action and review, and a way to identify outcomes and solutions for individual children or young people. It allows practitioners to meet the *Getting it right for every child* core values and principles by being **appropriate**, **proportionate** and **timely**.

It is not intended or designed to replace existing methodologies but it does contain the key elements of a single planning process that should in turn lead to a single child's plan. As such, it can be used as a 'common tool' alongside and in conjunction with other processes and assessment tools.

It is a way for all agencies and workers who support children, young people and their families to begin to develop a common language within a single framework, enabling more effective inter- and intra-agency working.

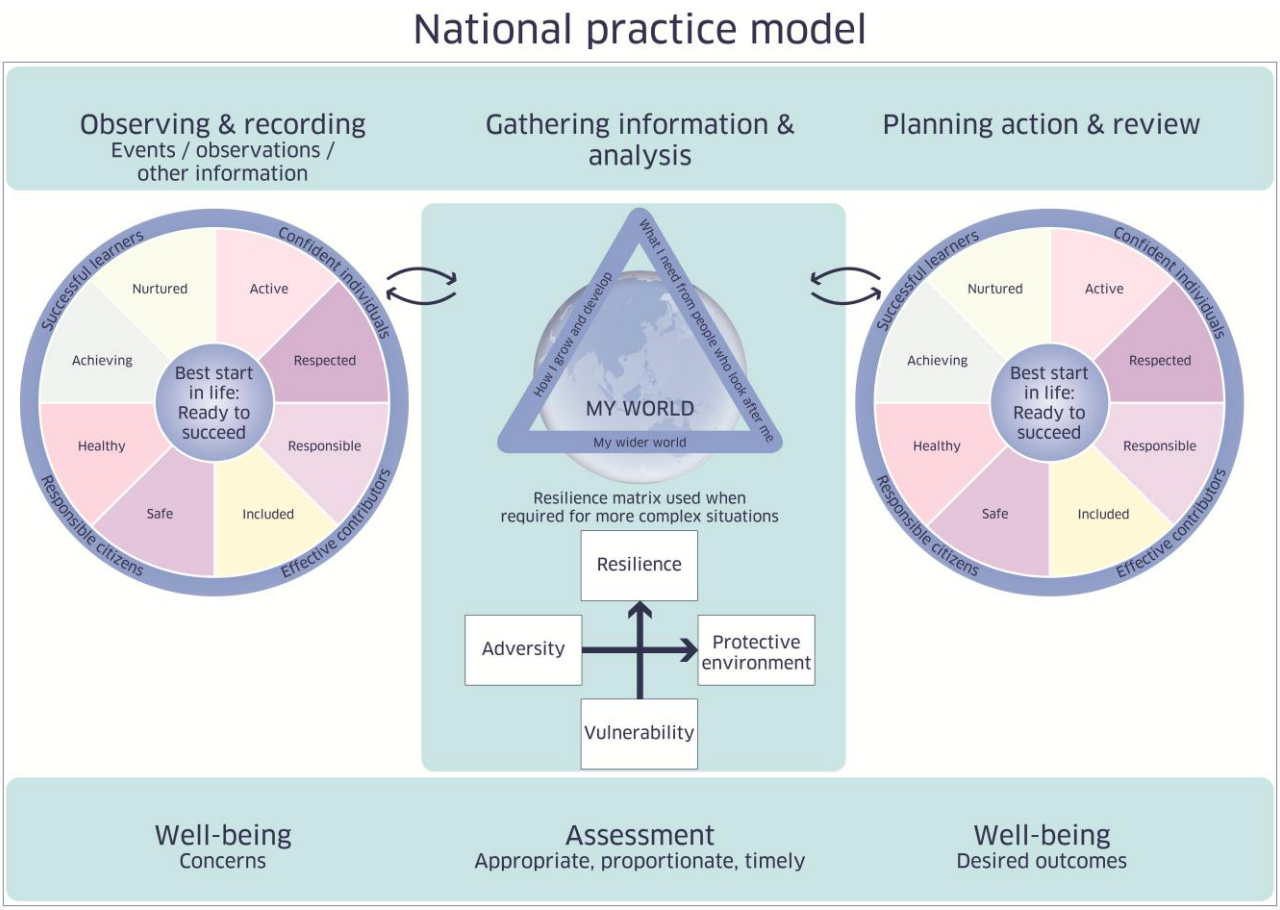
Routine information needs to be recorded using the National Practice Model, in the same way as information recorded for children or young people who may need additional help. Information recorded in universal agency systems may become critical in understanding a child or young

person's journey when he or she needs either enhanced single-agency or multi-agency support. This routine information may be of immense value in assessing a child's additional needs.

Using the National Practice Model in this consistent way allows practitioners in any agency or organisation to construct a plan and take appropriate action. It also allows for regular and consistent reviewing of the plan.

Using the National practice model

The National Practice Model has four main steps – outlined here and expanded on in the rest of this section:



1 Observing and recording using the 'Wellbeing wheel'

Using the Wellbeing Indicators in the 'Wellbeing wheel' to record and share information that may indicate a need or concern. Take any early action at this stage if possible.

2 The 'My World' triangle

The ***My World Triangle*** helps practitioners understand a child or young person's whole world. It can be used to explore their experience at every stage, recognising there are connections between the different parts of their world. In assessment, it can be used to explore needs and risks.

3 The Resilience Matrix

Used in more complex situations, the Resilience matrix helps practitioners organise and analyse information when they need to.

4 Planning, action and review using the 'Wellbeing wheel'

When the child or young person's needs are clear, they can be summarised using the *Wellbeing wheel* to develop a plan for action.

Find more online:

- Getting it right for every child practice briefings

Step 1: Using the Wellbeing wheel to record and share information, and to record concerns

The *Wellbeing Indicators* are used in a number of ways. They can be used to structure the recording of routine information about a child or young person, under whichever headings are appropriate, to record their progress in universal services. This will allow relevant information to be shared more easily.

The eight ***Indicators in the Wellbeing wheel*** are areas in which children and young people need to progress in order to do well now and in the future. They allow practitioners to structure information (which may identify needs and concerns), and to plan. They are used to record observations, events and concerns and when putting together a child's plan. The *My World Triangle* and the *Resilience Matrix* are then used to gather, structure and assist in the analysis of information.

In some cases, recording progress using the *Wellbeing Indicators* will allow practitioners to identify concerns that only become apparent from cumulative information or collated single-agency or multi-agency records.

If you work with children and young people, and you record information about them, you and your organisation should start organising that information in line with the National Practice Model.

Recording concerns

The *Wellbeing Indicators* can also be used to structure recording of a specific concern that may be raised with or by practitioners that may need further assessment or action, for example, not doing as well in school as expected. A concern can be an event itself, or a series of events, or attributes, which affect the wellbeing or potential wellbeing of a child or young person, for example, missing appointments for health checks.

A concern can also arise because a child or young person is, for example, living in a family where a parent may be misusing drugs or alcohol. Parents, children and young people themselves may have concerns that they bring to the attention of practitioners.

The five questions any practitioner needs to ask are the same questions all practitioners need to raise when they are concerned about a child or young person:

- 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 *Wellbeing Indicators* are also used when a plan is being constructed or reviewed, to summarise the child or young person's needs.

Step 2: Using the My World Triangle (and where appropriate, specialist assessments) to gather further information about the needs of the child or young person

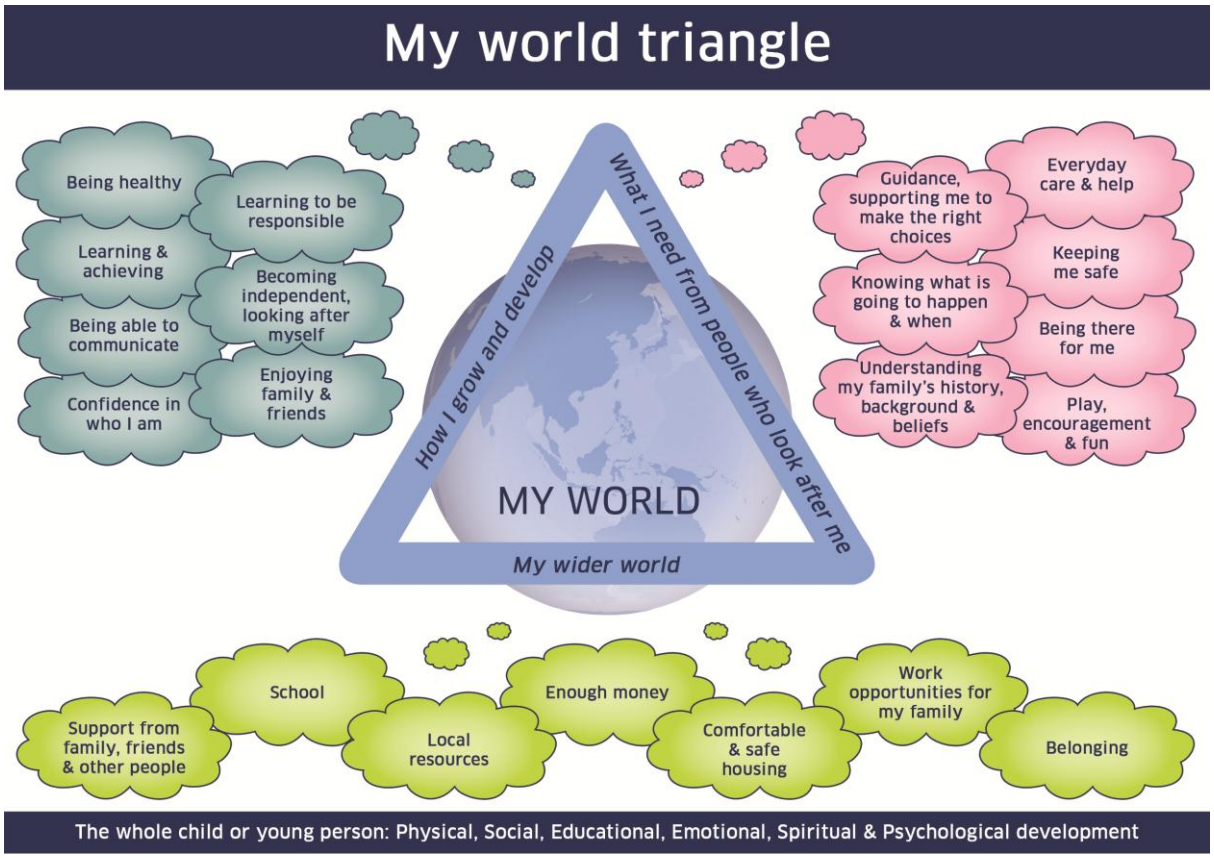
When working with children or young people, the *My World Triangle* is used at every stage to think about the whole world of the child or young person.

It is particularly helpful to use the *My World Triangle* to gather more information from other sources (some of it possibly specialist), to identify the strengths and pressures in the child or young person's world. This may include information about health or learning, offending behaviour or information about issues affecting parenting.

For example, under 'How I grow and develop', both Named Person or Lead Professional and the child or young person are offered prompts and statements designed to encourage them to examine their learning and development and family life.

The *My World Triangle* supports practice that considers the child or young person's needs and risks, as well as the positive features in their lives. Strengths and pressures are given equal consideration and can be structured around the triangle. Information gathered should be proportionate and relevant to the issues in hand. In many cases, it will not be necessary to explore every area of the triangle in detail but only to look at those relevant to any presenting issue. However, it is still important to keep the child or young person's whole world in mind and provide immediate help where necessary while continuing assessment.

The My World Triangle



Using the *My World Triangle* allows practitioners to consider systematically:

- how the child or young person is growing and developing
- what the child or young person needs from the people who look after him or her
- the impact of the child or young person's wider world of family, friends and community

How I grow and develop

Being healthy
This includes full information about all aspects of a child's health and development, relevant to their age and stage. Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse.

Learning and achieving
This includes cognitive development from birth, learning achievements, and the skills and interests which can be nurtured. How additional needs are supported. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded. Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child's progress with formal education in line with expectations? Attention should also be given to further education or training needs and potential employment opportunities for young people moving or have moved towards semi- or full independence.

Confidence in who I am
Child or young person's temperament and characteristics. Nature and quality of early and current attachments. Emotional and behavioural development. Resilience, self esteem. Knows views are listened to. Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Sense of identity which has an appreciation of ethnic and cultural background and is comfortable with gender, sexuality, religious belief. Skills in social presentation.

Being able to communicate
This includes development of language and communication. Being in touch and communicating constructively with others. Ability to express thoughts, feelings and needs. What is the child or young person's preferred language or method of communication? Are there particular people with whom the child communicates that you will need to involve? Are aids to communication needed?

Learning to be responsible
Learning appropriate social skills and behaviour. Values: sense of right and wrong; Consideration for others; Ability to understand what is expected and act on it. How does the child respond to key influences on social and emotional development at different ages and stages - e.g. collaborative play in early childhood, peer expectations at school and outside.

Becoming independent, looking after myself
The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for?

Enjoying family and friends
How is the child or young person responding to relationships that support, value, encourage and guide them; to family and wider social networks; opportunities to make and sustain lasting significant relationships; encouragement to develop skills in making friends, to take account of the feelings and needs of others, and to behave responsibly? This links and overlaps with what a child or young person needs from those who look after them and the wider environment.

What I need from people who look after me

My wider world

School
From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child or young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

Support from family, friends and other people
Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on? Who are the significant people in the child or young person's wider environment?

Enough money
Has the family or young person adequate income to meet the day to day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?

Comfortable and safe housing
Is the accommodation suitable for the needs of the child and family - including adaptations needed to meet special needs? Is it in a safe, well maintained and resourced, and child friendly neighbourhood? Have there been frequent moves?

Work oportunities for my family
Are there local opportunties for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person's career aspirations and opportunities.

Belonging
Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion - e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents and residents' groups, faith groups? Are there local prejudices and tensions affecting the child or young person's ability to fit in?

Local resources
Resources which the child or young person, and family, can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services.

Step 3: Using the Resilience Matrix to analyse information from the My World Triangle and other sources

Resilience has often been a difficult concept for practitioners to incorporate into their assessments. As such, its use within the National Practice Model has been the most difficult to understand. People using it need to be confident they are clear about the basic principles of resilience and how it fits in the National Practice Model.

These three building blocks of resilience offer a simple explanation of what we mean by the term:

Secure base	
"I have…	• People around me I trust and who love me no matter what
	• People who set limits for me so I know when to stop before there is danger or trouble
	• People who show me how to do things right by the way they do things
	• People who want me to learn to do things on my own
	• People who help me when I am sick, in danger, or need to learn."

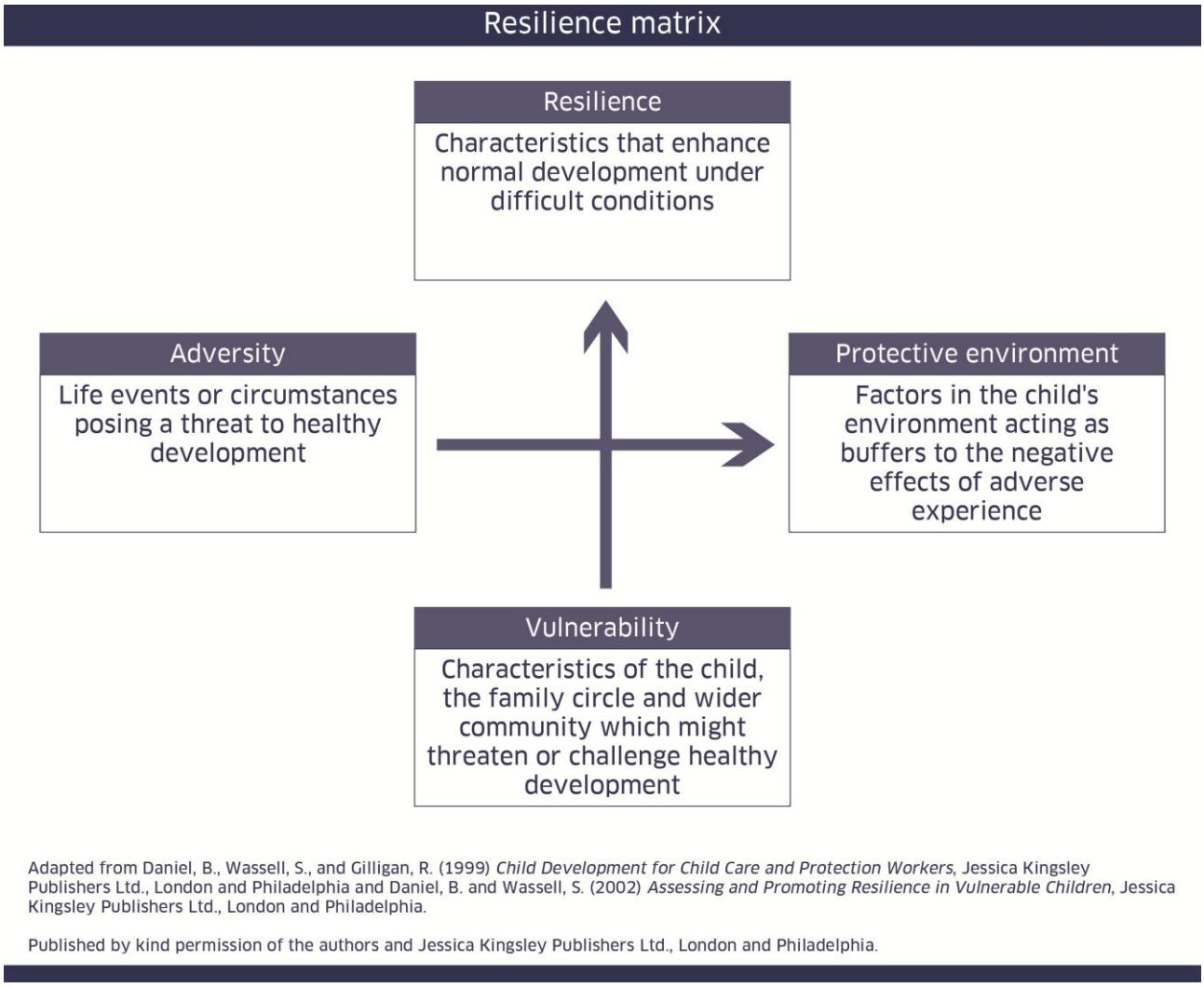
Self esteem	
"I am…	• A person other people can like and love
	• A person who is happy to do nice things for others and able to show my concern
	• A person who is respectful of myself and of others
	• A person who is willing to be responsible for what I do
	• A person who is sure that in the end things will be alright."

Self efficacy	
"I can…	• Talk to other people about the things that frighten or bother me
	• Find ways to solve the problems I might face
	• Control myself when I feel like doing something that's not right, or that's dangerous
	• Figure out when it is a good time to talk to someone, or to take action.
	• Find someone to help me when I need it."

(Groteberg 1997)

Resilience matrix

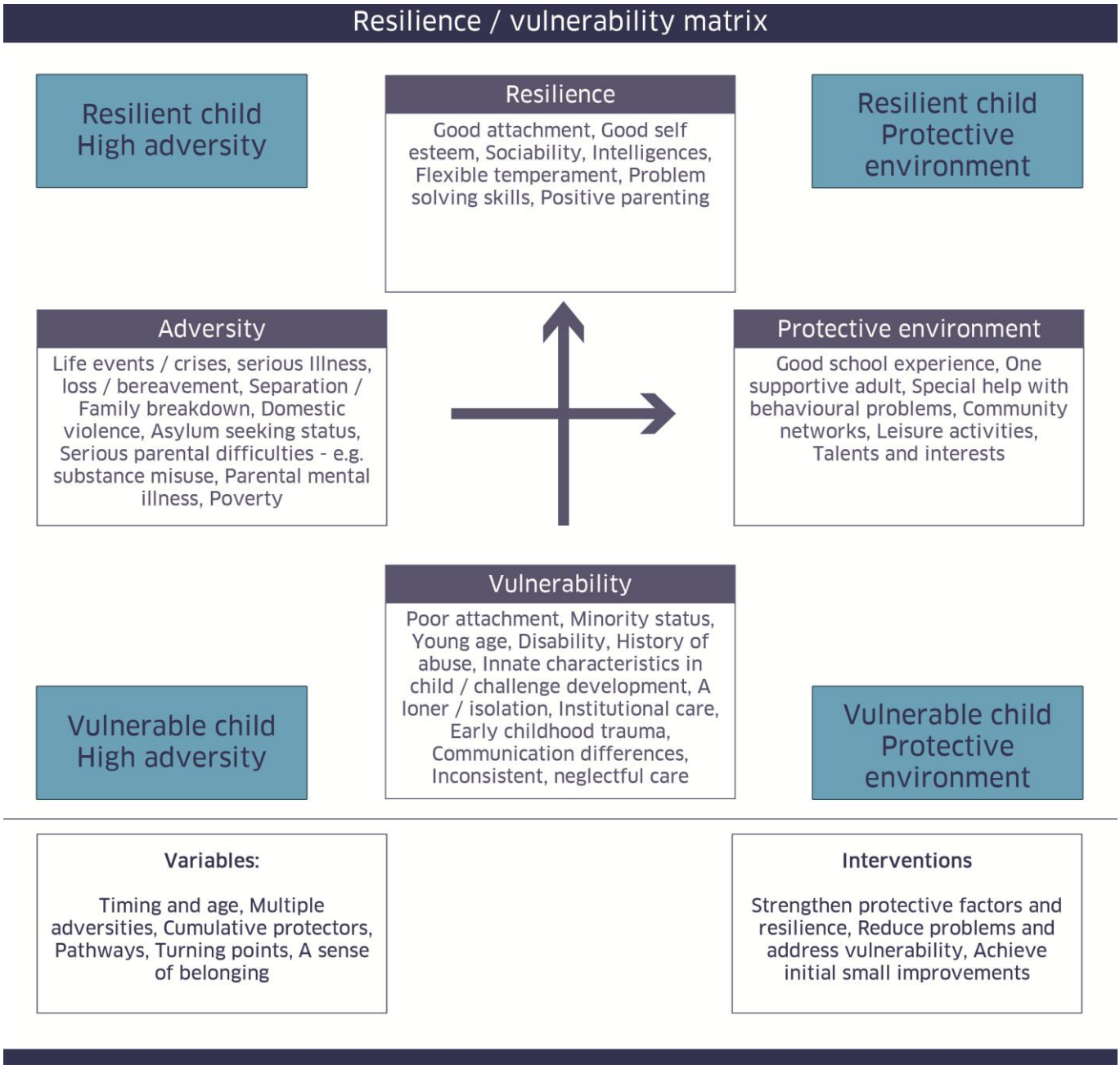
This is the model of the Resilience Matrix that appears on the GIRFEC website:



See our expanded resilience / vulnerability matrix on the next page.

Resilience / vulnerability matrix

The slightly expanded version (below) gives some indicators of what, for example, a protective environment might look like and how to assess a child or young person's resilience (do they, for instance, have good self esteem? Do they show good attachment to parents or carers?)



Step 4: Using the Wellbeing wheel to develop a plan of action

Summarising needs against the Wellbeing Indicators

When the child or young person's needs are clear they can be summarised using the *Wellbeing Indicators* to develop a plan for action. *Wellbeing Indicators* can be used to identify priorities, describe what needs to change to improve the child or young person's wellbeing and identify the expected outcomes.

Planning, taking action, and reviewing

In the *Getting it right for every child* approach, any child or young person who requires additional help should have a plan to address their needs and improve their wellbeing. This could be a single-agency plan but when two or more agencies are involved there will be a multi-agency Child's Plan co-ordinated by a *Lead Professional*.

Getting it right for every child promotes an integrated and co-ordinated approach to multi-agency planning. It looks to practitioners to work in accordance with legislation and guidance but also expects agencies to think beyond their immediate remit, drawing on the skills and knowledge of others as necessary and thinking in a broad, holistic way. For example, a care plan for a child looked after by the local authority, a health care plan, or an individualised education plan should be incorporated within the child's plan where the child or young person's circumstances require this.

Every plan, whether it is single- or multi-agency, should include and record:

- reasons for the plan
- partners to the plan
- the views of the child or young person and their parents or carers
- a summary of the child or young person's needs
- what is to be done to improve a child or young person's circumstances
- details of action to be taken
- resources to be provided
- timescales for action and for change
- contingency plans
- arrangements for reviewing the plan
- *Lead Professional* arrangements where they are appropriate
- details of any compulsory measures if required.

Find more online:

Information on the detail of planning for children and young people can be found in:

- Getting it right for every child – Guidance on the Child's or Young Person's Plan

It is important to look at whether the actions taken have achieved the outcomes specified in the plan and what changes or further action, if any, are required.

In reviewing the outcome of the plan with the child or young person and family, practitioners will need to ask these five questions:

- What has improved in the child or young person's circumstances?
- What, if anything, has got worse?
- Have the outcomes in the plan been achieved?
- If not, is there anything in the plan that needs to be changed?
- Can we continue to manage the plan within the current environment?

Find out more

Keeping up to date with Getting it right for every child

There are a number of ways to keep up with the latest Getting it right for every child developments:

- Children & Families pages on the Scottish Government website
- Our group on the Knowledge Hub
  (You'll need to register on the Knowledge Hub)
- Sign up for our e-newsletter
  (our newsletter is listed under People & Society, near the bottom of the page)
- Getting it right for every child – practice briefings

Contact us

By email:

gettingitrightforeverychild@scotland.gsi.gov.uk

By post:

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Follow us on Twitter:

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Bibliography and links

The Guide to Getting it right for every child was originally published in 2008.

It drew on many reports, academic studies and other references. This a list of some of the key reports and documents that shaped its development.

We updated the Guide in 2012, and have added some more recent links that are also relevant:

Academic references

Daniel, B., Wassell, S. and Gilligan, R. (1999) Child Development for Child Care and Protection Workers, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Daniel, B., and Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children, volumes 1, 2 and 3, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Recent reports

- Christie Commission report
- Donaldson Review
- Joining the Dots

Scottish Government publications that shaped the Guide

- Scottish Executive (2001) For Scotland's Children, Edinburgh, Scottish Executive
- Scottish Executive (2004) A Curriculum for Excellence – the Curriculum Review Group, Edinburgh, Scottish Executive
- Scottish Executive (2004) Protecting Children and Young People: The Charter, Edinburgh, Scottish Executive
- Scottish Executive (2006) Curriculum for Excellence – building the curriculum 1: the contribution of curriculum areas, Edinburgh, Scottish Executive
- Scottish Executive (2007) Curriculum for Excellence – building the curriculum (3-12) 2: active learning in the early years, Edinburgh, Scottish Executive
- Scottish Executive (2007) United Nations Convention on the Rights of the Child – Report on the implementation of the UN Convention on the Rights of the Child in Scotland, Edinburgh, Scottish Executive
- Scottish Government (2007) Better Health, Better Care: Action Plan, Edinburgh
- Scottish Government (2008) Curriculum for Excellence – building the curriculum 3: a framework for learning and teaching, Edinburgh, Scottish Government
- Scottish Government (2008) Early Years and Early Intervention: A Joint Scottish Government and COSLA Policy Statement, Edinburgh, Scottish Government
- United Nations Office of the High Commissioner on Human Rights (1989) Convention on the Rights of the Child, Geneva, United Nations

Key web links:

- Convention of Scottish Local Authorities (COSLA)
- Association of Directors of Education in Scotland (ADES)
- Association of Directors of Social Work (ADSW)
- More choices more chances
- Additional Support for Learning
- Police
- Scottish Children's Reporter Administration (SCRA)
- Highland's Children
- GIRFEC in Lanarkshire
- GIRFEC in Edinburgh
- GIRFEC in Angus
- Our Knowledge Hub group - Getting it right for every child and young person
- NHSScotland
- National performance framework
- Update from Information Commissioner, April 2013