

LESSON PLAN

GIRFEC Training Programme	Lesson Plan No. Session 3
Lesson Title: Early Assessment and Planning	
Duration: 13.15 – 15.15	Trainers involved: Highland Pathfinder Team
Aim: To deliver the GIRFEC Assessment and Planning Processes	
Outcomes: <ul style="list-style-type: none"> ▪ Be confident in using SHANARI to identify concerns ▪ Understand and use the My World Triangle ▪ Understand the concepts of strengths and pressures ▪ Be able to identify when a Lead Professional is needed ▪ Know what to do when a concern is shared with you ▪ Understand when the Children’s Reporter becomes involved 	

Time	Content including teaching methods and key learning points to be covered	Training resources including audio visual aids, handouts and exercises
13.30	Revisit the scenario Undertake an assessment identifying strengths and pressures for Shaun Document issues and actions	<ul style="list-style-type: none"> ▪ SHANARI template
13.45	Explore and identify through Group discussion who would be the Lead Professional for Shaun	<ul style="list-style-type: none"> ▪ Scenario part 2 ▪ SHANARI template
14.00	Questions and Answers	
14.15	From information given in the DVD identify strengths and pressures for Shaun and Helen Plot strengths and pressures around the ‘My World’ Assessment Triangle	<ul style="list-style-type: none"> ▪ Watch DVD ▪ Post-its ▪ My World Triangle posters
15.00	The Child Concern Form Understand its purpose and content Understand what to do when you receive information about a concern. Understand the process of referral to the Children’s Reporter	<ul style="list-style-type: none"> ▪ Child Concern Form Handout ▪ Flip Chart

Session 3

Early Assessment and Planning Learning Outcomes

- Be confident in using SHANARI to identify concerns
- Understand and use the My World Triangle
- Understand the concepts of strengths & pressures
- Be able to identify when a Lead Professional is needed
- Know what to do when a concern is shared with you
- Understand when the Children's Reporter becomes involved

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Case Scenario – Tasks & Qs

- Next stage of the Case Scenario
- Use the SHANARI Framework to identify the strengths & pressures for the child & family
- What actions would you take to address these issues?
- Who would be the Lead Professional?

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DVD Scenario 3



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Concerned about a Child?

Child Protection Procedures

- Is there an immediate risk to the child?
- Is there suspicion that an offence has been committed against the child?
- Is there a risk of significant harm?
- Consider information sharing protocols

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Concerned about a Child?

Discuss with Named Person

- Concern but no immediate risk
- No suspicion of offence against the child
- Consider information sharing protocols

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Police Processes

- Concerns recorded
- Single agency checks carried out
- Discussion with SWS about all children
- Decisions made recorded
- Information shared with the Named Person
- Not all children routinely referred to the Children's Reporter

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Children's Reporter

Are there grounds for compulsory measures?

- Significant need **AND**
- Parental capacity and/or motivation lacking **AND**
- Compulsion likely to be needed

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Child Concern Form

(1) Core Details

Ref No / /

Section 1.1

Name(s) of CHILDREN that you are CONCERNED about	Gender	Ethnicity	D.O.B.	Address & CONTACT TELEPHONE NO.
Helen Edwards	F	04EO62	07/01/93	19 Cedar Drive, Compton 01889 624903
Shaun Edwards	M	04EO62	10/11/97	
Unborn child				

Section 1.2

Name(s) of any ADDITIONAL CHILDREN in the family	Gender	Ethnicity	D.O.B.	Address & CONTACT TELEPHONE NO. if different from above
N/A				

Section 1.3

Names of ALL ADULTS in household	Gender	Ethnicity	D.O.B.	Relationship to Children
Jennifer Moir or Edwards	F	01E004	03/08/72	Mother

Section 1.4

Name of any PARENT who does not reside with the child	Gender	Date of Birth	Address & CONTACT TELEPHONE NO.	Parental Responsibility Y/N
Robert Edwards	M	01/05/70	32 River Wynd, Compton 07834952223	Y

Section 1.4

Names of any SIBLINGS who do not reside with the family	Gender	Ethnicity	D.O.B.	Address
N/A				

Section 1.5

GP	Dr Taylor, Compton Medical Practice
Midwife/Health Visitor	Ellinor Davis
Nursery/Child Care	N/A
School	Shaun - Compton Primary School / Helen - Compton Academy
Other Agency	Beth Smith, Children's Services Worker & Steven Forrest, CPN for Jennifer

(2) Description of Concern

Section 2.1 Nature of concerns

Well-being Indicators for a child are that they are:

Safe; Healthy; Achieving; Nurtured; Active; Respected & Responsible; Included

(Refer to aid memoir for full definitions)

1	<input type="checkbox"/>	Child is involved in anti-social and / or offending behaviour. Indicate type of contact with child : Informal Contact <input type="checkbox"/> Warning Letter <input type="checkbox"/> Option 1 Warning <input type="checkbox"/> Referral to Reporter <input type="checkbox"/> Restorative Justice Data Base updated - YES <input type="checkbox"/>
2	X	Child is not attending school and without explanation
3	<input type="checkbox"/>	Child's behaviour is having or may have an impact on the their well-being (<i>self harm, alcohol or drug misuse, risk taking behaviour, associating with persons who place them at risk, frequently reported as a missing person etc.</i>)
4	<input type="checkbox"/>	Child's behaviour is having or may have an impact on the well-being of another child (<i>cyber bullying, bullying in school or the community, assaulting other children etc.</i>)
5	X	The way in which a child is cared for is having or may have an impact on their well-being (<i>parents/carers substance misusing, lack of parental care, child left unattended etc.</i>)
6	<input type="checkbox"/>	Child has been abused, ill-treated or neglected (<i>physical, sexual, emotional, wilful ill-treatment, failure to thrive</i>)
7	<input type="checkbox"/>	Child is or is likely to become a member of the same household as a child who has been abused, ill treated or neglected (<i>physical, sexual, emotional, wilful ill-treatment, failure to thrive</i>)
8	<input type="checkbox"/>	Child is a member of the same household where incidents of domestic abuse occur (<u><i>will also be submitted for victims who are pregnant</i></u>)
9	<input type="checkbox"/>	Child is, or is likely to become a member of the same household, or has significant contact with a person who has abused, ill-treated or neglected a child

Based on the above summarise the concern.

Please record the demeanour of the child/ren, opinion about the impact on the child and the child's views

Time & Date became aware of concern :

About 09:45hrs on Monday 14/01/08 officers attended at the home address of the Edwards family as part of routine door to door enquiries in the area. On arrival at the house Helen and Shaun were found in the living room of the dwelling and their mother was still upstairs in bed. Neither child had made it to school on time and had not had any breakfast. The dwelling was found to be in an untidy state, washing was piled up in the living room, there were empty bottles of vodka strewn on the floor, overflowing ashtrays and the kitchen work surfaces were covered in dirty dishes. After repeated attempts to rouse Jennifer she appeared downstairs in an unkempt state. The officers concerns were highlighted to Jennifer who intimated that she was just over 3 months pregnant, recently separated from her husband and felt very tired. When asked, she stated that the bottles of alcohol had been consumed by a friend who had been visiting and not by her. It is the officer's opinion that this is questionable.

Jennifer's mother was contacted and she attended at the home to support her daughter in the care of the two children.

Section 2.2

Name/s of any person causing concern	Gender	Ethnicity	D.O.B.	Address
Jennifer Moir or Edwards	F	01E004	03/08/72	19 Cedar Drive, Compton

Section 2.3
Detail any previous or future concerns or any other information that will assist with the planning for the child.
Detail if any family member or any other person is taking steps to address this concern.
Support is provided by Jennifer's mother Sadie Moir, 12 New Row, Uphall who provides occasional financial help when she can and also cares for the two children to give Jennifer a break.

Section 2.4
Does the child or any family member require additional help e.g. English not first language, interpreter required, mobility issues, deaf, visually impaired etc.
N/A

Section 2.5 If the child / children have been accommodated away from home detail below
N/A

Section 2.6 Name all children present in the house and were seen to be safe & well. Detail reason why any children were NOT seen.
Both Shaun and Helen were seen at the time of the incident.

Section 2.7 Confirm child and family are aware that information regarding this concern will be shared and document any issues regarding this
Aware : Y
Issues : Jennifer is concerned about her ex-husband being informed about this incident and this was noted.

Section 2.8	
Person Raising Concern:	PC 773 Adams
Social Worker Involved:	N/A
Person Submitting Form:	PC 773 Adams
Supervisors Name:	PS 829 Martin
Agency:	Northern Constabulary
Date:	14/01/2008
Medical Examination:	N

Child Concern Form

(4) Information Gathering & Sharing

Ref No NN / /

Section 4.1 Contact with Additional Agencies

Name	Mr Archie Fraser, Team Manager
Agency	Social Work Services
Time & Date	11:00hrs 15/01/08
Discussion	<p>Shaun - At this time Shaun has a Child's Plan to co-ordinate the input of a CSW and Mrs Knight, Head Teacher is his Lead Professional. There is no other information held by SWS. Mr Fraser will contact the ISO and a meeting will be held for Shaun.</p> <p>Helen - At this time there is no information held by SWS on Helen and Mr Taylor, Guidance is her Named Person. The same ISO covers the High School and will liaise with Mr Taylor re a meeting for Helen.</p> <p>Unborn child - At this time there is no information held by SWS on the unborn child and Ellinor Davis is the Named Person. ISO will contact her to gather further information.</p> <p>No referral to the reporter at this time.</p>
Decision	<p><input type="checkbox"/> To Named Person - Health</p> <p><input type="checkbox"/> To Named Person - Education</p> <p>X To Health to consider consultation with ISO</p> <p>X To Education to consider consultation with ISO</p> <p><input type="checkbox"/> To allocated worker in Youth Action Team (YAT)</p> <p><input type="checkbox"/> To Youth Action Team for allocation</p> <p><input type="checkbox"/> To Social Work services for follow up action</p> <p><input type="checkbox"/> To the Children's Reporter (if YES see attached Part 5)</p>

Section 4.2		Date
Person Completing Form	PS Anderson, PPU	15/01/08

About SCRA

The Scottish Children's Reporter Administration (SCRA) is a national body focused on children most at risk. SCRA was formed under the Local Government (Scotland) Act 1994 and became fully operational on 1st April 1996. Our main responsibilities as set out in the Act are:

- To facilitate the work of Children's Reporters,
- To deploy and manage staff to carry out that work,
- To provide suitable accommodation for Children's Hearings.

The Children's Hearings System provides the operational setting in which SCRA and our partner agencies work. The aim is to provide a safety net for vulnerable children and deliver tailored solutions which meet the needs of the individuals involved, while helping to build stronger families and safer communities.

SCRA's role and purpose

Focused on children most at risk, SCRA's role and purpose is to:

- Make effective decisions about a need to refer a child to a Children's Hearing,
- Support Panel Members to make good decisions,
- Enable children and families to participate in Hearings,
- Disseminate information and data to influence, inform and reassure.

Frequently Asked Questions

What is the Children's Hearings System?

The Children's Hearings System in Scotland aims to provide a safety net for vulnerable children, and to work with partner agencies who deliver tailored solutions which meet the needs of the individuals involved and help to build stronger families and safer communities.

In Scotland, children and young people who face serious problems in their lives can sometimes be asked to go to a meeting called a Children's Hearing.

Some of these problems include; not attending school, getting into trouble with the police, or being abused and/or neglected at home by the people who look after them.

Children's Hearings make decisions in the best interest of the child or young person to help and protect them.

What is a Children's Reporter?

The Children's Reporter is the person who will decide if a child needs to be referred to a Children's Hearing. They will get information about the child to help them make a decision - they might speak to a social worker if the child has one, or their teacher. You can also

provide the Children's Reporter with information about a child. Anyone who is concerned about a child or young person can tell the Children's Reporter about their worries.

What is a referral?

A referral is information received by the Children's Reporter from anybody about a young person who may be in need of compulsory measures of supervision (legal intervention) to help them address their needs and/or behaviour. Most of the information about children and young people is received from the police, social work departments or schools. However, parents, family members, carers or any concerned member of the public can contact the Children's Reporter if they have concerns about a young person and their circumstances.

What is a Children's Hearing?

A Children's Hearing is a legal meeting arranged to consider and make decisions about children and young people who are having problems in their lives and who may need legal steps to be taken to help them. Children's Hearings are held in private and only those people who have a legal right to be there, or are allowed to be there by the chairperson, will be present.

Who will be at the Children's Hearing?

- The child or young person, unless the Hearing has decided that they do not have to attend,
- The people who look after the child,
- Three Panel Members who will make the decisions. These are trained volunteers who want to make the best decisions to help vulnerable children and young people,
- The Children's Reporter who will record what has been decided,
- A social worker,
- There may be a person called a Safeguarder – they are there to help the panel make the right decisions for the child,
- The child can bring someone along like a friend or teacher to represent and support them,
- Journalists may be present at a Hearing*.

* The Children (Scotland) Act 1995 sets out the procedure for media attendance at a Hearing. Attendance is subject to approval by all participants in the Hearing and the Panel Chair can ask the journalist to leave if they are causing upset or distress to the child or young person.

The legislation also restricts the identification of children involved in the Children's Hearing System. Section 44 of the Children (Scotland) Act 1995, states that it is a criminal offence to publish any information either intended or likely to identify any child concerned or connected with the case, the proceedings or any appeal. It is also a criminal offence to identify the child's address or school. The legislation not only protects the referred child, but any other child who becomes involved in the proceedings, such as a sibling or a child witness.

What will happen at the Children's Hearing?

Each Hearing comprises three Panel Members – all trained volunteers from the local community. The child and their family or carers are central participants in the Hearing. The role of the Reporter is to attend the Hearing to support fair process. The Reporter takes no part in the Panel Members' deliberations.

The Panel Members will listen to everyone and consider all the information. The Hearing will then make a decision, and the Panel Members must give reasons for their decision. Decisions are made openly in the Hearing.

What decisions can be made at a Hearing?

- The Hearing can decide that formal, compulsory supervision measures are not required and discharge the case,
- The Panel Members can decide that they need more information to help them make a decision about what is best and they can continue the Hearing until a later date,
- The Hearing can decide to issue a warrant to keep the child in a safe place for up to three weeks, until the next Hearing but only if this is necessary,
- The Hearing can decide that compulsory measures of supervision are needed to help the child, and can make a Supervision Requirement.

What is a Supervision Requirement?

A Supervision Requirement can be made at a Children's Hearing. It can contain conditions stating where the child is to live and other conditions with which they must comply.

The local authority is responsible for making sure that what is stated in the Supervision Requirement is happening, and that the child is getting the help that they need. A Supervision Requirement has no set time limit, but should last only as long as is necessary. It must be reviewed by a Children's Hearing at least once a year when it can be continued, varied or stopped.

How many children are referred to the Reporter each year?

In 2007/08, 50,314 children were referred to the Children's Reporter, compared to 26,862 in 1996/97. It is more than 10 years since SCRA assumed full responsibility for the Children's Reporter service and for organising Children's Hearings throughout Scotland. During that time, the number of referrals has more than doubled.

What ages are the children and young people referred?

Children can be referred from birth to 16 years. For offence referrals, ages range from eight to 16 years (eight-years is the age of criminal responsibility in Scotland). A small number of young people aged 16 and 17 years are referred each year. These are young people with Supervision Requirements continued from when they were 15 years or who are referred from the Sheriff Court.

Who can refer children or young people?

Anyone can refer a child, but most referrals (both care and protection and offence) are from the police or local authorities. In 2007/08, 89% of all referrals to the Reporter came from the police.

Why are children who have committed offences dealt with in the same way as children in need of care and protection?

Because these are often the same children. Children referred to the Reporter for offending have often also been referred because of concerns about their safety and welfare. For example, those children regarded as persistent young offenders have complex histories – a significant number have previously been referred on non-offence grounds. The Hearings System recognises that a child who has committed an offence, may require care and protection as well as measures to address his or her behaviour.

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SHANARI Template

Is the child.....	Strengths	Pressures	Yes	No	Don't know	Actions & Timescale
SAFE Protected from abuse, neglect or harm at home, at school and in the community			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
HEALTHY Having the highest attainable standards of physical & mental health, access to suitable health care & support to make healthy & safe choices			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACHIEVING Being supported & guided in their learning & in the development of their skills, confidence & self esteem at home, at school & in the community			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NURTURED Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ACTIVE Having opportunities to take part in activities, such as play, recreation & sport, which contribute to healthy growth & development at home and in the community			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
RESPECTED & RESPONSIBLE Should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools & communities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INCLUDED Having help to overcome social, educational, physical & economic inequalities and being accepted as part of the community in which they live & learn			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	