



# *Getting it right* for every child in Edinburgh

## **Broughton High School Child Planning Policy and Procedures**

### **Rationale**

Getting it right for every child at Broughton High School is about improving outcomes for our students through clear support structures which identify need and allow for appropriate and individual planning to help young people. Underpinning the procedures are the Core Components and Values and Principles which closely reflect those of the City of Edinburgh Council.

The GIRFEC model provides an integrated approach which enables children's needs to be identified early, assessed and any necessary action taken, including, where appropriate, referral to support services. It is solution focussed and inclusive in all its dealings with young people and their parents/carers. The Child Planning Meeting is a multi-agency forum whose aim is to promote social inclusion and to raise educational standards by planning appropriate curricular and care strategies to support a child/young person.

### **Core Components**

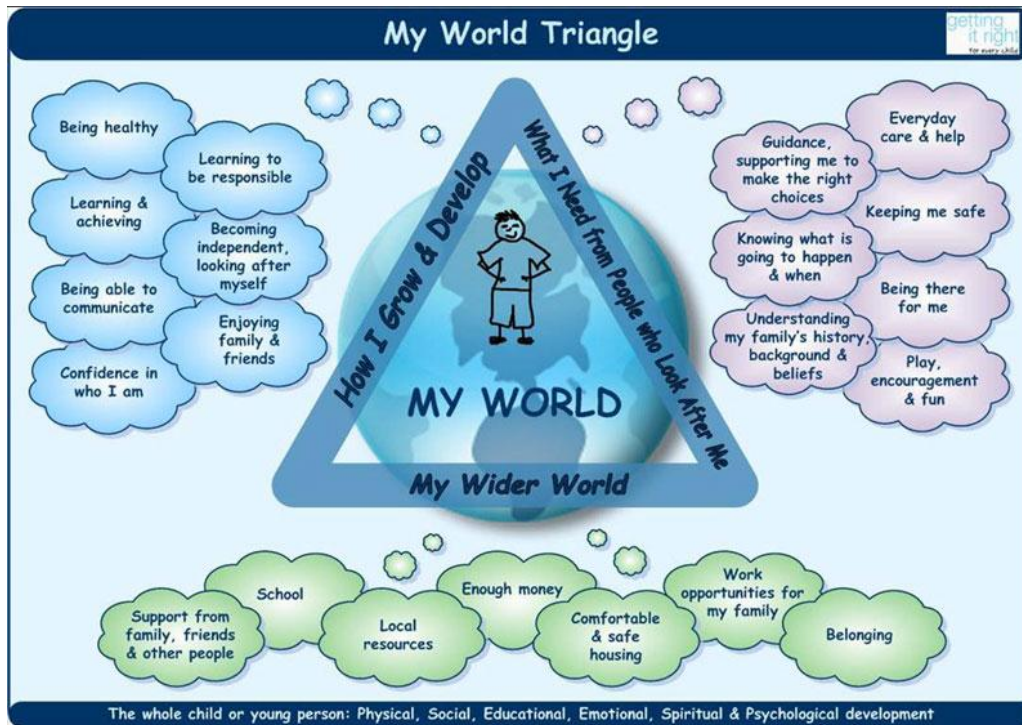
- Consent and Information Sharing
- Integral Role for Children
- Use of the National Practice Model
- Streamlined Processes
- Identification of Named Person and Lead Professional
- Joint Working and Communication with outside agencies
- Universal Services to Address Concerns at the Earliest Point

### **Values and Principles**

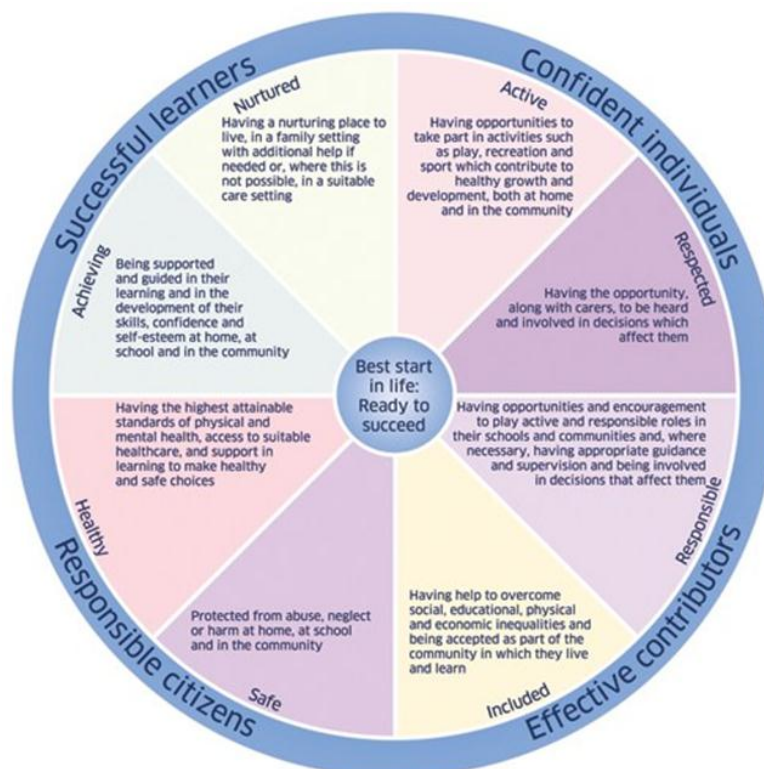
- Putting the child at the centre
- Taking a whole child approach
- Building on strengths and promoting resilience
- Promoting the well-being of individual children and young people
- Keeping children and young people safe
- Supporting informed choice
- Working in partnership with families
- Respecting confidentiality and sharing information
- Promoting opportunities and valuing diversity
- Providing additional help that is appropriate, proportionate, timely
- Promoting the same values across all working relationships
- Making the most of bringing together each worker's expertise
- Co-ordinating help
- Building a competent workforce to promote children and young people's well-being

## Student Wellbeing

All staff have a responsibility for the wellbeing of students as reflected in the Wellbeing Triangle



and Circle shown below.



## Procedures

**Child Planning at Broughton follows the framework provided by the GIRFEC Pathways to Support framework. This can be viewed at [here](#).**

If a member of staff has concerns about the wellbeing of a young person they must complete the Welfare Concern form and pass it on to the Designated Member of Staff in the first instance.

**Please note: All possible Child Protection concerns must be dealt with immediately and procedures followed as outlined in the Child Protection Policy.**

If there are serious concerns about a student and they have progressed through the available supports at Pathway 1 and 2, following discussion between the Team Around the Child (normally at weekly House Meetings), the student and their family an Assessment of Need form would be completed and the procedures listed below will be followed:

- The named person, either the student's Pupil Support Leader, or the Lead Professional if one is already allocated (normally Social Work) seeks permission from the student's parents to hold a Child Planning Meeting (CPM). This is then confirmed by letter.
- The PSL or Lead Professional (as appropriate) completes an electronic Assessment of Need Form.
- Supported by either the Named Person or Lead Professional the student will complete a "My Views" form. The parent will complete the "Parent's Views Form. These will be copied, along with the Assessment of Need, and distributed at the CPM.
- A CPM is called. The meeting will include the Core Team Around the School, any involved external professionals, the parents/carers and the student.
- At the first meeting if there are no allocated workers a Lead Person will be identified, normally the PSL but possibly the SFL depending on the particular needs of the student, who will organise all the paper work and co-ordinate further meetings as necessary.

**NB. The first CPM for a student will involve the Core team. Subsequent CPM's will normally involve the direct Team Around the Child, the family, the student and any allocated professionals. This ensures the reviews are directly focused on the needs of the student.**

- At CPM the case is discussed and the Child's Plan is completed with action points. A review meeting may be arranged at this point.
- The minute is sent out to the Core CPM Group and to the parents/carers and the student.
- Review CPM's will normally take place outside the regular CPM slot at a time arranged by the Named Person or Lead Professional. The Named Person or Lead Professional will update the Assessment of Need and arrange for a minute of the meeting to be taken to update the Child's Plan.

## **Rational of CPM's at Broughton High School**

Broughton High School operates under the same principles as outlined by the City of Edinburgh Council Guidelines for Pupil Support Groups.

- The welfare of the child is paramount in all decision making
- The views of the child must be taken into account
- The upbringing of children by their own parents is to be promoted and supported
- Parents have specific responsibilities towards their children

## **Membership**

There is a weekly scheduled CPM time where the Core Group meet to discuss cases. The role of the group is to assess, recommend appropriate strategies, identify appropriate resources and help co-ordinate supports.

## **Core Group**

ASL Team Leader Chairperson

Support for Learning Leader

Pupil Support Leader (as appropriate for the young person being discussed)

Education Welfare Officer

School Nurse

Representative from CAMHS (if available)

Educational Psychologist

North Edinburgh Early Intervention

School Link Officer (As appropriate)

Review Date: December 2015