



The Moray Community Planning Partnership

THE ROLE OF THE 'NAMED PERSON' AND LINK TO 'LEAD PROFESSIONAL' ROLE

**Refreshed Practitioner Guidance
Sept 2015**

This document is available in different formats and languages on request.

Please contact:

Education and Social Care Department

The Moray Council

High Street

Elgin, Moray

IV30 1BX

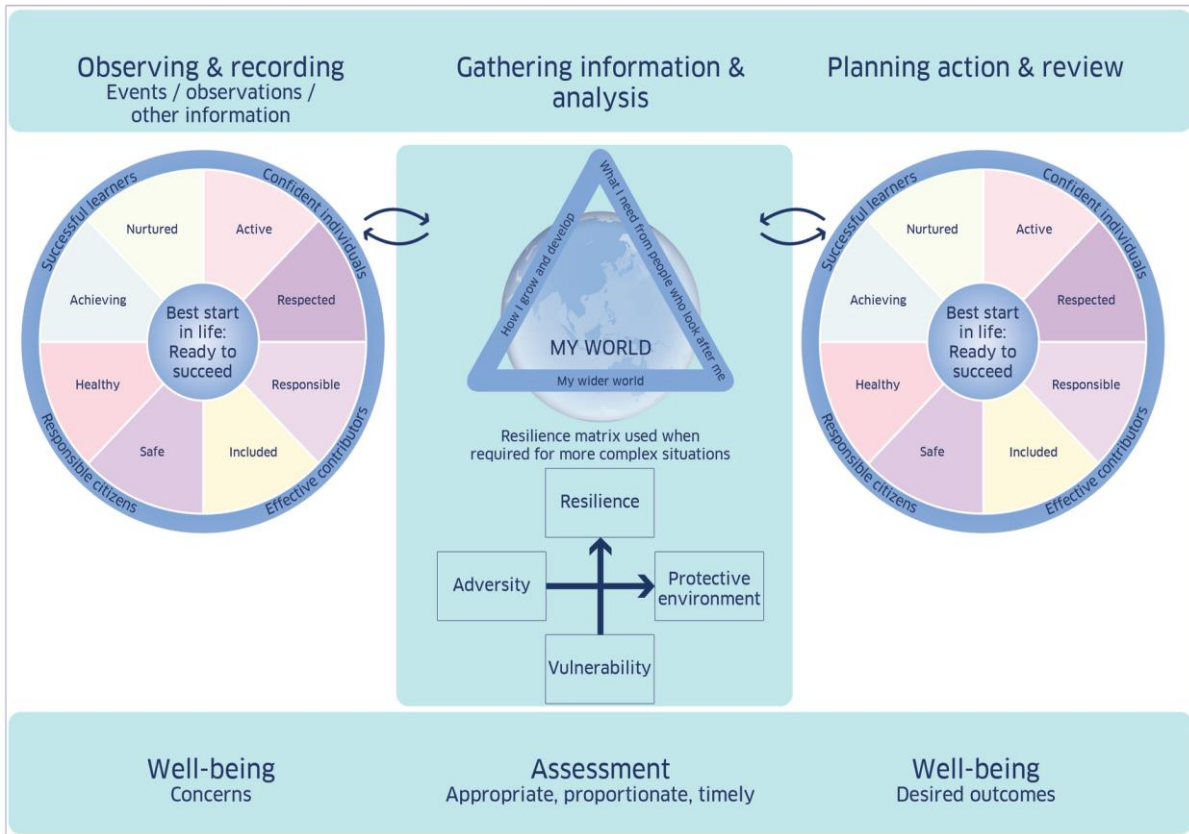
Tel: 01343 563374

Email: educationandsocialcare@moray.gov.uk

Contents

| | |
|--|-----------|
| National Practice Model | 3 |
| 1.0 The Role of the Named Person | 4 |
| 2.0 Responsibilities of the Named Person | 4 |
| 3.0 Management of the Single Agency Additional Support Plan | 5 |
| 4.0 Transition to Lead Professional | 5 |
| 5.0 Equalities Statement | 7 |
| 6.0 Data Protection | 8 |
| 7.0 Freedom of Information | 8 |
| 8.0 Human Rights Act | 8 |
| 9.0 Performance Monitoring | 8 |
| 10.0 Review and Feedback | 9 |
| Appendix | 10 |

National practice model



1.0 The Role of the Named Person

The role of the Named Person endorses the child centred approach of Getting It Right For Every Child.

Every child in Moray will have a Named Person, who has responsibility for ensuring that their needs are addressed within universal services.

This responsibility lies within health services in the early years, and passes to the education service when the child moves into primary school.

Children, young people, parents and carers should have clear information about who a child's Named Person is. In the early years, this is recorded in the child's personal health record (red book). On entry to primary or secondary education, school information to parents and their child should introduce the Named Person and their responsibilities.

Pre-birth to entry into School : The Named Person will be the health visitor.

Primary School : The Named Person will be the Head Teacher of the school at which the child is enrolled. This responsibility is not affected by the child's non attendance.

Secondary School : For a child enrolled in Secondary School, the overall responsibility lies with the Head Teacher, however he/she would normally identify a Principal Teacher – Pupil Support/Guidance Staff to undertake this role.

2.0 Responsibilities of the Named Person

The Named Person role reflects the core responsibilities of public health nurses, and head teachers and senior staff in schools.

In education, arrangements may vary according to the size and structure of schools, but the Named Person will be familiar with a child's progress. All professionals involved with any child must take responsibility for ensuring that the Named Person is informed without delay of any significant new information about the child including changes in circumstances which might impact on their wellbeing.

If concerns are identified about a child's wellbeing the Named Person will take action to help the child, or arrange for someone else to do so.

The Named Person will have a key role in ensuring that when problems or worries first arise, a child and family receive a helpful response quickly. The Named Person will ensure that children and families are fully involved and informed about what is happening.

When Named Person responsibility changes for any reason, for example when a child starts primary school, or moves school or house, it is the responsibility of the outgoing Named Person to ensure that where there have been concerns about a child, all relevant information is passed to the new Named Person.

3.0 Management of the Single Agency Additional Support Plan:

If a child needs additional help the Named Person has responsibilities for helping the child within his or her own agency and will;

- **usually be the first point of contact, for the child and his or her parents/carers seeking information or advice, and for any professionals wishing to discuss a concern about the child**
- **be the person who makes sure children and families are fully involved in decisions that affect them**
- **ensure that core information about the child in the Named Person's agency is accurate and up to date and that concerns are recorded in line with agency procedures**
- **receive information from other agencies and individuals, consider any concerns in light of the child's history and current circumstances and seek further information and or take action as required**
- **prepare a single agency plan if the child requires additional support, in consultation with others within their own service where necessary**
- **co-ordinate action to ensure that the plan is carried out and kept under review**
- **make sure ,when information needs to be shared with another agency, that children and families know why, and that consent has been given and recorded, (unless, in exceptional circumstances, there is legal justification for sharing information without consent)**
- **lead on planning for the child at key transition points, including transition to post school service**

Where a Named Person's assessment is that a child needs help or resources from another agency as part of early intervention, this should be organised without delay through the Moray Local Integrated Assessment and Planning Process.

The single agency plan should be started by the Named Person and added to by the Team around the Child to develop the multi-agency Child's Plan

4.0 Transition to Lead Professional

Where two or more agencies or services need to work together to meet a child's needs, a practitioner from one of these agencies will become the Lead Professional.

The choice of the Lead Professional, to co-ordinate assessment, planning, and action will be informed by the particular difficulties being experienced by the child or young person at that point.

The Lead Professional will ensure that everyone is clear about the different roles they have, and their contributions to the Child's Plan, and ensure that all of the support provided is working well and is achieving the desired outcomes.

The Lead Professional will not do all the work with the child and family; neither does he or she replace other staff who have specific roles or who are carrying out direct work or specialist assessments.

The choice of Lead Professional for a particular child will be influenced by

- the kind of help the child or family needs.
- the complexity of the child's circumstances and plan.
- previous contact or a good relationship with the child
- statutory responsibilities to co-ordinate work with the child or family.

A Social Worker will always be the lead professional for

- children who have multi agency child protection plans
- looked after children/looked after and accommodated children.

There will also be some circumstances which will warrant the immediate involvement of a Social Worker e.g. when a Named Person or other practitioner has concerns that a child is not safe, Child Protection procedures must be followed.

Whatever the level of complexity, the Lead Professional is the person who makes sure that all of the support is working well, and progress is being made towards achieving the outcomes specified in the Child's Plan.

The Lead Professional should be familiar with the working practices of different agencies and maintain strong links with the Child's Named Person.

The Lead Professional will;

- **be the point of contact with the child and family, or ensure that someone more appropriate takes on this role**
- **be the main point of contact for all practitioners who are delivering help to the child to feed back progress on the plan or to raise other issues.**
- **monitor the effectiveness of the plan, reviewing progress and concerns as necessary;**
- **update the Child's Plan (including chronology).**
- **make sure the child is supported through key transition points.**

- **ensure there is a smooth ending when the Child's Plan is no longer required, including informing all partners to the plan.**
- **If a child's needs are reducing and it is recommended that the plan could once again be managed within universal services the Lead professional will negotiate this with the Named Person..**
- **Should the Lead Professional change, this should be done in a way which maximises continuity for the child and family.**
- **Changes of Lead Professional and the ending of a particular piece of work should be recorded in the Child's Plan Chronology.**
- **The working relationship between the Named Person and the Lead Professional where they are different is critically important to the effective assessment and planning of multi- agency support for the child. Key factors are continuity, trust and mutual respect for each other's areas of expertise and contribution.**

Arrangement for Police Concern forms

The link below details the process and guidance for Police Concern forms to the Named Person. **This is not available on the internet as yet.**

5.0 Equalities Statement

The Equality Act 2010 imposes a duty on public authorities to have due regard to the need to eliminate unlawful discrimination, promote equality of opportunity and to foster good relations between groups who share a protected characteristic and those who don't. The protected characteristics under the Act are: sex, race, disability, pregnancy and maternity, religion or belief, sexual orientation, marriage and civil partnership and gender reassignment.

The Moray Community Planning Partnership (CPP) will not and does not discriminate on any grounds. The Moray CPP advocates and is committed to equalities and recognises its responsibilities in this connection. The Moray CPP will ensure the fair treatment of all individuals and where any individual feels that they have been unfairly discriminated against, that individual shall have recourse against the individual partner to whom the concern relates to in line with the individual partners grievance and harassment procedures.

In relation to equality of information provision, the Moray CPP will ensure that all communications with individuals are in plain English, and shall publish all information and documentation in a variety of formats and languages. Where required, the Moray CPP will use the services of its translation team to enable effective communication between the Moray CPP and the individual. Where an individual has sight, hearing or other difficulties, the Moray CPP will arrange for information to be provided in the most appropriate format to meet that individual's needs. The Moray CPP will also ensure that there are no physical barriers that could prohibit face to face communications.

6.0 Data Protection

The Data Protection Act 1998 governs the way information is obtained, recorded, stored, used and destroyed. The Moray CPP complies with all the requirements of the Act and ensures that personal data is processed fairly and lawfully, that it is used for the purpose it was intended and that only relevant information is used. The Moray CPP will ensure that information held is accurate, and where necessary kept up to date and that appropriate measures are taken that would prevent the unauthorised or unlawful use of any “personal information”.

7.0 Freedom of Information

The purpose of the Freedom of Information (Scotland) Act 2002 is to “provide a right of access by the public to information held by public authorities”. In terms of section 1 of the Act, the general entitlement is that a “person who requests information from a Scottish public authority which holds it is entitled to be given it by the authority”. Information which a person is entitled to is the information held by the public authority at the time that the request is made. This is a complex area of the law that can overlap with the Data Protection Act and other legislation.

All Freedom of Information requests are to be sent to the relevant partner.

8.0 Human Rights Act

In October 2007 the three equalities commissions: Racial Equality, Disability Rights and Equal Opportunities were merged to form one Commission: The Equality & Human Rights Commission (Scotland).

The main aspects covered in the Human Rights Act 1998 are:

Right to life; protection from torture; protection from slavery and forced labour; right to liberty and security; right to a fair trial; no punishment without law; right to respect for private and family life; freedom of thought, belief and religion; freedom of expression; freedom of assembly and association; right to marry; protection from discrimination; protection of property; right to education and right to free elections.

Public authorities must ensure that they don't act in breach of the Human Rights Act. They also have a duty to intervene if they know that someone's human rights are breached or at risk of being breached. For example: a public authority must intervene if it knows that someone's life is at risk or is subjected to physical harm.

All parts of this policy and associated procedures will comply with the Human Rights Act.

9.0 Performance Monitoring

In order to comply with its service commitments, the Moray CPP sets performance standards in relation to its policies' and will monitor its achievement of these standards.

10.0 Review and Feedback

This policy will be reviewed on 1 September 2017 and every 2 years after that. Feedback can be sent to susan.stronach@moray.gov.uk and will be included in the next review.

Information Sharing Protocol Aide-Memoire

The general rules

| Information is shared – | Your Responsibility |
|------------------------------|--|
| for a purpose | <ul style="list-style-type: none"> • Be clear about the purpose • Identify what information is required for that purpose |
| with informed consent | Seek and record consent on the basis of a clear agreement with the service user or carer about - <ul style="list-style-type: none"> • what information will be shared • for what purpose • with whom • over what timescale |
| transparency and accountably | <ul style="list-style-type: none"> • Enable the service user to know, challenge and correct the information that you share • Ensure they know of their right to do so and the procedure through which to do so |

Exceptions to the general rules

| Information is shared without consent | Your Responsibility |
|--|--|
| When a vulnerable person is at risk of serious harm. | <ul style="list-style-type: none"> • Be clear about the purpose • Decide what information is required for that purpose • Record your decision and the reasons for your decision to share information • Share the information |
| When to seek consent could compromise safety. | |
| When to seek consent could prejudice the investigation of a crime or the detection and prosecution of offenders. | |
| When it is necessary in terms of legal proceedings or when instructed to do so by a court. | |

For further guidance regarding information sharing please refer to;

[**A PRACTITIONER'S GUIDE TO INFORMATION SHARING, CONFIDENTIALITY AND CONSENT TO SUPPORT CHILDREN AND YOUNG PEOPLE'S WELLBEING**](#)