



# Chronology Guidance and Paperwork

## 1. Rationale

The key purpose of a single agency chronology is to provide an easily accessible summary of the child's information, which helps to identify the child's story as it is emerging. It is a key tool which supports early identification of concerns about a child and facilitates early intervention.

Every Child at Rosehearty School has a right to be kept safe (UNCRC articles 19 and 21) and to achieve their full potential (UNCRC article 6)

## 2. Aims

Chronologies are an effective means of recording positive and negative events in the lives of children. This helps to identify when a situation is building for a child or a family that may require some kind of intervention to help get the best for the child. The chronology therefore is important in supporting the practitioner when they are asking the 5 GIRFEC questions.

## 3. How to use a Chronology

A chronology can be used for every child in the ELC or school. In practice, it will be used in ELL as schools or ELCs start to have a concern about a child.

In developing chronologies, the first priority should be given to those children who are a concern and consideration is being given on how to best manage their situation.

The second level of priority should be given to new children to the school. This will chronologies to be developed for children in the school, over a period of time.

Primaries and Academies have considered how best to build and maintain chronologies. At present, Chronologies at Rosehearty School are kept securely in classrooms. (We may move to using SEEMIS Pastoral Notes in session 2017/2018.)

The important thing is to ensure that information on significant events in each child or young person's life is recorded in a useful format and is used to help identify areas of concern as they start to develop, to support earlier intervention.

- Legislative changes to the legal status of the child or parents/carers.
- Patterns of failure to attend, appointments, school, school exclusion, refused entry to family household.
- Requests for assistance.
- Changes in professional staff or services.

This list is not intended to be exhaustive. Children and young people experience a wide range of lifestyles and home circumstances and react to pressures and opportunities in ways particular to them. Information that is relevant to the child's own circumstances should be considered and recorded as appropriate.

#### **4. Recording a Chronology**

##### **Guidance of the recording of significant events**

The following areas have been identified by each of the agencies as worthy of recording but not every area will be recorded for every child, only where it is a key event:

- Positive or negative changes in family/care structure separation/divorce/bereavement/custodial sentence
- Positive or negative changes in family circumstances e.g. housing/birth of sibling
- Physical and mental health and wellbeing of child/parents/carers
- Referrals to Specialist Services e.g. Pupil Support (Behaviour or Learning Support), Psychological Services etc.
- Positive or negative changes in attendance
- Positive or negative changes in performance, attainment or achievement
- Positive or negative changes in parental presence, engagement or support with child's learning
- Episodes of exclusion or re-integration
- Significant periods of absence e.g. illness, pregnancy etc.
- Social inclusion within the school setting including evidence of bullying or positive support networks
- Decision to initiate an Integrated Assessment
- Outcomes of internal assessment team or joint support meeting
- Any change of teacher or other key member of staff from the child's school
- Any change of school
- Any threats or actual incidents of violence to staff by parents or child
- Any other relevant concerns or positive improvements

Significant events for children and young people can be considered under a number of groupings:

- Child protection activity
- Significant changes in child's wellbeing
- Significant changes in the parent/carer's wellbeing which impacts on the child
- Significant changes in the family, household, housing circumstances

#### **5. Agreement and Review**

This policy was agreed and shared with school staff in **March 2018**  
Updates may be made and dated as required or reviewed in **2021**.