

# Implementing *Getting it right for every child*: summary for practitioners

*Getting it right for every child* is a national programme to improve outcomes for all children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting children, young people and families. The approach and *National Practice Model* have been designed to address any issue affecting a child and young person. The implementation in full of the Values, Principles and Core Components of *Getting it right for every child* will lead to improved outcomes for children and young people and will ensure that resources are used more effectively and efficiently.

*Getting it right for every child* requires a positive shift in culture, systems and practice across the managers and practitioners who work in frontline services for children, young people and families. The Scottish Government has produced a guide to implementation with examples of what works in practice from the experience of pathfinders and learning partners. It should be read alongside the earlier *Guide to Getting it right for every child* and the evaluation of the Highland pathfinder<sup>1</sup>. Practice briefings are also being developed to accompany the guide and will be available later this year.

## **What works for practitioners:**

- Having an understanding of *Getting it right for every child* Core Components, Values and Principles and the *National Practice Model*.
- Fully understanding the roles of the *Named Person*, the *Lead Professional* and the concept of the single *Child's Plan*.
- Knowing where their responsibilities begin and end and understanding how to access help for children and families from other agencies.
- Knowing what training is needed to support understanding *Getting it right for every child* and its role in promoting children's well-being.
- Articulating their worries about implementation and what help they need in order to understand what to do and when to do it.
- Having access to change champions and mentors to support them in implementing *Getting it right for every child*.
- Building on elements of current good practice across agencies and knowing what will need to be different.
- Being aware of how children and families experience their practice differently.
- Recognising how colleagues across different agencies experience their practice differently.

## **Making practice child centred**

Practitioners need to take a whole child approach to practice. They need to think creatively about consulting children and families and involving them every step of the way. They should listen to what children and families have to say about what helps them best and act on this to build effective practice.

## **Working to the National Practice Model**

The *National Practice Model* has incorporated the Integrated Assessment Framework. The *National Practice Model* provides the foundation for identifying concerns, assessing needs and risks and making plans for children in all sectors. It provides a shared language and understanding for all practitioners. The single system of planning for a child should be used in every case – one child, one plan. All agencies need to use the *National Practice Model* in a way that reflects their core responsibilities. This includes adults' services. Practitioners in adult services have a significant part to play in ensuring children's needs are met.

## **The Named Person and the Lead Professional**

The *Named Person* in the universal services of health or education, depending on the age of the child, is the first point of contact for children and families and for other agencies when there are concerns about a child. The *Named Person's* role is to take initial action if a child needs extra help, and is critical in supporting early intervention.

Where a child needs help from two or more agencies, the *Lead Professional* will co-ordinate multi-agency planning and make sure all agencies provide a network of support around the child.

## **Building confidence and the importance of training**

Practitioners in all agencies need to have the skills and tools to engage effectively with children and young people. Practitioners need to have access to and be committed to participating in training. There should be quality training to meet their needs in implementing *Getting it right for every child* and to further their continuing professional development. Working through the new approaches will help practitioners overcome any initial, practical challenges. Training will help build confidence in their own professional expertise and the valuing of others so they can achieve better outcomes for children.

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1 The Scottish Government (2010) *A Guide to Implementing Getting it right for every child; Messages from pathfinders and learning partners*.  
The Scottish Government (2008) *A Guide to Getting it right for every child*, Stradling, B. et al. (2009) *Evaluation of Implementation of Getting it right for every child in Highland and Evaluation Themed Briefings*.  
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