


Getting it Right For Every Child : Policy and Practice Overview

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Getting it right for every child – Scottish Policy since 2006

Aims:

- To improve outcomes for all children by working better together
 - To change culture, systems and practice
 - To provide a framework to support consistent approach/practice across services in public and 3rd sector
 - Build good quality universal services to meet needs and more specialist services for children who need these
 - Provide the right help at the right time
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Getting it right for every child - values and principles

- Promoting the wellbeing of individual children and young people by taking a whole child approach
- Building on strengths and promoting resilience
- Valuing diversity and promoting fairness
- Keeping children and young people safe
- Putting the child at the centre and working in partnership with families



Getting it right for every child - values and principles

- Providing additional help that is proportionate, timely and coordinated where required
- Supporting informed choice, respecting confidentiality and proportionate sharing of relevant and necessary information
- Building the capability of the workforce to promote children's and young people's wellbeing
- Promoting the same values across all working relationships and bringing together each worker's expertise



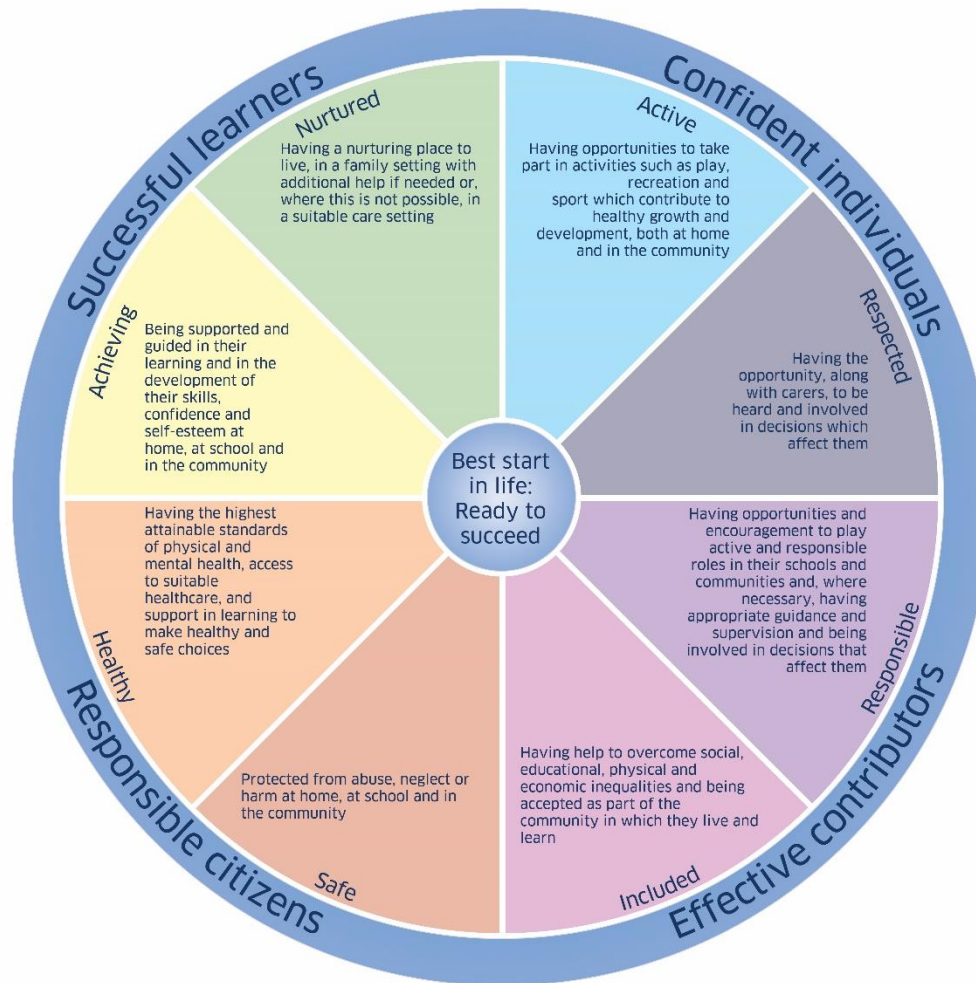
Wellbeing Indicators

- **SAFE** – Protected from abuse, neglect or harm at home, at school and in the community
- **HEALTHY** – Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices
- **ACHIEVING** – Being supported and guided in learning and in the development of skills, confidence and self esteem, at home, in school and in the community
- **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

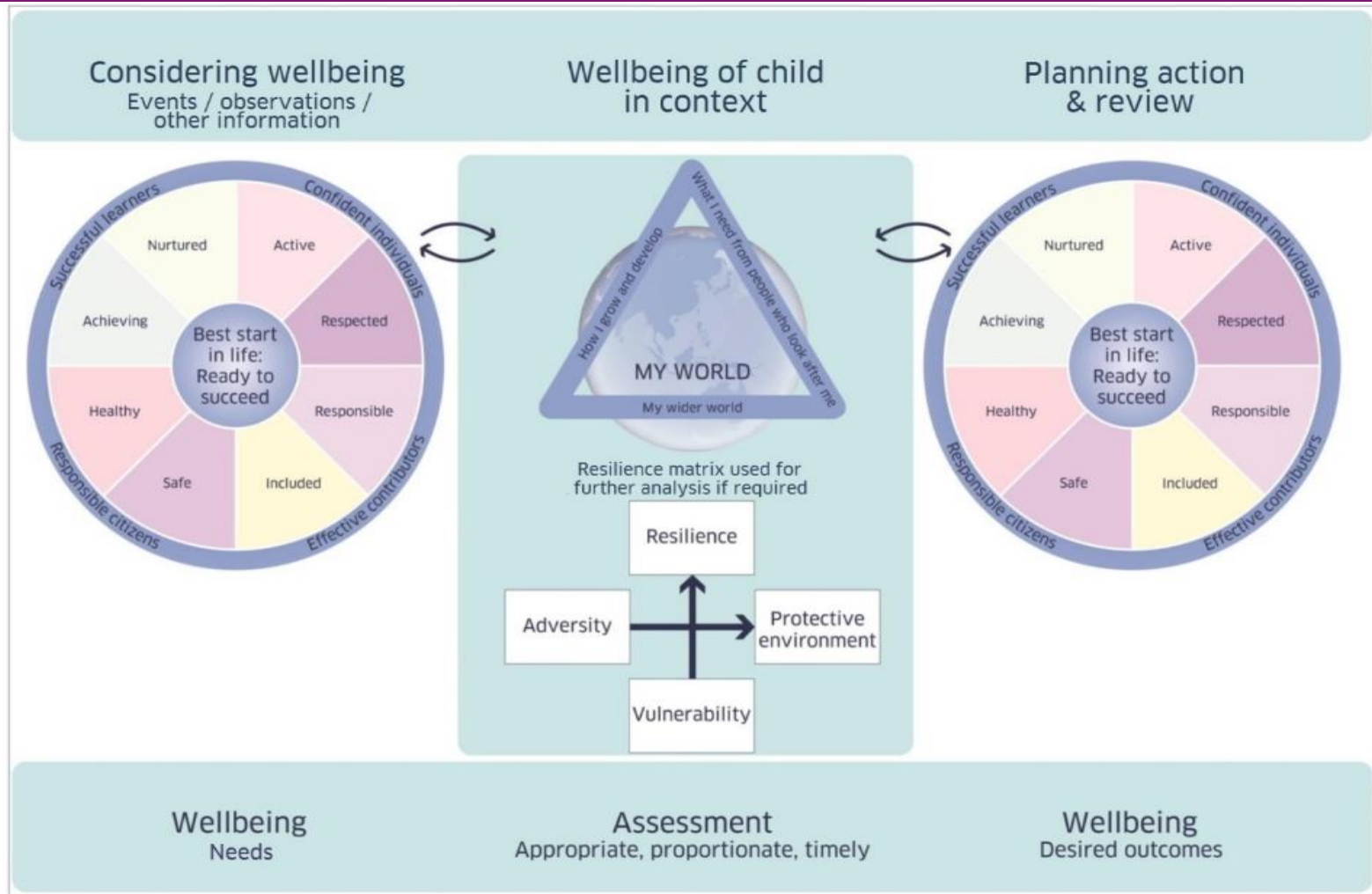
Wellbeing Indicators

- **ACTIVE** – Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
- **RESPECTED** – Having the opportunity, along with carers, to be heard and involved decisions that affect them and are treated in a way that is reflective of their age and maturity
- **RESPONSIBLE** – Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary having appropriate guidance and supervision and being involved in decisions that affect them
- **INCLUDED** – Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

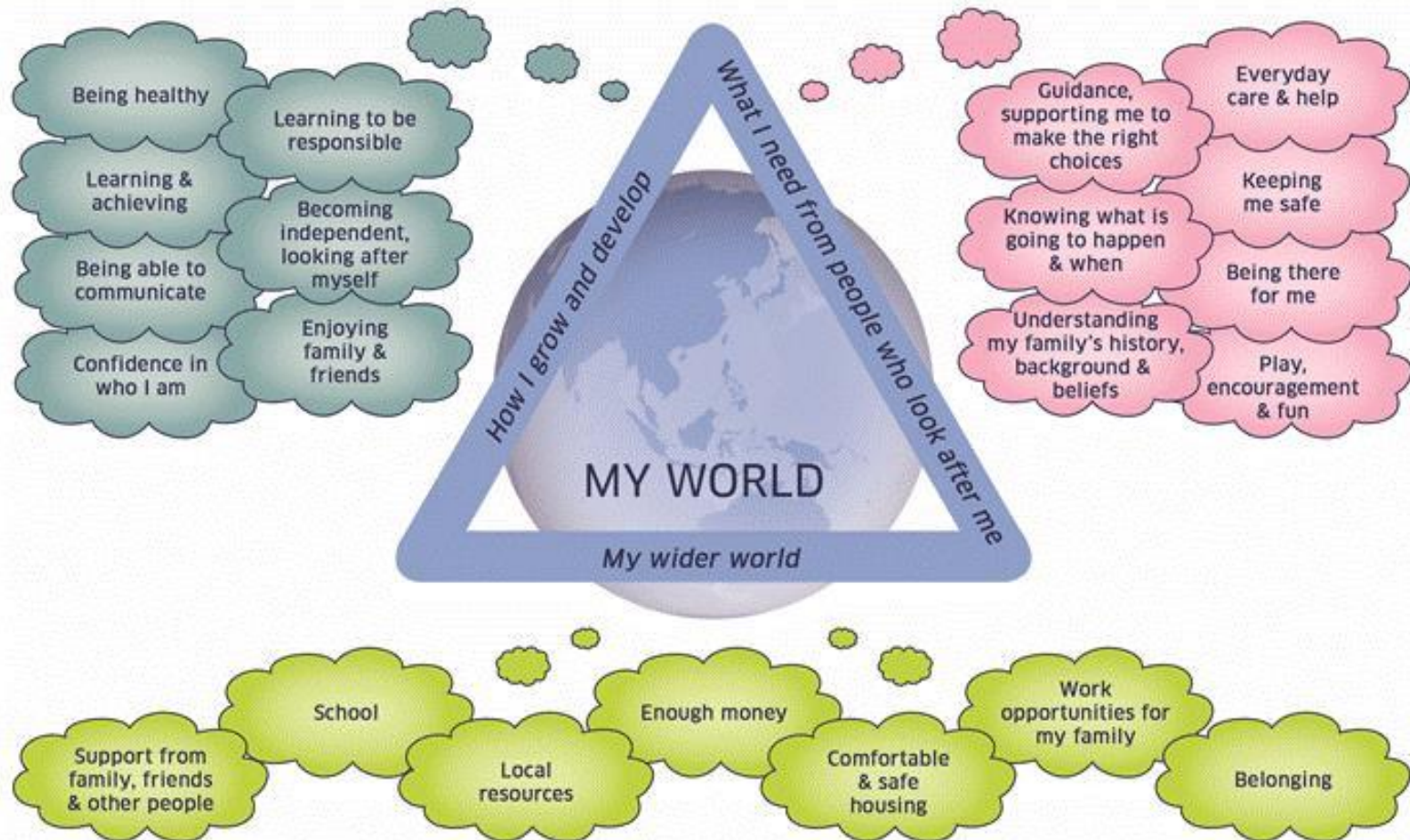
Wellbeing Wheel



National Practice Model

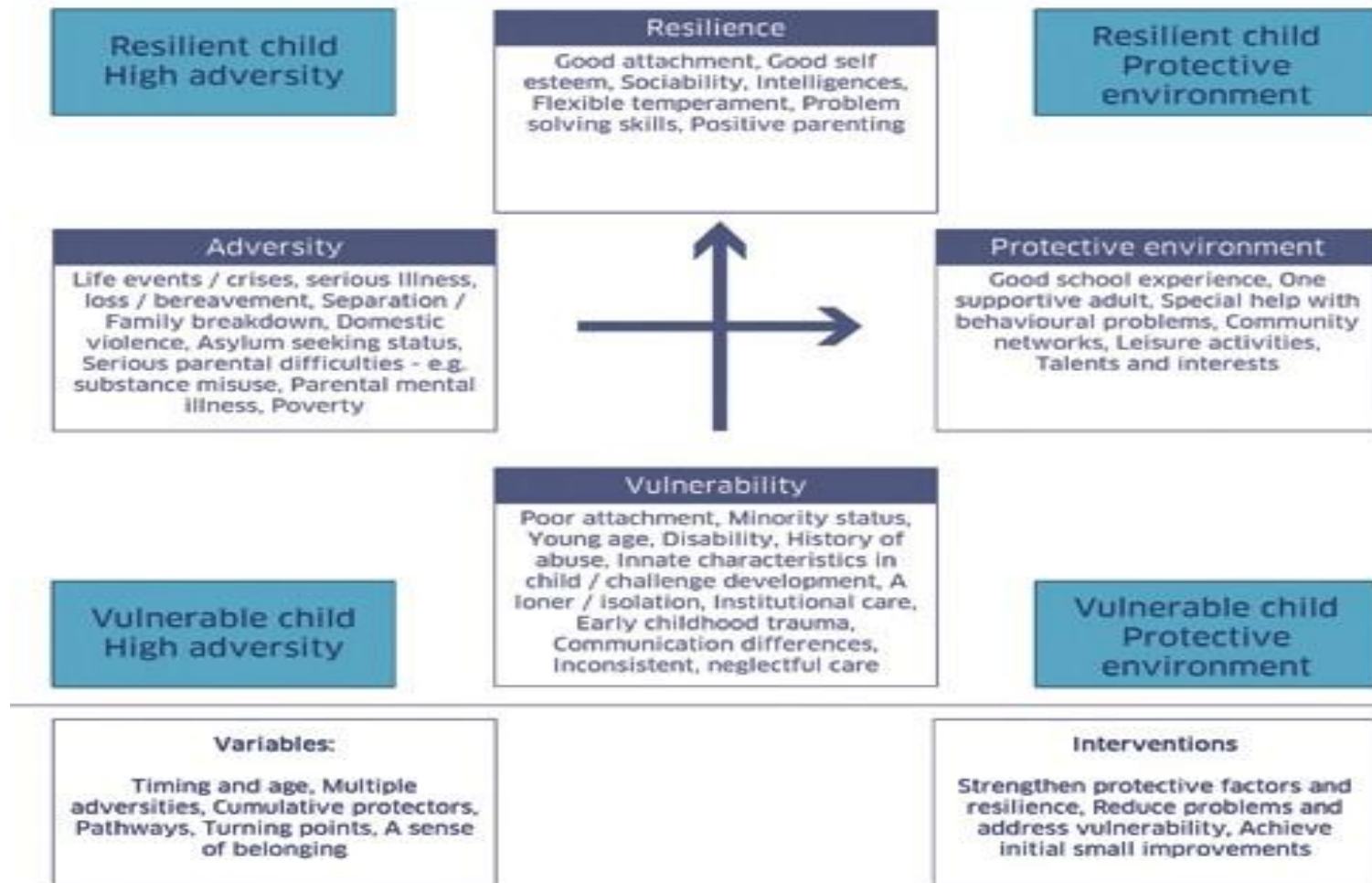


My World Triangle



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

Resilience/Vulnerability Matrix



Network of Support



ALLIANCE Resources

- [Involving children, young people, parents and carers in planning to meet children's wellbeing needs](#) – guide for services
- [Getting to Know Getting It Right For Every Child - Core Materials](#) - materials used at our Getting It Right For Every Child information sessions.
- [Getting to know Getting It Right For Every Child – Adult Easy Read Guides](#)
- A range of easy read guides for Parents and Carers in Word and PDF format
- [Getting it Right for YOUR Child: Wellbeing Activity](#) – Helping parents to prepare for meetings with professionals
- [The Wellbeing Bingo Game](#) –for groups of young people to explore issues related to wellbeing

Thank You

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