



## **GUIDANCE ON ACCESS TO STUDENT RECORDS**

### **1.0 Aim**

- 1.1 The Academy recognises that sharing information is vital in relation to early intervention in helping children and young people and families who require additional services to achieve positive outcomes. This process will reduce the inequalities between disadvantaged children and young people and others. These services cover a wide range of provision and include such things as:
- additional help with learning;
  - specialist health services;
  - support for parents/guardians in developing parenting skills;
  - help in moving away from criminal behaviour;
  - help in moving away from anti-social behaviour
- 1.2 As local areas move towards integrated children’s services, professional and positive sharing of information has even greater importance in realising the potential of these new arrangements in delivering benefits to children and young people and families.
- 1.3 The Academy recognises that information sharing is also a significant factor in safeguarding and promoting the welfare of children and young people. Failure to share and record information and to clearly understand the significance of the information shared can lead to the breakdown in taking appropriate action in relation to known or suspected cases.
- 1.4 The Academy will explain to families and the children and young people how and why information may be shared and will seek their advanced approval. The exception to this would be if the children and young people would be at increased risk of significant harm.

**2.0 Purpose of the policy**

- 2.2 To clarify the procedures for accessing and sharing children and young people data safely.

**3.0 Procedures**

- 3.1 Procedures to support this policy are attached.

**4.0 Policy review date**

- 4.1 This policy and related procedures will be reviewed annually.

**Adopted by Appleton Academy on** .....

**Chair of the Academy Trust Board** .....

**Principal** .....

**Review date**

.....

## **5.0 PROCEDURES**

### **5.1 Government General Principles and Guidelines**

5.2 To ensure information is correctly and appropriately shared the Academy will adopt the following government general principles and guidelines.

- The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them.
- There must be a legal basis for sharing information and a legitimate purpose for doing so.

5.3 When dealing with confidential information staff will need to be satisfied that there is either

- a statutory obligation to disclose
- express or implied consent from the persons involved or
- an overriding public interest in disclosing information

5.4 Consideration must be given to the significance, or the potential significance of the information held. The information shared should be relevant to the purpose for which it is being shared and should only be shared with those practitioners or agencies that 'need to know'.

5.5 The Academy will be open and honest with children and young people and their families about the reasons why information needs to be shared and why particular actions need to be taken, unless to do so would adversely affect the purpose for which the information is to be shared.

5.6 The Academy will gain consent to share information unless it is not safe or possible to do so, or if it would undermine the prevention or detection of a crime.

5.7 Information should be accurate, held securely and kept for no longer than necessary. Whenever information is shared, with or without consent, the information shared, when, with whom and for what purpose, should be recorded. Similarly, if a decision is taken not to share information, this should also be recorded.

5.8 The Academy will ensure that reference is made to the Government's recent on-line tool kit ContactPoint as it continues to develop.

### **6.0 Approach to Seeking or Sharing Information**

6.1 In most situations the Academy staff will need to make a professional judgment in relation to seeking or sharing information. This must be done within the Academy guidelines/code of conduct and must recognise the law in

relation to sharing information. The law states that information may be disclosed with consent. However in deciding to share confidential information without consent a professional judgement needs to be taken as to whether the individuals and public interest is served in sharing the information.

6.2 The Academy works with a wide range of agencies and will at times include them in consultation to support work with SEN children and young people.

- Health
- Early Years and Childcare
- Social care
- Youth Offending
- Police
- Leisure
- Advisory and support services
- Private and voluntary agencies

6.3 The Academy will adopt a code of practice following the guidelines below:

- Only share information that is necessary for the purpose for which it is being shared.
- Only share the information with the person or persons who need to know.
- Only share information with relevant support organisations.
- Ensure that any information is accurate and up to date.
- Ensure any information shared is done using a secure method.
- Establish how the information is to be used.
- Establish if the recipient intends to pass this information on to others.
- Clearly identify what limitations if any have been consented.
- Inform the individual to whom the information relates.
- Inform parents/guardians.
- Maintain up to date records when sharing information.
- Ensure that recordings are in accordance with the Data Sharing Act 1998.

6.4 The Academy recognises that most decisions to share information require professional judgement. This knowledge is only required to ensure that the children and young people receive the appropriate support and is provided with the highest standard of education. This is in line with the Government's Every Child Matters strategy:

- to be healthy;
- stay Safe;
- enjoy and Achieve;
- make a positive Contribution;
- achieve economic wellbeing;

- to safeguard and promote the welfare of young people and children, by protecting them from maltreatment, preventing impairment of their health or development, or ensuring they grow up in circumstances constant with the provision of safe and effective care;
- to prevent young people and children from committing crime

## **7.0 The Common Assessment Framework (CAF)**

7.1 The Academy will ensure current arrangements are effective in identifying children or young people in need of support. This would include emerging emotional distress and health needs. These arrangements will be set up in a sensitive way that ensures confidentiality for the child, young person and family.

These arrangements could include:

- ensuring that every member of staff is clear on their role in the early identification of emerging needs, and knows where they can get support e.g. from a local multi-agency team;
- setting up drop-in provision;
- participating in a locally convened multi-agency panel who take the decision as to when to undertake a CAF and who leads

7.2 The Academy will ensure that all staff are made aware of, understand and are carrying out their responsibilities in line with professional standards and current child-related legislation with regard to identifying children and young people needs, in particular child protection, special educational needs and disabilities. Staff will be aware that there will be situations that require, for example, an immediate referral to social services rather than a CAF. More information on these procedures is available in the Academy Child Protection policy.

## **8.0 Staff within the Academy setting who might carry out a CAF**

8.1 A CAF should be carried out by the person who the Academy considers to be the most appropriate. This person will have undergone local training in CAF procedures. Examples of those known to be undertaking CAFs include pastoral staff, SENCOs (or teaching assistants supporting the SENCO), learning mentors, heads of year, teachers and head teachers.

8.2 Everyone working with children will know about the CAF and understand who is the most appropriate person within the school to undertake the CAF process.

## **9.0 Line management and supervision**

9.1 Managers of staff carrying out a CAF will also undergo CAF training.

## **10.0 Academy governors and the CAF**

- 10.1 School governors now have a statutory responsibility to promote the well-being of pupils. Schools and academies are inspected against the five Every Child Matters outcomes as part of the new Ofsted inspection framework. School improvement partners will have an important role to support and challenge schools which involves: helping evaluate the school's performance; identifying priorities for improvement; and planning effective change. This role is to build the school's capacity to improve the attainment of children and young people and to achieve other key outcomes for children and young people that bear on achievement.
- 10.2 The Academy is aware that work is underway to develop and implement a national system of IT support for CAF (eCAF) to provide authorised practitioners throughout England with access to a system which allows them to store and retrieve CAF information electronically, across agency and geographical borders where necessary.

APPENDIX 1 – Access to information matrix

APPENDIX 2 – A flow diagram illustrating the procedures

#### 4. Access to Information matrix

##### Names/ roles

	Senco	Teachers	Teaching Assistant	Admin	Director	Year Head	Health	Social services	Ed Psych	YOTs	EWS	Police	Governors	Other Agencies
<b>Basic Information</b>														
Name	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Address	x	x	x	x	x	x	x	x	x	x	x	x		x
Date of Birth	x	x	x	x	x	x	x	x	x	x	x	x		x
Parents/Guardians	x	x	x	x	x	x	x	x	x	x	x	x		x
Contact Telephone numbers	x	x	x	x	x	x	x	x	x	x	x	x		x
GP	x			x			x							
General Medical Conditions	x	x	x			x	x							
Dietary Requirements	x	X	X	x			x							
Mobility	x	x	x	x		x	x	x	x					
Short term intervention	x	x	x		x	x			x	x	x		x	
Mild/moderate behavioural difficulties	x	x	x			x	x	x	x	x		x		
Occasional guidance and support	x	x	x		x	x	x	x	x	x	x			
Isolated incidences of disturbing behaviour	x	x	x		x	x	x	x	x	x	x	x		

X dietary

**requirements  
important for  
young children and  
at present shared**

	Senco	Teachers	Teaching Assistant	Admin	Director	Year Head	Health	Social services	Ed Psych	YOTs	EWS	Police	Governors	Other Agencies
<b>Medium Level Information</b>														
Literacy	x	x	x			x			x					
Numeracy	x	x	x			x			x					
Speech and language difficulties	x	x	x			x			x					
Learning difficulties	x	x	x		x	x	x	x	x	x	x		x	
Physical difficulties	x	x	x		x	x	x	x	x	x	x		x	
Behaviour Specific	x	x	x		x	x	x	x	x	x	x	x	x	
Special medical information	x	X					x	x	x					
General/specific learning difficulties	x	x	x		x	x	x	x	x	x	x	x		
Current History	x	x	x		x		x	x	x					
School Action	x	x	x		x	x			x		x			
School Action +	x	x	x		x	x			x		x			
Periodic support individual and group	x	x	x		x	x			x		x			

	Senco	Teachers	Teaching Assistant	Admin	Director	Year Head	Health	Social services	Ed Psych	YOTs	EWS	Police	Governors	Other Agencies
<b>High Level Info</b>														
All Medical	x				x		x		x					
All History	x				x		x		x					
Improved adult/student ratio	x	x	x		x	x			x		x			
Specialist Provision	x				x				x					
Statemented	x	x	x		x	x	x	x	x	x	x			