



# Beamont Collegiate Academy

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

Date approved by the BFP Committee	09.02.17
Signature of Chair to the BFP Committee	L Waterson
Signature of Academy Principal	A Moorcroft
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## **1. Introduction**

1.1 Beamont Collegiate Academy recognises that sharing information is vital in relation to early intervention when helping students and families who require additional services to achieve positive outcomes in the best interest of the child. This process will reduce the inequalities between disadvantaged 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 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 and a multi-agency approach to SEN, professional and positive sharing of information has even greater importance in realising the potential of these new arrangements to deliver benefits to young people and families.

1.3 Beamont Collegiate Academy recognises that information sharing is also a significant factor in safeguarding and promoting the welfare of young people. Failure to share and record information and to clearly understand the significance of the information shared can lead to a breakdown in taking appropriate action in relation to known or suspected cases.

1.4 Beamont Collegiate Academy will explain to families and the student how and why information may be shared and will seek their advance approval. The exception to this would be if the student would be at increased risk of significant harm.

1.5 Beamont Collegiate Academy's Principal and the Designated Senior Lead for Child Protection will be informed with regards to sensitive student issues and will make a decision with regards to who the information is to be shared with. (see Safeguarding and Student Welfare Policy and the Child Protection and Associated Training Policy for further information)

## **2. Government General Principles and Guidelines**

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

- The safety and welfare of a student or young person must be the first consideration when making decisions about sharing information about them. We do not require consent to share information when the safeguarding of a student is the priority.

- There must be a legal basis for sharing information and a legitimate purpose for doing so.

2.2 When dealing with confidential information you will need to be satisfied that there is either;

- A statutory obligation to disclose

or

- Express or implied consent from the persons involved

or

- An overriding public interest in disclosing information.

2.3 You must consider the significance, or the potential significance of the information you hold. The information you share should be relevant to the purpose for which you are sharing it and you should only share information with those practitioners or agencies that 'need to know'.

2.4 You should be open and honest with children, 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.

2.5 You should 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.

2.6 Information should be accurate, held securely and kept for no longer than necessary in line with GDPR. 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.

### **3. Approach to Seeking or Sharing Information**

3.1 In most situations 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.

3.2 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 individual's and public interest is served in sharing the information.

3.3 Beamont Collegiate Academy works with a wide range of agencies and will at times include them in consultation to support work with SEN students. These include;

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

3.4 The Academy will adopt a Code of Practice for sharing information following GDPR and 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

#### **4. Professional Judgement**

4.1 Beamont Collegiate Academy recognises that most decisions to share information require the exercising of professional judgement. If there is any doubt about the correct procedure or if information should or should not be shared, the person about to share the information should check with the Designated Senior Person.

## **5. Sharing Information with Parents**

5.1 Beamont Collegiate Academy aims to keep parents and carers informed of what is happening at the Academy with regard to their child's progress, attendance, behaviour and special needs. In addition to the general information about the Academy's calendar and organisation they will receive;

- Regular Electronic Messaging via the text messaging communication system and the Academy's website.
- Regular progress reports throughout the academic year
- Two Parents' Evenings throughout the year - a tutor Parents' Evening and a subject teacher Parents' evening.

5.2 Parents and carers can also contact the Academy directly with requests for further information.

## **6. Early Help Assessment**

6.1 The Early Help Assessment Framework is a process whereby practitioners can identify child's development needs, parenting capacity and family & environmental factors early, assess those needs holistically, deliver coordinated services and review progress

6.2 Early Help is designed to be used when;

- A practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- A child or young person, or their parent/carer, raises a concern with a practitioner
- A child's or young person's needs are unclear, or broader than the practitioner's service can address.

6.3 The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the Early help process; indeed they can ask for an assessment to be initiated. The Early Help process is not a 'referral' process but a 'request for services'.

- 6.4 An Early Help assessment will be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the Early Help will be offered. The practitioner assesses needs using the Assessment tool. This is not a risk assessment. The completed assessment needs to be strengths and evidence based and reflect multi agency working
- 6.5 Beamont Collegiate Academy will ensure current arrangements are effective in identifying children or young people in need of support. This includes children with 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 and will 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
  - Ensuring those agencies identified within the initial case discussion are working with the family
- 6.6 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 student needs, in particular child protection, special educational needs and disabilities.
- 6.7 Staff will be aware that there will be situations that require, for example, an immediate referral to social services rather than an Early Help assessment. More information on these procedures is available in Beamont Collegiate Academy Child Protection Policy.

## **7. Staff within Beamont Collegiate Academy setting who might carry out an Early Help Assessment**

- 7.1 An Early Help Assessment will be carried out by the person who Beamont Collegiate Academy considers to be the most appropriate. This person will have undergone local training in Early Help procedures. Examples of those likely to be undertaking Early Help Assessments include the Early Help Officer, pastoral staff, SENCO, the Principal and Vice Principals.

7.2 All staff will know about the Early Help process and understand who within the Academy is the most appropriate person to undertake the Assessment.

7.3 Managers of staff carrying out an Early Help Assessment will also undergo appropriate training.

## **8. Academy Governors and the Early Help Process**

8.1 School and Academy governors now have a statutory responsibility to promote the well-being of students. They have an important role to support and challenge the Beamont Collegiate Academy which involves helping to evaluate the Academy's performance, identifying priorities for improvement and planning effective change.

8.2 Their role is to build the Academy's capacity to improve the attainment of students and to achieve other key outcomes for students that bear on achievement. The Academy Governors will therefore undertake specific training with regards to the nature and the use of the Early Help process.

## **9. Sharing Information online**

9.1 Beamont Collegiate Academy's will give accessible information and services online for parents and carers, children, young people and adult learners to allow more cross-organisation collaboration to improve personalised support and choice.

9.4 The Academy and Children's Services organisations will also collaborate using ICT to provide easy integration of information in support of users' needs.

9.5 We will have specific information sharing protocols in line with current guidance in respect of sharing online information with other agencies and children's services personnel in line with current national guidance. We will follow the advice in the DfE publication 'Information sharing: Guidance for practitioners and managers' 2008.

9.6 Every care will be taken to ensure shared information is kept safe and only used for the purposes for which it was intended.



## **10. Access to Information Matrix**

- 10.1 The following Access to Information Matrix shows suggests what type of information is likely to be shared and with whom. (It is recognised that this list does not contain every type of information or detail the circumstances in which the information could be shared.)

## **11. Monitoring, Evaluation and Review**

- 11.1 The Governing Body will review this policy at least every year and assess its implementation and effectiveness.
- 11.2 The policy will be promoted and implemented throughout the Academy.

This policy is in line with the TCAT GDPR *General Data Protection Regulations Policy*.



	SENCO	Teachers	Teaching Assistant	Admin	Principal	Year Head	Health	Social Services	Ed Psychologist	YOTs	EWS	Police	Governors	Other Agencies
<b>Medium Level Information</b>														
Literacy	x	x	x		x	x			x					
Numeracy	x	x	x		x	x			x					
Speech and language difficulties	x	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 difficulties	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			
General information about Statements of SEN	x	x	x		x	x	x	x	x		x		x	

	SENCO	Teachers	Teaching Assistant	Admin	Principal	Mentor	Health	Social Services	Ed Psychologist	YOTs	EWS	Police	Governors	Other Agencies
<b>High Level Information</b>														
All Medical	x				x		x		x					
All History	x				x		x		x					
Need for improved adult/student ratio	x	x	x		x	x			x		x			
Specialist Provision	x				x				x					
Specific Statement of SEN information	x	x	x		x	x	x	x	x	x	x			