

getting  
it right

*Getting it right for every child*  
*Information Sharing*

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## Work Shop Case Study

<b>Corinne</b>	<b>age 29</b>	
<b>Steve</b>	<b>age 23</b>	<b>Corinne's partner</b>
<b>Leeann</b>	<b>age 9</b>	<b>daughter of Corinne</b>
<b>Trent</b>	<b>age 3</b>	<b>son of Corinne</b>
<b>Maggie</b>	<b>age 40</b>	<b>family friend</b>
<b>Greg</b>	<b>age 17</b>	<b>Maggie's son</b>

- Corinne is mixed heritage. Her father is Ahmad, who is northern Nigerian and her mother is Denise who is white Irish. Corinne's parents are separated. Corinne has been keen to ensure that her children are brought up in the Islamic faith which she was brought up in.**

# Work Shop Case Study

Leeann attends the local Primary School and Trent attends the attached nursery.

## **The school have some concerns about both children:**

- Leeann has a moderate learning disability and her behaviour in class can be disruptive and aggressive. She is struggling to make friends.
- Corinne's relationship with Trent is difficult. Corinne believes that Trent is autistic and has often told staff that he does not 'feel like mine'.
- The role of Maggie and Greg in the family: both stay overnight quite often and carry out some caring responsibilities for the children
- The role of Steve: who has lived with Corinne for 4 years.

## Serial 1

- Why would you want to share information about Leanne and Trent?
- What are the potential impact factors and risks you are likely to encounter?
- What barriers to information sharing currently exist?

## Core Components 1

**A focus on improving outcomes for children, young people and their families, based on a shared understanding of well-being**

What it means:

All agencies take a child development approach that puts safety first and considers the needs of the 'whole child'. It's about acting early if there are any concerns, or in response to a crisis and family pressures. Building on strengths, and promoting the child's resilience are key. All planning work should identify what the outcomes for the child are, and if improvement is needed, it should be clear what actions need to be taken.

## Core Component 2

### **A common approach to gaining consent and to sharing information where appropriate**

What it means:

The principle of sharing information – with consent (unless a child may be at risk of harm) – is commonly understood and routinely practised within and across all agencies. This way of working should be valued as a way of securing help to improve outcomes for children.

## Core Component 3

**An integral role for children, young people and families in assessment, planning and intervention**

What it means:

Working in partnership with families and focusing on solutions when supporting them to make choices. Recognising that in most cases, and with the right help, families are able to identify solutions for themselves and can play an active part in decision-making.

## Serial 2

With the case study in mind, what would be your ideal future state in relation to the seeking and sharing of information? What is your vision and how will you know you have achieved it. What will the future look like for Leanne and Trent, their family. How will their teachers and other support services working practice and culture change?

## Core Component 4

**A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes – based on the Well-being Indicators**

What it means:

All agencies working with children and adults who are parents or carers use the Getting it right National Practice Model and common language. This will ensure that children and their families get help when there are concerns and that this help is appropriate, proportionate, timely and above all, consistent.

## Core Component 5

### **Streamlined planning, assessment and decision making processes that lead the right help at the right time**

What it means:

Where children and their families are involved with several agencies, all the processes are aligned and co-ordinated. The child's needs – and actions that will help – are set out in one plan, managed through one meeting structure. It means reducing duplication by eliminating the need for each agency to conduct its own assessment, while recognising the contribution that professional expertise and specialist assessments make in helping understand and meet child's needs.

## Core Component 6

**Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland**

What it means:

Promoting the Getting it right shared Values and Principles among all practitioners in all agencies and promoting a culture in which all agencies work well together, regardless of where or who they are.

## Serial 3

- Who would you want to share information about these children and why?
- What are the potential issues you are likely to encounter particularly in relation to confidentiality, consent, control and trust?
- What barriers to information sharing currently exist, why wouldn't you share information about this family, how would you share it?

## Core Component 7

**A Named Person for every child and a Lead Professional to co-ordinate and monitor multi-agency activity where necessary**

What it means:

That within universal services, there is a Named Person, who is in a position to take early action if a child needs help and who can organise that help without delay as part of early intervention, in partnership with the child and their family. Where two or more agencies are working together to meet a child's needs, a practitioner from one of those agencies takes on the role of Lead Professional. Their role is to co-ordinate and monitor agreed actions and be the point of contact for children and their families – making sure they are informed and involved every step of the way.

## Core Component 8

### **Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time**

What it means:

Building capacity in the workforce in health and education through training, continuing professional development, supervision and mentoring. This is about reducing unnecessary bureaucracy and paperwork so that practitioners are freed up to spend time with children and their families. It also means breaking down any barriers between agencies that might be preventing easy access to help when concerns have been identified. This approach will ensure that universal services do all they can, as soon as possible after a concern is identified, rather

## Case Study Continued

- Its Friday morning last day of term: Corinne has arrived late at school with Leeann but without Trent whom she says is 'poorly'. She tells the nursery staff that she has left Trent in the care of Maggie and Greg. Steve is with Corinne and Leeann and staff report that they thought Steve and Corinne have had a big falling out. They are not speaking to each other.
- Leeann appears upset by what has happened and is, unusually, clinging to her teacher. She is displaying signs of being frightened by both Steve and Corinne when they approach her to say "Goodbye".
- The Head Teacher asks Steve how he is: Steve replies that he is concerned about the way that Corinne allows Maggie to 'rule' what happens, especially with Trent and that Maggie has been staying all weekend.
- Later in a one-to-one session with a classroom assistant tells the member of staff that Steve and Maggie have had a 'big fight' over the weekend and that she got caught up in it, hence the bruising on her wrists.
- Towards the end of the school day Leanne approaches her teacher and indicates that the bruising on her wrists was caused by Steve and that he is sometimes making her sit in a bath 'to cool down'.

## Serial 4

In light of this new information the what actions and if appropriate information sharing could have lessened the likelihood of these events and produced improved outcomes for Leanne and Trent and their families?

## Core Component 9

- **A confident and competent workforce across all services for children, young people and families**
- What it means:
- Identifying core skills and knowledge and agreeing that these are applicable across the children's workforce. It means ensuring that these are embedded in learning at all levels in all relevant organisations. The Scottish Government is identifying a core skill set and will work with local and national partners to ensure this is implemented across the entire children's workforce.

## Serial 5

What do you think is necessary at a strategic, tactical and operational level to enable the appropriate and proportionate sharing of information?

## Core Component 10

- **The capacity to share demographic, assessment and planning information electronically within and across agency boundaries.**

What it means:

- Reaching national agreement on what we mean by core information about a child and family, what constitutes the key elements of a child's assessment and plan, and agreeing a set of national standards for electronic information sharing, including governance.

# Information Sharing- Advantages of ISP

Establishing an ISP has a number of advantages. In particular they assist in:

- Ensuring that information can be shared lawfully;
- Ensuring consistency in the way information is shared;
- Allowing services to place reasonable and lawful conditions on the way information will be handled by the partner agency and vice versa; and
- Helping to build public confidence in the way that services share information.

They also provide guidance to staff on the various issues around sharing such as the:

- Purposes of the protocol
- Circumstances when sharing can be carried out
- Procedures to be adopted when receiving requests
- Manner in which information is stored (especially with regard to security and auditing of sharing); and
- Key post holders with responsibilities in respect of monitoring / managing its operation.
- It must consider – Access and usage, Access, Necessity, Recording, Security, Accountability, Authorisation and Approval.

# Privacy and Identity Management

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- **Proving identity or entitlement:** people should only be asked for identity when necessary and they should be asked for as little information as necessary;
- **Governance and accountability:** private and voluntary sectors which deliver public services should be contractually bound to adhere to the principles;
- **Risk management:** Privacy Impact Assessments should be carried out to ensure new initiatives address privacy issues;
- **Data and data sharing:** Organisations should, where possible, avoid creating large centralised databases of personal information and should store personal and transactional data separately; and
- **Education and engagement:** Public bodies should explain why information is needed and where and why it is shared