

## LESSON PLAN

<b>GIRFEC Training Programme</b>	<b>Lesson Plan No. Session 4</b>
<b>Lesson Title: Information Sharing</b>	
<b>Duration: 15.30- 16.00</b>	<b>Trainers involved: A member of the Data Sharing Partnership / Highland Pathfinder Team</b>
<b>Aim: To explore information sharing issues across agencies in relation to the case study</b>	
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the role of the Data Sharing Partnership</li> <li>• Understand the importance of relevance, proportionality and need-to-know</li> <li>• Understand consent and disclosure</li> <li>• Appreciate the need to maintain clean, current, standardised data at all times</li> <li>• Consideration of this knowledge on personal practice</li> </ul>	

<b>Time</b>	<b>Content</b> including teaching methods and key learning points to be covered	<b>Training resources</b> including audio visual aids, handouts and exercises
15.30	<ul style="list-style-type: none"> <li>• Data Sharing Partnership's role in Information Sharing.</li> <li>• Identify the key information sharing questions to support practitioner decision making</li> <li>• In four Groups discuss Scenario 3 based on DVD</li> <li>• Consider professionals options to share information between agencies for the benefit of the children</li> </ul>	<ul style="list-style-type: none"> <li>• Questions circulated based on DVD details and to be reflected on in your own agency setting</li> </ul>
16.00	<ul style="list-style-type: none"> <li>• In groups establish what information about the family is missing that would help you make a full assessment of their situation.</li> <li>• Decide who would you speak to gather this information?</li> <li>• Decide whether you need consent from child and or adult?</li> </ul>	<ul style="list-style-type: none"> <li>• Flip Chart</li> </ul>
16.15	Group feedback	

**Session 4**  
**Information Sharing**  
**Learning Outcomes**

- Understand the role of the Data Sharing Partnership
- Understand importance of relevance, proportionality and the need-to-know
- Understand consent and disclosure
- Appreciate the need to maintain clean, current, standardised data at all times
- Consideration of this knowledge on personal practice



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**Data Sharing Partnership**  
**supporting practice**

- Multi-agency Groups supported by Scottish Government
- Sharing Information to Improve Services in Highland Policy and Procedures for Practitioners
  - Use existing legislation
  - Common Understanding
  - Training



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**Data Sharing between agencies**

- A right to privacy & confidentiality
- Legislation – Data Protection Act & Human Rights Act
- If consent is asked for and not give, you can not share
- Override right to privacy & confidentiality
  - To prevent harm
  - To prevent and or detect crime
  - No consent required as no choice offered.



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## Consent & Disclosure

Two different things:

- Consent – getting permission to share
- Disclosure – need-to know, relevance and proportionality. Only disclose what is relevant to share

getting  
it right  
for every child

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## Info Sharing Questions on the Scenario Family

- Would you share information?
- What would be the basis for this decision?
- If you decide to share, is there anything else you should do?
- What would you share and with who?

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## Day 1 Evaluation Time

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## Information Sharing Questions

- Would you share information?
- What would be the basis for this decision?
- If you decide to share, is there anything else you should do?
- What would you share and with who?

## The Developing World of the Child: Scenario 3 DISCUSSION

**This discussion is relevant to where data is to be shared between agencies.**

### **1. Should Steve (the CPN) share information with other agencies about the home situation? What should be the basis for this decision?**

The decision on whether to share information lies with the individual practitioner. The practitioner must make an assessment that balances the individuals' right to privacy against the benefits of sharing information. In general, if data is to be shared to **prevent harm**, to **prevent or detect crime** or to **improve the wellbeing of individuals or groups** and if the information to be shared is **relevant** and **proportionate**, then data may be shared without seeking consent. Further information on the criteria to be used when making an assessment of whether to share information may be found in the *Data Protection Act (DPA) 1998*.

In addition to the guidance in the DPA, whenever a decision is to be taken about data sharing when a child is involved, the welfare of the child will always be the paramount consideration (for more information see *The Children (Scotland) Act 1995*).

If Steve considers that the children are at risk of harm, he will not need to seek consent from Jenny before sharing information with **other agencies**.

### **2. Having decided to share information, is there anything else Steve should do?**

Unless it might cause harm, he should inform **JENNIFER** that he intends to share information with other agencies (e.g. the school) and explain his reasons.

**HELEN** and **SHAUN** might also be involved in this discussion.

He should record this decision and his reasons for it.

### **3. If Steve believed that there was no risk of harm, but he identified a need to share information with other agencies, what should he have done?**

Other than in circumstances defined in the Data Protection Act or where a child is at risk of harm, data subjects (i.e. Jennifer) should be able to exercise choice to decide whether their data is shared or not. This will be done by asking the data subject to give their consent to data sharing. Where consent is sought, it must represent a genuine free choice for the individual.

Consent should not be sought in circumstances where data will probably be shared whether consent is provided or not.

### **How to Obtain and Record Consent**

When seeking consent to share data, the practitioner must clearly explain;

- What data may be shared,
- With whom it may be shared, and,
- The purpose(s) for which data may be shared

The practitioner should also explain (with the assistance of information leaflets if required) the advantages to the data subject of giving consent and the possible disadvantages of withholding consent.

The practitioner must also explain that, even if the data subject does not give consent, in certain circumstances data may still be shared.

The discussion and data subject's agreement (or refusal) should be recorded.

### **Children Under the Age of Twelve**

Where the data subject is a child under the age of twelve, consent for data sharing will be sought from a parent or guardian. However, the child has a right to be kept informed and to participate in the process if possible. In circumstances where the practitioner considers a child under twelve to have the capacity to understand informed consent, and where there is difficulty in relationships with parents/carers, a request by the child that consent should not be sought from parents/carers should be respected wherever possible.

### **Children From the Age of Twelve**

Children from the age of twelve years are presumed to have the mental capacity to give informed consent in their own right. However, where the child is under sixteen, practitioners may also wish to seek consent from parents or carers if there is no reason not to. Where a child is experiencing a breakdown in relationships with parents/carers or where there are safety or welfare concerns, their desire not to seek consent from parents/carers must be respected.

NOTE: The **Procedures for Practitioners** includes a Consent Form and leaflets for use when more than one agency is to be involved and will therefore need to share information in order to put services in place.

## **4. What information should Steve share and with whom?**

Steve will only share information about the family that is relevant and proportionate and only with those that 'need-to-know' in order to provide a service.

## **5. At antenatal appointments, the midwife becomes aware of Jennifer's problems with alcohol misuse and that she is already a parent. Does the midwife have a role to share this information with other professionals?**

‘Where a woman is known to be misusing substances, clear lines of communication, information sharing and multi-agency working must be in place during all stages of pregnancy and following birth as this facilitates a comprehensive assessment of needs and risks and a consistent approach to care.’

...‘Evidence has shown that women normally readily give their consent if it is explained that information sharing enables agencies to provide the best possible ongoing care and support for them and their babies.’

*From **Women, Pregnancy and Substance Misuse – Good Practice Guidelines**, NHS Highland 2007, p.15*

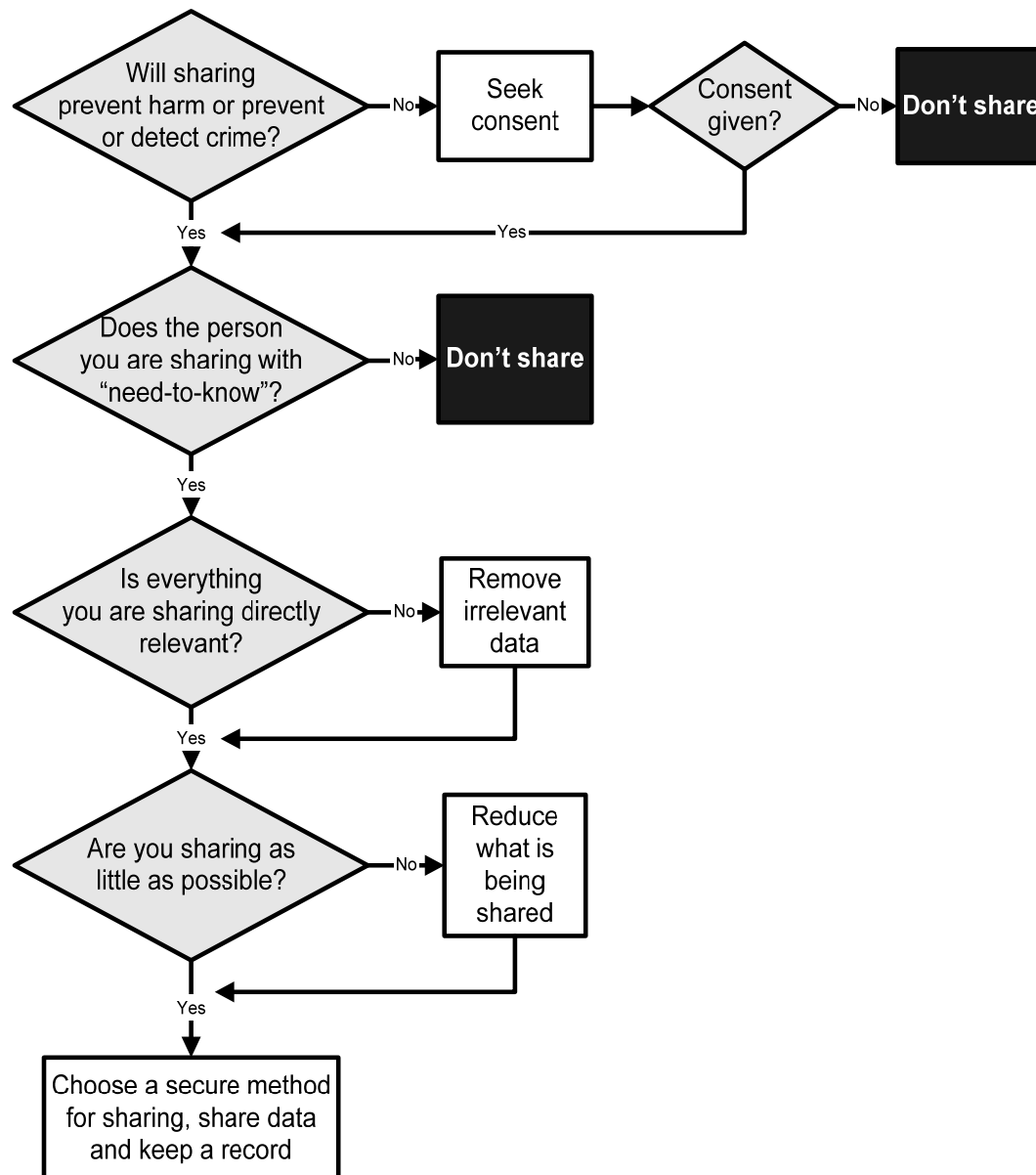
Regarding Helen and Shaun: a multi-agency assessment, initiated by Jennifer’s midwife, should identify that she already has other children and if support is in place or is required.

If there are concerns about the welfare of the unborn child an assessment should be carried out to decide whether data should be shared.

This must be done on the same basis that would be used to justify the sharing of any other data. The welfare of the unborn child will always be the paramount consideration.

# Information Sharing Overview

If there is a need to share information:



**1. Is consent required?** Decide whether sharing will prevent harm or will assist in the prevention or detection of crime (or meets any of the other exemptions described in the Data Protection Act). If sharing is done for these reasons, consent will not be sought.

**2. If consent is sought.** If sharing is required, but not for the reasons noted above, consent should be sought. If consent is not given, information must not be shared.

**3. The need-to-know.** If information is shared, with or without consent, it must only be shared with people who have a need-to-know. This means they must have a public agency function (including commissioned services from the third sector) and need the shared information in order to do their job.

**4. Relevance.** Only information directly relevant to the particular purpose of this instance of data sharing is to be shared.

**5. Proportionality.** The least amount of information should be shared to meet the purpose of this instance of sharing.

**6. Method.** A secure method for sharing information must be used.

**7. Records.** Practitioners must keep a record of what is shared, when, who with, how it is shared and the purpose.

This leaflet is produced by the Highland Data Sharing Partnership (HDSP). The HDSP is one of 14 Partnerships across Scotland. The aim of the HDSP is to facilitate consistent and secure data sharing within the Partnership area.

This leaflet provides a summary of the information presented in the *Information Sharing Procedures for Practitioners*, produced by the HDSP.

Copies of this document are available on local agency Intranet sites.

Should there be an identified need, this leaflet will also be made available in Braille and languages other than English.

This guidance applies to the sharing of data between agencies (for example, between the NHS and the Police) and to sharing between services (for example, between education and social work services within a single council).

This guidance does not apply to the sharing of data within a single service (for example, sharing information about a child between a class teacher and guidance teacher).

“Data” means information in written, electronic or any other form.

This leaflet provides overarching guidance on data sharing. This is underpinned by professional guidance on specific areas of information sharing.



# Data Sharing

## Guidance for Practitioners

A guide to sharing information between agencies and services



## **Information Sharing Training DVD**

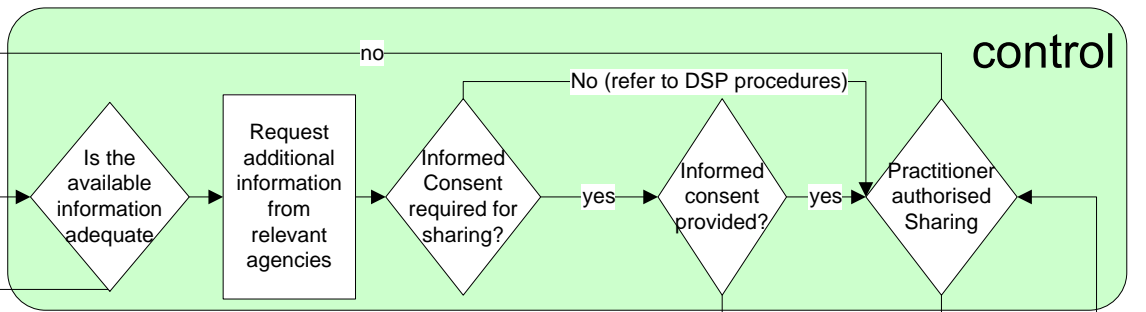
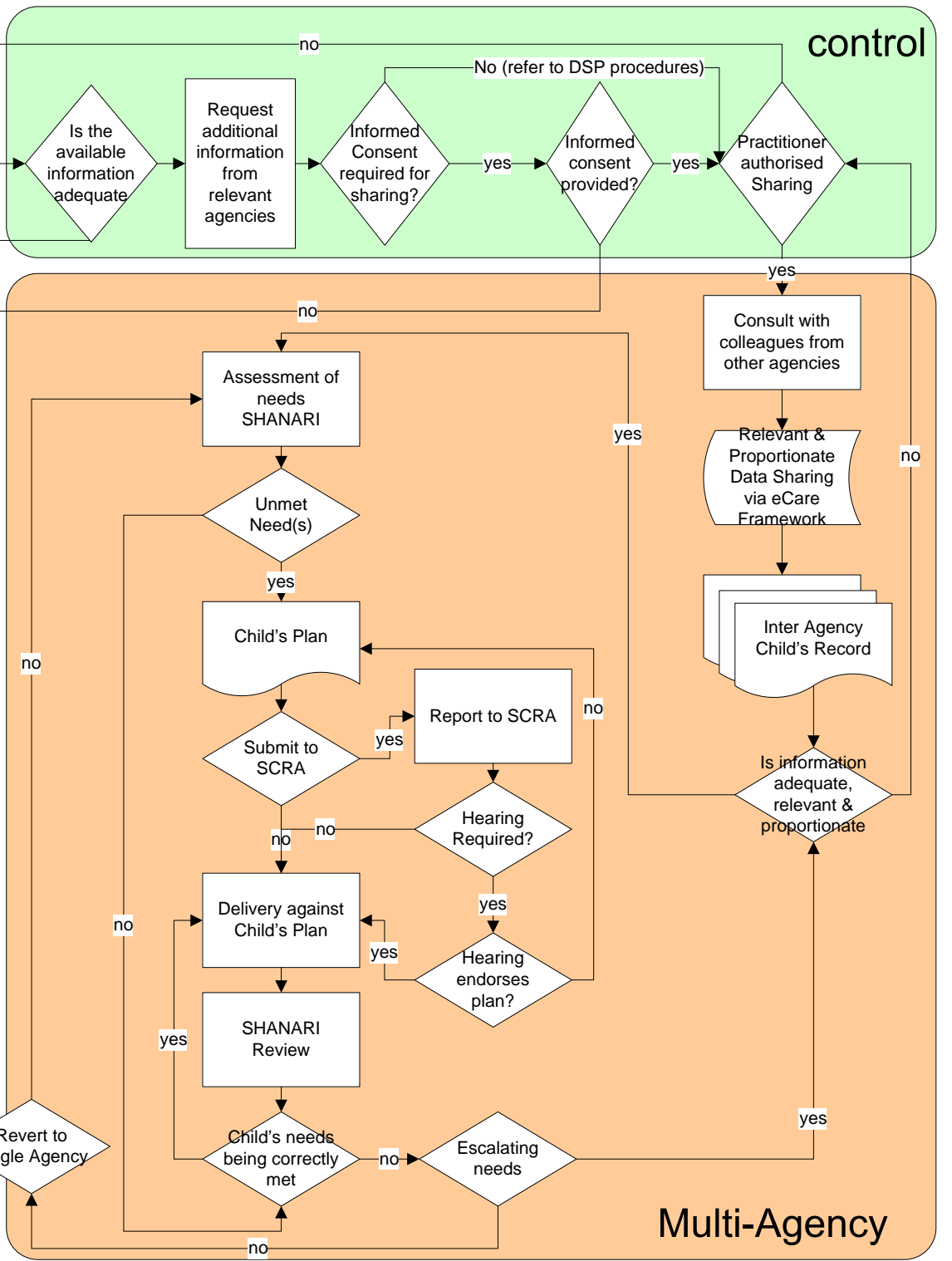
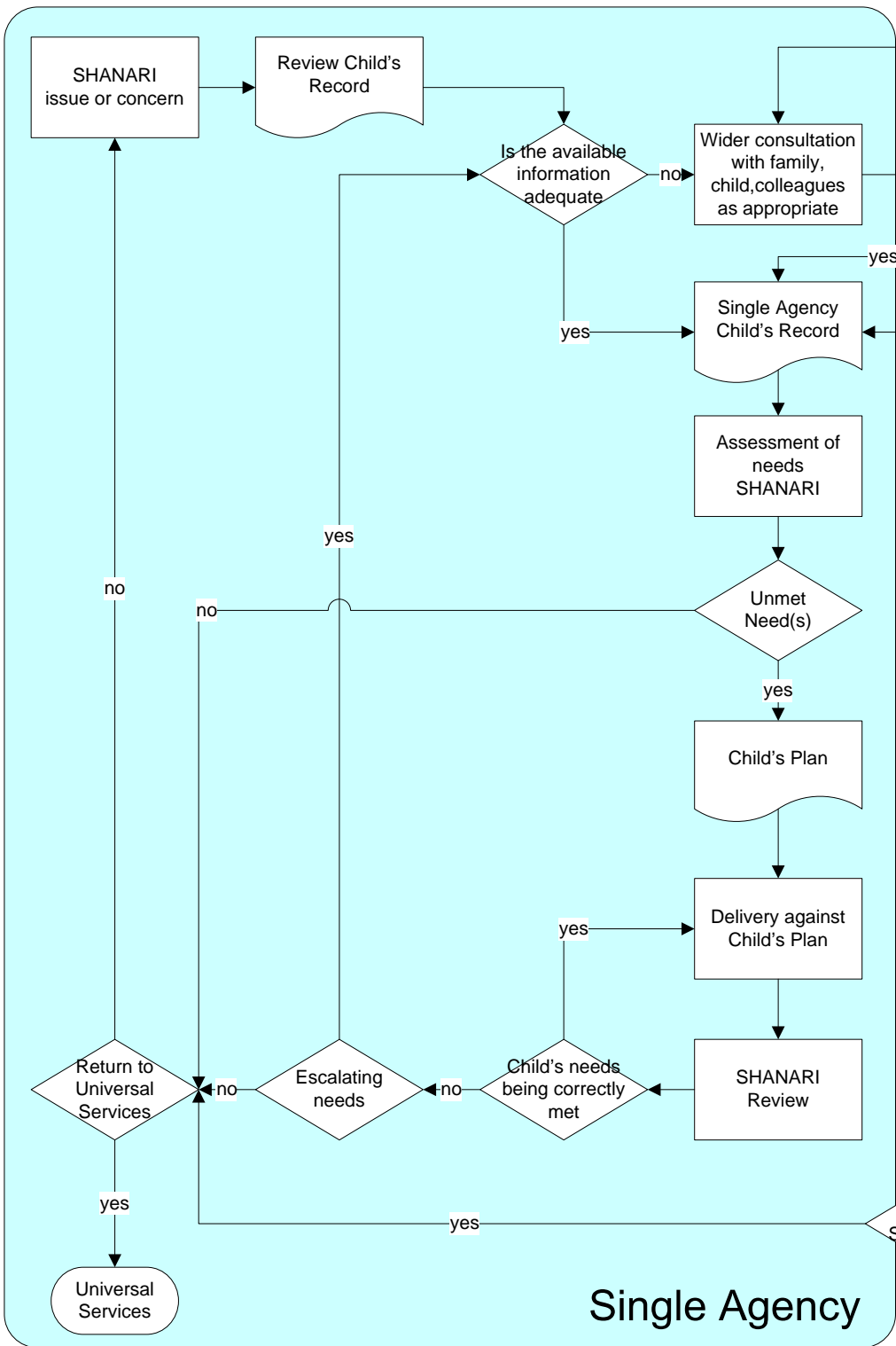
**'The Lights are On' Interactive Training DVD  
can be accessed at the following link**

**[www.ico.gov.uk](http://www.ico.gov.uk)**

**then follow these links**

**Tools and Resources>ICO Media Centre>'The Lights are On'**

**DVD can be watched online or a copy can be ordered**



## Overall Learning Outcomes for the entire Training Course

### Understand

- the overarching GIRFEC principles
- the importance of involving children & families
- the role & responsibilities of the Named Person
- the role & responsibilities of the Lead Professional
- the SHANARI well-being indicators
- the Assessment Framework & its use
- when a Child's Plan is required
- what the Child's Plan contains
- who is party to the Child's Plan
- monitoring & reviewing processes of a Child's Plan
- Information Sharing processes across agencies
- the risk assessment model in GIRFEC
- the Resilience Matrix & its use

### ***Getting it right for every child*** **Programme 3 Core Training** **Day 1 Evaluation**

**NAME OF PARTICIPANT:** \_\_\_\_\_

**DATE OF TRAINING:** \_\_\_\_\_

<b>Session 1 (Introduction) – Learning Outcomes</b>			
<ul style="list-style-type: none"> <li>• Be familiar with the GIRFEC Core Message</li> <li>• Understand the GIRFEC approaches and processes</li> <li>• Identify your expectations of the 2 days training</li> <li>• Identify your hopes for improvements for children and families</li> </ul>			
<b>Did Session 1 meet all the Learning Outcomes?</b>			
<b>Not at all</b>	<b>Very little</b>	<b>In part</b>	<b>Completely</b>
Please add any comment			

### Session 2 (Named Person / Lead Professional) – Learning Outcomes

- Identify who is the Named Person
- Understand the role of the Named Person
- Identify responsibilities of the Named Person
- Use the 5 Questions to support practice
- Identify the role of the Lead Professional
- Identify when a Lead Professional is required and who is most appropriate to carry out this role
- Explore the skills of a Lead Professional

#### Did Session 2 meet all the Learning Outcomes?

Not at all	Very little	In part	Completely

Please add any comment

### Session 3 (Early Assessment & Planning) – Learning Outcomes

- Be confident in using the SHANARI well-being indicators to identify concerns
- Understand and use the My World Triangle
- Understand the concepts of strengths and pressures
- Be able to identify when a Lead Professional is needed
- Know what to do when a concern is shared with you
- Understand when the Children’s Reporter becomes involved

#### Did Session 3 meet all the Learning Outcomes?

Not at all	Very little	In part	Completely

Please add any comment

### Session 4 (Information Sharing) – Learning Outcomes

- Understand the role of the Data Sharing Partnership
- Understand the importance of relevance, proportionality and need-to-know
- Understand consent and disclosure
- Appreciate the need to maintain clean, current, standardised data at all times
- Consideration of this knowledge on personal practice

#### Did Session 4 meet all the Learning Outcomes?

Not at all	Very little	In part	Completely

Please add any comment

### Overall Evaluation – Day 1

	Excellent	Good	OK	Poor	Very Poor
<b>Organisation</b>					
<b>Speakers</b>					
<b>Pace</b>					
<b>Facilities</b>					
<b>Pre-event Org.</b>					
<b>Hand-outs</b>					

**Other Comments or Suggestions**