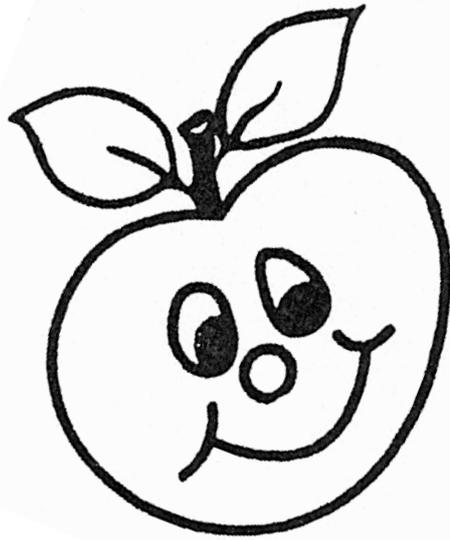


# Orchard Pre-school



Prospectus  
2020/21

## Orchard Pre-School's Early Years Prospectus for Parents

St Andrews Centre

Beaulieu Rd

Dibden Purlieu

SO45 4PT

07906150043

Orchardpre-school@outlook.com

Welcome to Orchard Pre-school and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Orchard Pre-school, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare *Terms and Conditions* for a full description of our services.

### Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

### Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

## Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

### *The Early Years Foundation Stage*

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

- *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

## How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Development and Learning comprise:*

- *Prime Areas*
  - Personal, social and emotional development.
  - Physical development.
  - Communication and language.
- *Specific Areas*
  - Literacy.
  - Mathematics.
  - Understanding the world.
  - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the *Early Years Foundation Stage* is defined by the *Early Learning Goals*. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

*Physical development*

- moving and handling; and
- health and self-care.

*Communication and language*

- listening and attention;
- understanding; and
- speaking.

*Literacy*

- reading; and
- writing.

*Mathematics*

- numbers; and
- shape, space and measure.

### *Understanding the world*

- people and communities;
- the world; and
- technology.

### *Expressive arts and design*

- exploring and using media and materials; and
- being imaginative.

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the *EYFS statutory guidance* on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievements based on our on-going development records. These form part of their Online Learning Journal. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

### *The progress check at age two*

*The Early Years Foundation Stage* requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Online Learning Journal**

We keep an Online Learning Journal for each child. This helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Sherie Holland	Manager Lead Safeguarding	Early Years Professional Status BA Early Years Practice
Lorraine Kenworthy	Deputy	Early Years Professional Status BA Early Years Practice
Tina Fearnley	Senior Practitioner	NVQ L3 Children's Care, Learning and Development
Rachel Sheppard	Senior Practitioner Special Educational Needs Co-ordinator	L3 Diploma Early Learning and Childcare
Sarah Duncalfe	Senior Practitioner	L3 Diploma Early Learning and Childcare
Kelly Pester	Senior Practitioner	L3 Diploma for the Early Years Workforce

Nikki Brand	Senior Practitioner	L3 Diploma Early Learning and Childcare
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We are open for Term time - 38 weeks each year

We are open for 5 days each week

The times we open are 9.00/9.30 to 11.30/12.00 and  
12.45/1.15 to 3.15/3.45

We provide care and education for young children between the ages of:  
2 years 9 months and 4 years.

### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two years and nine months;
  
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting where appropriate;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part; and
- building friendships with other parents in the setting.

### **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to talk about their job for example firefighter, nurse, paramedic, lifeguard, vet and to bring in things that are of interest such as pets and musical instruments.

### **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities. We carry out home visits in September as well as parent evenings throughout the year.

### **Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. These usually look at how adults can help children to learn and develop in their early years.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

### **The session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

This is how our sessions are run.

#### **Children Arrive**

Self- registration with their name cards. Find their coat pegs - hang up their coats. Any showing items are put on the showing table. Children come in and choose what they would like to play with.

Once children are all in and settled we start our session.

#### **Register and Discussion Time**

Each child gets the chance to be a helper. They help with the weather board.

Looking at and talking about the topic table.

Children are encouraged to bring in things that are to do with our monthly colour and our topics

### **Working with Key Persons**

This gives the child's key person time with their individual children or perhaps in a small group.

### **Activities and Free Play Time**

This gives the children time to play with the activities that are out for them as well as free choice, role-play, painting, water-play, dressing up, home corner, construction, puzzles, story corner, and lots more.

We like to play outside as much as possible, so we will take the inside outside.

### **Tidy Away Time**

Children help tidy away to a piece of classical music.

After tidying they choose a book of their choice and come and sit on the mat all together to look at their books.

### **Rhymes and Singing Time**

We like to sing lots of favourite rhymes as well as learning new ones.

### **Washing Hands and Snack Time**

Children are given their name cards at snack time by the helper and they put it on the table before washing their hands.

Children are encouraged to talk about why we wash our hands and that we always walk and never run to go to the sink.

We all sit down together and join hands and say thank you for our snack. This is a social time to be able to sit and chat with the children.

The helper gives out the snack.

The children are encouraged to put their chairs away after snack.

### **Music and Game Time**

Musical instruments, dancing, action games.

### **Physical Play**

Slide, trampoline, climbing frame, etc.

### **Story Time**

This is usually related to the topic.

We use puppets as well as story books and story tapes.

We make up stories and we will ask the children to make up stories and take part in acting out a story.

### **Showing Time**

This is for the children to show the things they have brought in.

### **Coats on Ready for Home**

The children collect their own coats from their own coat pegs.

Children are encouraged to try and put their coats on themselves.

Children are brought out to you at the end of the session.

We like to decorate the room with all the lovely artwork and drawings the children do.

At the end of each term the children will bring home their work.

**The weekly plan is on the board for you to see.**

## **Snacks**

We make snacks a social time at which children eat together. We plan the snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly. Snacks include yoghurts, crusty bread and butter, toast, crackers and soft cheese, raisins and fruit. A list of allergens contained in the snacks we provide is displayed on the notice board.

**We ask that parents/carers help where possible by making a monetary contribution towards snack. Please provide a water bottle for your child each day.**

## **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

**Orchard Pre-school t shirts and sweatshirts are available to purchase.**

## **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available at the setting for you to see at any time and will be on the pre-school website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies/I work together with parents to adopt the policies and provide them with the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.



The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## **Fees**

The fees are payable half termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time talk to Sherie Holland.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of Early Years Education Funding for two, three and four year olds; where funding is not received, then fees apply.

## **Starting at our setting**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the *Role of the Key Person* and *Settling-in*, is available at the setting and on the website. We recommend that your child has 2 settling in sessions of 1 ½ hours.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

# Orchard Pre-school- Privacy Notice

**Orchard Pre-school**  
**St Andrews Centre, Beaulieu Rd,**  
**Dibden Purlieu,**  
**SO45 4PT**

## **Introduction**

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

## **What personal data do we collect?**

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for free childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details.

This information will be collected from you directly in the registration form.

If you apply for up to 15 hours free childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

## **Why we collect this information and the legal basis for handling your data**

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to be able to process your claim for up to 15 hours free childcare
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

## **Who we share your data with**

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (where you claim up to 15 hours free childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission;
- to enforce or apply the terms and conditions of your contract with us;
- to protect your child and other children; for example by sharing information with social care or the police;
- it is necessary to protect our or others rights, property or safety
- we transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

### **How do we protect your data?**

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Storing it in a locked cupboard, and by keeping electronic data on a password protected file.

### **How long do we retain your data?**

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next Ofsted inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our *Children's and Provider Records* policies).

**Automated decision-making** We do not make any decisions about your child based solely on automated decision-making.

### **Your rights with respect to your data**

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [ico.org.uk/](http://ico.org.uk/)

### **Changes to this notice**

We keep this notice under regular review. You will be notified of any changes where appropriate.

## 10.10 Information sharing

*'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'*

*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*

### Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in [my/our] Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- it is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all

staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

## Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information as set out in *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)*. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the General Data Protection Regulations 2018 and human rights law are not barriers to justified information sharing as per the Children Act 1989, but provide a framework to ensure that personal information about living individuals is shared appropriately.*
  - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if we have a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.*

In our setting we ensure parents:

- receive a copy of our Privacy Notice and information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
  - have information about our Safeguarding Children and Child Protection Policy; and
  - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

- Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
  - Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our Lead Practitioner or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
  - The Lead Practitioner or Chair seek advice if they need to share information without consent to disclose.
4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.*
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
  - Our guidelines for consent are part of this procedure.
  - The Lead Practitioner is conversant with this and she is able to advise staff accordingly.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

In our setting we:

- record concerns and discuss these with our designated person for child protection matters;
  - record decisions made and the reasons why information will be shared and to whom; and
  - follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

### *Consent*

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when we assess the need to share:
  - Is there a legitimate purpose to us sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

### *Separated parents*

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, I will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection Policy.

### **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Human Rights Act (1998)

### **Further guidance**

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)