Tring Stepping Stones Preschool

Record keeping procedures

**07.4 Transfer of records**

**Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child’s development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. (See Privacy Notice )

**Procedures**

* The key person prepares a summary of achievements in the prime and specific areas of learning and development
* This record refers to any additional language spoken by the child and his or her progress in both languages.
* The children’s learning journals and child’s report are passed onto the school for them to look at, which contain photos, drawings and observations. (The school will then pass them back to parents to keep, when have finished with them.)
* The setting will use the local authority’s assessment summary format or transition record.
* The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
* If we have any children with special educational needs, disabilities, speech or language difficulties our SENCO would write a separate letter/report to give to the teacher. Where possible we would try and meet with the teacher in person to discuss the child’s needs.
* We would also inform the school/teacher separately if a Families First Assessment or eCAF was raised in respect of special needs or disability and if there is a Education Health Care Plan (EHCP) it gives the name of the lead professional.

**Transfer of confidential safeguarding and child protection information**

* The receiving school/setting will need a record of child protection concerns raised in the setting and what was done about them. The responsibility for transfer of records lies with the originating setting, not on the receiving setting/school to make contact and request them.
* To safeguard children effectively, the receiving setting must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
* Parents should be reminded that sensitive information about their child is passed onto receiving settings where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Settings are obliged to share data linked to “child abuse” which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
* On our registration form we inform parents that we will pass on records on.
* Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children’s social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
* For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
* If the level of a safeguarding concern has not been such that a referral was made for early help, or to children’s social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving setting, however, the designated person should make decisions on a case by case basis, seeking legal advice is necessary.
* The designated person should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents can request that any factual inaccuracies are amended prior to transfer.
* If a parent wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.
* If no referrals have been made for early help or to children’s social work services and police, there should not normally be any significant information which is unknown to a parent being shared with the receiving school or setting.
* If a parent has objections or reservations about safeguarding information being transferred to the new setting, or if it is unclear what information should be included, the designated person will seek legal advice.
* In the event that LSP requirements are different to the setting’s this must be explained to the parent, and a record of the discussion should be signed by parents to indicate that they understand how the information will be shared, in what circumstances, and who by.
* Prior to sharing the information with the receiving setting the designated person should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to setting’s procedures this is brought to the attention of the designated person’s line manager, who will agree how to proceed.
* If a child protection plan or child in need plan is in place 06.1a Child welfare and protection summary is also photocopied and a copy is given to the receiving setting or school, along with the date of the last professional meeting or case conference.
* If a S47 investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving setting/school.
* Where a CAF/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving setting or school**.**
* If the setting has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving setting, with parental consent.
* Where there has been a S47 investigation regarding a child protection concern, the name and contact details of the child’s social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
* Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child’s social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
* This information is taken to the school or setting by the pre-school leader and is given to the setting or school’s designated person for child protection and marked confidential.
* Parent/carers should be made aware what information will be passed onto another setting via 07.1a Privacy notice.
* Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
* The setting manager must review and update 06.1a Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
* The setting manager ensures the remaining file is archived in line with the procedures set out below.

No other documentation from the child’s personal file is passed to the receiving setting or school.The setting keeps a copy of any safeguarding records in line with required retention periods.

**Archiving children’s files**

* Paper documents are removed from the child’s file, taken out of plastic pockets and placed in a robust envelope, with the child’s name and date of birth on the front and the date they left.
* The designated person writes clearly on the front of the envelope the length of time the file should be kept before destruction.

This is sealed and placed in an archive box and stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the setting, and can then be destroyed.

* Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

**Legal framework**

 General Data Protection Regulations (GDPR) (2018)

* Freedom of Information Act 2000
* Human Rights Act 1998
* Children Act 1989

**Further guidance**

 What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)

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

|  |  |  |
| --- | --- | --- |
| This policy was adopted at a meeting of | Tring stepping stones  |  |
| Held on |  |  |
| Date to be reviewed | April 2024 |  |
|  |  |
| Name of signatory |  |
| Role of signatory (e.g. chair/owner) |  |

|  |  |  |
| --- | --- | --- |
| **Date**  | **Name** | **Signature**  |
| **Nicola Poulton** |  |  |
| **Lucy Brittain** |  |  |
| **Nicola Reynolds** |  |  |
| **Kim Smith** |  |  |
| **Nicke Cooke** |  |  |
| **Jo Davis** |  |  |
|  |  |  |

**May 2013 review- its now 7 areas of learning not 6.**

**Added that we have on our registration forms that we pass the records on**

**Added that if there are any special educational needs/issues that we would inform the school/other settings in person.**

**March 2015- no changes**

**January 16 review- further guiadance changed,**

** What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)**

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

**Education health care plan instead of statements of special education needs**

**January 2017 – no changes**

**January 2018- changed the caf to a families first or ecaf**

**May 2018 -  General Data Protection Regulations (GDPR) (2018)**

**June 2019 – no changes**

**April 2020- no changes**

**March 2022 -** The key person prepares a summary of achievements in the prime and specific areas of learning and development.

The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.

The setting will use the local authority’s assessment summary format or transition record, where these where provided.

April 2023 – no changes other than removing some duplication of text.