HILLINGDON SAFEGUARDING PARTNERSHIP 7-MINUTE BRIEFING RECORD KEEPING AND INFORMATION SHARING

7. In Practice:

Think about or, better still, discuss with a colleague the issues raised in this briefing:

- Check that information is sent to the correct place, received, and understood
- Be familiar with internal and multi-agency recording and information sharing policies
- Consider how well your records reflect the lived experience of children/adults

The most important consideration is whether sharing information is likely to safeguard and protect a child or adult at risk.

1. Introduction

Good record keeping and information sharing between professionals is essential to effective safeguarding practice. This area of practice is frequently highlighted in statutory practice reviews undertaken when an individual has suffered serious harm.

> This briefing summarises the key • messages for practitioners

2. Information Sharing

- Effective safeguarding requires professionals to work together in partnership, between agencies and, sometimes, across geographical boundaries
- We need to be confident in knowing when, and how, to share information and ensure that we do so in line with agency processes and legislation
- This does not mean that we avoid sharing information. Mythbusting guidance for professionals is available here: Information sharing advice for practitioners

6. Practicalities

- Ensure that any information shared has been both received, and understood
- It is good practice to inform individuals when information is shared about them, provided it is safe to do so
- Personal and sensitive Information should be stored and shared securely

published seven principles to help practitioners share information between organisations.

5. Principles

The Government has

Information sharing should be:

- 1. Necessary and proportionate
 - 2. Relevant
 - 3. Adequate
 - 4. Accurate
 - 5. Timely
 - 6. Secure
 - 7. Recorded.

3. Recording

What we write, and how we write it, can have a significant impact on our practice. Principles of good recording include that it is: person/child-centred, accurate, real, timely, jargon free, evidence-based, succinct, holistic, and professional

4. Complexity

As practitioners we are privy to lots of personal information about the people we support. We communicate about complex and sensitive subjects regularly. Ensure that your records accurately reflect your work.

Records should be easily understood by others

For further guidance:

SCIE

Differentiate between facts and your professional opinion 'what did I see/hear and what do I think it means for this adult/child?' Consider, also, what it might mean for any other related person *Think Family*

Records should also reflect the views of children/adults and their lived experiences





