



Early Help, Pastoral and Wellbeing Information Sharing Procedure

Life Skills Enterprise

Prepared by	Life Skills Enterprise / Cavendish Education
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Next scheduled review	September 2027
Version	V1.0 - NEW addendum
Approval status	LSE operational addendum for SLT/DSL/proprietor approval

This operational procedure works alongside the main Safeguarding and SEND Policies, existing school Early Help arrangements, pastoral support and the therapies team. It does not override confidentiality owed in specific clinical settings; lawful bases and conditions must be assessed as applicable.

1. Purpose

Support staff to identify and share appropriate welfare information promptly for pupils with emerging needs, rather than waiting for significant harm or referral thresholds.

2. Responsibility and communication

Craig Kelly is the Lead DSL and SENDCo. Kim Ochs (Pastoral Lead and Deputy DSL) coordinates pastoral support and liaises with Lucy (Nurture and Wellbeing), Farrah Money (OT), Rob Walker (Psychotherapist and Deputy DSL), class teams and external professionals within their roles. Paul Barrett is Headteacher and Deputy DSL. Each member of staff records and escalates concerns in accordance with LSE procedures.

3. What may be shared

Relevant indicators include social isolation or friendship dynamics, repeated dysregulation, attendance changes, wellbeing, mental health concerns, SEND-related adjustments, family stressors, care arrangements, exploitation risk, online vulnerability, physical health or therapy-related information where relevant to the child's safety and welfare. A factual, necessary and proportionate summary will usually be preferred to whole-file disclosure.

4. Legal duty and practical action

Section 16LA of the Children Act 2004, inserted by section 4 of the Children's Wellbeing and Schools Act 2026, came into force on 30 September 2026. Where LSE, acting through its authorised staff, holds information about a child or another individual connected to the child which it considers relevant to safeguarding or promoting the child's welfare, it must disclose the relevant information to another organisation or practitioner within section 16LA(4) if and insofar as LSE considers disclosure may facilitate that recipient's relevant safeguarding or welfare functions (including services provided under qualifying arrangements). The duty also applies to relevant requests received from an eligible recipient. These decisions are not dependent on a threshold of significant harm being reached. Staff must identify, record and bring relevant emerging safeguarding or welfare information to the Designated Safeguarding Lead (DSL), Craig Kelly, or a Deputy DSL without unnecessary delay. This includes concerns arising from attendance, emotional wellbeing, SEND, friendships, family circumstances, behaviour, online activity, pastoral work, therapy and transition planning. The DSL will identify the appropriate recipient, verify its role and eligibility under section 16LA, assess relevance and how sharing may facilitate safeguarding or welfare, and arrange secure, timely and proportionate disclosure. Staff must not assume that a formal Early Help, section 17 or section 47 threshold is required before relevant information can or must be shared.

5. Consent, confidentiality and transparency

The section 16LA duty does not apply where, on a careful child-centred assessment, disclosure would be more detrimental to the child than withholding it. Such an exception should be unusual and the reasons documented. The duty displaces an obligation of confidence where its conditions are met, but DOES NOT displace UK GDPR, the Data Protection Act 2018 or other legal restrictions. LSE must identify and document an applicable lawful basis, meet any additional conditions for special-category or criminal-offence information, ensure accuracy and data minimisation, and use approved secure channels. Where a recipient is not within section 16LA(4), information sharing must be considered separately under the applicable safeguarding, confidentiality and data protection frameworks. Consent to receive voluntary Early Help services is separate from consent as a lawful basis for sharing information. Staff should distinguish a family's agreement to take part in voluntary Early Help services from consent under UK GDPR. Discuss support openly with families wherever appropriate; do not consult parents or a suspected perpetrator where doing so could expose a pupil to harm.

6. Secure sharing and records

The DSL or delegated authorised person will record the child, issue and purpose; the identity and eligibility of the recipient or requestor; the information selected and why it may assist their relevant functions; any decisions about transparency with the child and family; the lawful basis and additional conditions where relevant; the security arrangements, date and confirmation of receipt; and the rationale for decisions to share, defer or withhold. Children and families should normally be informed appropriately and accessibly unless doing so would be unsafe or otherwise inappropriate. Urgent safeguarding action or a direct referral to police/social care must never be delayed by an internal approval process.

7. Supervision, pupil voice and review

Pupils' views are obtained using communication supports appropriate to autism and individual access needs. Staff review whether information sharing improved support and whether multi-agency planning, further assessment or child protection escalation is required. Concerns are recorded in the approved safeguarding system, not unrestricted teaching files.

8. School-to-school transitions

For a pupil joining or leaving Life Skills Enterprise, including an in-year transfer or a move across local authority boundaries in England, the DSL will communicate with the counterpart DSL and the placing/home local authority as appropriate. The school will request and provide relevant child protection, safeguarding, attendance, early-help and welfare information promptly and securely to eligible recipients, including information needed before the first day to allow appropriate protection, reasonable adjustments and support. The child protection file will be transferred separately from the general pupil file, ordinarily within five days of an in-year transfer or the first five days of a new term, with earlier contact where risk or complexity requires it. Record the request, sent material, recipient verification, receipt acknowledgement and any outstanding documents; escalate missing or uncertain destinations under the Children Missing Education procedures.

Information-sharing legal references

- Children Act 2004, section 16LA (in force 30 September 2026)
- Children's Wellbeing and Schools Act 2026, section 4
- Department for Education, Information sharing to safeguard children and young people: statutory guidance, updated 10 September 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- UK GDPR and Data Protection Act 2018
- Kent Safeguarding Children Multi-Agency Partnership procedures and local authority Children Missing Education arrangements

This is a draft for proprietor approval and DPO review where required. It does not replace emergency services, statutory referral or local safeguarding procedures.