

ContactPoint Guidance - Consulting Children & Young People

Introduction

The Government wants to make sure that children and young people are supported and protected, and that if a child or young person needs help they get that support more quickly. We want to make sure every child is able to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

ContactPoint

To help do this we are creating an electronic list of all the children and young people in England (aged 0-18). This list will include the contact details of any service (for example doctor, school nurse or social worker) that the child or young person is receiving help or support from. The list is called ContactPoint.

Your record on ContactPoint will only hold basic information such as:

- Your name, address, and date of birth;
- Contact details of your parents or carers;
- Contact details of your school;
- Contact details of your doctor
- Contact details of other services (e.g. youth workers and school nurses)

Sensitive services (sexual health, mental health and substance abuse) will only go on your record if you agree. ContactPoint will not say what kind of service you received support from; it will only say that a 'sensitive service' is involved.

ContactPoint will not hold detailed information about you such as medical records or school reports - only the contact details for the services you use.

How will ContactPoint help children and young people?

ContactPoint will help workers find out who else is or has been working with a child or young person quickly – so they can work together to make sure that children and young people get the help or support they need as soon as possible.

Who will use ContactPoint?

The only people who will be allowed to look at your record on ContactPoint are professionals whose job it is to help and support children and young people. They will only be allowed to use the information to support and protect children and young people. There will be special security checks they will have to go through, and they will be trained in how to use ContactPoint and the information it contains about children and young people. There will be regular checks to make sure no one is misusing ContactPoint.

You can get more information about ContactPoint by going to our website:
www.ecm.gov.uk/ContactPoint.

What is guidance?

It is important that ContactPoint is only used to help children and young people, and that all the information kept on it can only be seen by people who have permission.

This is why we have written guidance on ContactPoint; these are instructions and rules on how to use ContactPoint to make sure that everyone who is allowed to use it does so properly.

The guidance is for people who will use ContactPoint and the teams of people working in local authorities whose job is to look after the system. All of these people must follow the rules in the guidance. If they don't provide the information they are asked to, or if they use information about children and young people for the wrong reason, they will be punished.

The guidance explains when and how children and young people can ask to see their own record, and when information on ContactPoint should be checked with you. It also explains how we will check that ContactPoint is being used correctly.

Consulting children and young people

We want to make sure that people understand why we are creating ContactPoint and how it will be used. The guidance is not final and we are asking lots of different groups of people for their comments and views on the version we have written – the draft guidance. After we finish this consultation we will gather all the information and suggestions, and make changes to improve the guidance.

The guidance has been written for workers who will be using ContactPoint as part of their job - they are one of the groups of people we want to hear from - but we also want to know what children, young people and families think about it.

Although children and young people will not use the guidance, we want to make sure that you have a chance to give your views about how ContactPoint will work, and the rules that workers will have to follow.

It is important that you feel confident that all information that is kept on ContactPoint will only be used to support and protect children and young people and that the information held about you is secure.

Your views and ideas are very important to us as ContactPoint is being designed to help you, so we will listen very carefully to what you tell us.

We need to know what you think about the guidance - not the idea of ContactPoint generally

HINT: THE TEXT IN THE GREY BOXES IS THERE TO HELP YOU ANSWER THE FOLLOWING QUESTIONS.

Misuse

Q2: Is the draft guidance sufficiently clear about how unauthorised access to ContactPoint and misuse will be managed?

There are rules about what ContactPoint can be used for, and ways to identify and punish people who break these rules. This question is asking if these rules, and what will happen if people break them, are clear.

To help you answer this question, read the section which talks about what will happen to people who use the information for a reason other than to help children or young people or if people who are not allowed to look at ContactPoint do so (page 13 – paragraphs 3.9-3.12).

Does the section make it clear how the Government will check whether this has happened and if it has how the people who break the rules will be punished?

Please use the comments box below to say how this can be made clearer.

Yes

No

Not Sure

Comments:

Subject Access Rights

Q3: Is the draft guidance sufficiently clear about an individual's rights to see information held about them?

Everyone has a right, in law, to see personal information held about them by an organisation. This includes children or their parents having rights to see what information is held about them on ContactPoint. This question is asking if the guidance explains these rights clearly.

To help you answer this question, read the section which talks about when children, young people and their parents/carers can see what is written on their records and how they go about this (page 27, paragraphs 4.7-4.9).

Does this section make it clear when and how you can see your records?

Please use the comments box below to say how this can be made clearer.

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Complaints

Q4: Does the draft guidance sufficiently explain how local authorities are required to manage complaints relating to ContactPoint?

If someone is unhappy about how ContactPoint is being used they can make a complaint. Local authorities will deal with many of these complaints. This question asks whether the guidance makes it clear how local authorities should handle complaints.

To help you answer this question, read the section which talks about what local authorities should do if someone contacts them to say they are not happy about something to do with ContactPoint (page 29, paragraphs 4.17-4.21).

Does this section make it clear what local authorities will do about a complaint?

Please use the comments box below to say how this can be better explained

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Shielding

Q5: Is the draft guidance sufficiently clear about how the ‘shielding’ of child records will operate?

In some cases, it is possible that showing a child’s details on ContactPoint might put them, or someone else, at risk. Shielding is a way to hide children’s details if needed. This question is asking whether the guidance is clear about how shielding will work.

To help you answer this question you need to read the section about “shielding” (page 39 – paragraphs 4.63-4.66).

After reading this section do you understand what “shielding” means and how it will happen?

Please use the comments box below to say how this can be made clearer

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Flowcharts

Q6: Are the flowcharts helpful in explaining processes within this guidance?

Flowcharts are pictures which explain the steps that make up a task. In the guidance, flowcharts are used to explain some of the tasks that are in the guidance. This question is asking whether they are helpful.

Take a look at the flowcharts (pages 48-58, Annex B).

Do they help you understand how the guidance works?

If you do find them helpful do you think there are other tasks which could also be made into a flowchart so people would find it easier to understand?

Please use the comments box below to suggest other areas which should be covered by flowcharts.

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Topics & Contents

Q7: Does the draft guidance cover all the necessary topics to support the appropriate use of ContactPoint?

The guidance should cover all the areas which people using ContactPoint or looking after ContactPoint need to have explained to them. This question is asking whether the guidance does cover all these areas.

Take a look through the contents page of the guidance (pages 2-3).

Do you think there are any areas which have not been mentioned but need to be explained for people to understand how to use ContactPoint properly?

Please use the comments box below to suggest any other topics which should be covered.

Yes

No

Not Sure

Comments:

Local Authorities' Responsibilities

Q8: Is the draft guidance sufficiently clear about the statutory responsibilities of local authorities?

Statutory responsibilities are things which the law requires someone to do. Local authorities will have statutory responsibilities linked to ContactPoint. This question is asking if the guidance is clear about what these responsibilities are.

After reading the sections which talks about statutory responsibility (page 4, paragraphs 1.1-1.3 and page 26, paragraph 4.4), do you understand what this means?

Do the sections make it clear what all local authorities are expected to do on ContactPoint? If not which of these need to be better explained?

Please use the comments box below to say which topic(s) could be made clearer.

Yes

No

Not Sure

Comments:

Supporting Practitioners

Q9: Is the draft guidance sufficiently clear about how ContactPoint will support practitioners working with children?

ContactPoint is being designed to help people who work with children in their jobs. This question is asking if the guidance is clear about how ContactPoint will support these people.

To help you answer this question you need to read the sections which talk about how ContactPoint will help people who work with children do their job (page 5-paragraph 1.7 and page 21, paragraphs 3.45-3.46).

Is it clear how ContactPoint will be able to help them support children and young people?

Please use the comments box below to say which topic(s) should be made clearer

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Implementing ContactPoint

Q10: Do you foresee any challenges arising from implementing ContactPoint using this guidance?

ContactPoint does not exist yet. When it is introduced it will affect the way a lot of people do their jobs. The guidance is meant to help explain what these people will have to do when using ContactPoint. This question is asking whether you can think of any problems with making the guidance work.

Think about the sections you have read so far.

Do you think people are going to have problems understanding the guidance when they are using ContactPoint?

Please use the comments box below to suggest what the problems might be and how they might be overcome.

Yes <input type="checkbox"/>	No <input type="checkbox"/>	Not Sure <input type="checkbox"/>
Comments:		

Colour-Coded Boxes

Q11: Is the use of colour-coded, user-specific, guidance helpful for readers? (Definitions of users can be found in the table at 1.12)

The guidance uses coloured boxes to show different groups of users which parts of the guidance apply to them. This question is asking whether this layout is helpful.

Thinking about the whole guidance booklet do you think the use of different colours aimed at different users makes it easier to understand?

If you don't think this is helpful is there another layout you think would be better and easier to follow?

Please use the comments box below to tell us about other users you think should be covered by the guidance or if you feel the guidance could be set out in a more helpful way:

Yes

No

Not Sure

Comments:

General Comments

Q12: General Comments

This is your chance to tell us anything else about what is in the guidance - the way it is written, what it says or the way it looks - that hasn't come up yet.

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Comments: