

Lindley CE Infant School Confidentiality Policy

November 2017

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Nicola Beaumont	November 2016	November 2017
	November 2017	November 2018

Learning Together: Achieving Together



Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



Introduction

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

Purpose of the Policy

For all children, staff members and governors to enjoy privacy from gossip, for the school to be fair to all its community, and for children and adults to have disciplinary matters dealt with according to the school's own procedures and out of the eye of the wider school community

The implementation of this policy is the responsibility of all members of the teaching staff, governors, parents / carers and visitors.

Aims

- To provide clear guidance to all members of the school community around confidentiality.
- To encourage children to talk to a trusted adult if they are having problems
- To ensure all adults working in school deal confidently with sensitive issues.

This Confidentiality Policy impacts upon every other school policy.

Specific Issues

Confidentiality is a whole school issue:

- All children, parents / carers, staff members and governors must enjoy privacy from gossip.
- School matters and individuals should **never** be discussed on social networks etc.
- All information about individual children or adults is private and should only be shared with those staff that have a need to know.

All adults working in our school:

- Agree to and implement the Safeguarding Policy
- Encourage children to be open with their parents / carers
- Must maintain professional standards of confidentiality about anything seen or heard within the school.
- Who have a concern about a child, but do not feel they know the child's circumstances well enough to make a judgement about procedure, should discuss their concerns with the child's class teacher who will have greater knowledge of the child, at an appropriate place and time.
- Should adhere to and enforce the school's procedures for the taking of and use of photographs and video recording in school.
- No child's personal details will be given out over the telephone until the validity of the request has been ascertained via a returned call.
- Unconditional confidentiality should never be given
- If an adult receives external information that leads them to believe there is a child protection issue, they could refer the information to the child protection coordinator (Headteacher).
- Adults should be sensitive when discussing an individual child's behaviour or academic progress with other children or their parents.
- Should regard any personal information as private and not pass it on indiscriminately (for example in the staff room)
- Should refer the case to a designated teacher who is the headteacher following a discussion with the young person involved If they receives information that leads them to believe that there is a child protection issue.
- Should not discuss educational matters outside the classroom or outside of school.
- Should not discuss details of individual cases arising in staff meetings or in the staff room to any person without direct professional connection to and interest in the welfare and education of the individual concerned.
- Should not discuss an individual child's behaviour in the presence of another child in school.
- Should not enter into detailed discussion about a child's behaviour with other children or their parents.

Pupils should:

- be reassured that their best interests will be maintained
- know that staff cannot offer unconditional confidentiality
- be reassured that, if confidentiality has to be broken, they will be informed first and then supported appropriately

Parents should:

- not report cases of poor behaviour or pupil discipline to other parents in the school. This allows teachers to deal with such matters in line with school policy.
- be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service

Government guidance requires professionals to consult as much as possible with parents about their children when referring to another agency. In general, parents should be asked if they wish to be referred, UNLESS THERE IS REASON TO THINK THAT OBTAINING SUCH CONSENT MAY PUT THE YOUNG PERSON AT RISK. If your referral is about child abuse (or the risk of it) rather than 'children in need', it is good practice to consult Social Services BEFORE discussing the issue with parents, unless a parent has asked you to make the referral and is already aware of it.

Governors' Meetings

- Governors, in particular those sitting on discipline committees, will not divulge details about individuals (be they staff, families or individual children) to any person outside the meeting.
- Governors need to be mindful that from time to time issues are discussed or brought to their attention about staff and children. Governors must observe complete confidentiality when asked to do so by the governing body, especially in relation to matters concerning individual staff, children or parents / carers. Although decisions reached at governors' meetings are normally made public through the minutes or otherwise, the discussions on which decisions are based should be confidential.

Information held about children

- Information about children will be shared with parents / carers but only about their child. Parents / carers will not have access to any other child's marks and progress grades at any time. However, parents / carers should be aware that information about their child will be shared with the receiving school, if and when they change school.
- All personal information about children including social services records are regarded as confidential. The Headteacher will decide who will have access, and whether those concerned have access to all, or only selected information.
- Matters of Child Protection are made known to staff on a need to know basis.
- It is important that class teachers and support staff are aware of some confidential matters in order to support individuals. These staff will respect the sensitivity of such cases and not divulge information to people unconnected professionally with the individual concerned.
- Information regarding health reports such as speech therapy, medical reports, SEN reports, SEN minutes of meetings, Social Care and Health Services will be kept securely.



Information Sharing (see Appendix 2)

Information sharing is vital to safeguarding and promoting the welfare of children and young people:

- Information must be shared with police and Duty and Assessment where a child is considered or may be at risk of significant harm.
- Information will be shared with other professionals on a need to know basis.

In the classroom

- Ground rules and distancing techniques will be used where sensitive issues are to be addressed eg drugs education, sex and relationships education.
- No adults should put pressure on children to disclose personal information and should be discouraged from applying any such pressure.
- All adults will remind children that some information they share in the classroom may need to be shared with other adults for their protection.
- Children will be reassured that, if information has to be shared they will be informed first and then supported appropriately.
- If a child and his / her parent / carer wish to highlight an issue to a peer group then this will be carried out sensitively by the class teacher / Headteacher eg bereavement.

Personal disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the member of staff should talk again individually to the pupil before the end of the school day. The member of staff may be able to discuss the issue with an appropriate colleague, to decide on suitable action.

Dissemination of the Policy

All staff members, governors and adults working in the school (including voluntary helpers) will receive a copy of this Policy and are asked to read this policy before working in school. Copies are available to view from the school office upon request.

Equal Opportunities

Staff may wish to discuss an individual case with a class or group. For instance it can support the inclusion of a child with Aspergers Syndrome or Autism, if their peers are made aware of the condition and so have some idea of what to expect. Similarly a child with visual impairment can be supported if his/her friends know how to look out for them in the playground. In such cases permission will be sought from the child and his/her carers.

Equality Impact Assessment

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a high priority.

Review And Evaluation

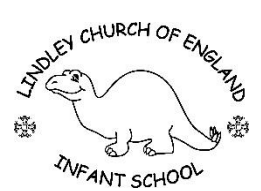
The provision will develop through:

- discussions with staff involved each year
- discussions with trainees during their placements
- feedback from university tutors
- professional partnership with Teaching School Alliances

This policy will be reviewed annually in line with the Safeguarding policy by the Headteacher.

Policy to be reviewed in November 2018

Policy agreed at the Governors' meeting on



Appendix 1

Legal Requirements

Human Rights Act 1998

Gives everyone the right to “respect for his private and family life, his home and his correspondence”, unless this is overridden; by the pupil interest, for reasons of child protection, for the protection of public safety, pupil order, health or morals or for the rights and freedoms of others.

Data Protection Act 1998

Applies to personal data of living, identified viable individuals, not anonymised data, manual and electronic records. Schools need to be clear, when collecting personal data, what purposes it will be used for and schools should have policies to clarify this to staff, pupils and parents.

Freedom of Information Act 2000

Amends the Data Protection Act. Gives everyone the right to request any records a public body, including schools, holds about them. A school may withhold information it has if it is considered the information may damage the recipient, if disclosed. School data or record keeping policy should also cover the requirements of this act.

Children’s Act 2004

The Children’s Act 2004 sets out the following objectives under the every child matters agenda:

- Children and young people are mentally and emotionally healthy
- Children and young people are sexually healthy
- Children and young people choose not to take illegal drugs
- Children and young people are safe from maltreatment, neglect, violence and sexual exploitation
- Children and young people have security, stability and be cared for

Appendix 2

The Seven Golden Rules to Sharing Information

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
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 agreement, unless it is unsafe or inappropriate to do so.
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.
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.
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.
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 (see principles).
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