

Coulsdon C of E Primary School



Confidentiality Policy

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Together, growing mind, body & spirit

Coulsdon C of E Primary School Confidentiality Policy

Rationale and statement on the importance of confidentiality

At Coulsdon C.E. Primary school we believe that:

- The safety, well being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our pupils' well being and safety.
- It is an essential part of the ethos of our school that trust is established to enable pupils, staff, and parents/carers to seek help both within and outside the school and minimise the number of situations when personal information is shared to ensure pupils and staff are supported and safe
- Pupils, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns, including issues arising from SRE (Sex and Relationships Education).
- The school's attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school.
- Everyone in the school community needs to know the limits of confidentiality that can be offered by individuals within the school community so they can make informed decisions about the most appropriate person to talk to about any health, relationship or other personal issue they want to discuss.
- Everyone in the school community needs to be aware that they should not offer absolute confidentiality.

Involvement of the staff, pupils, parents and the wider community in developing this confidentiality policy

This policy has been drawn up by the Senior Leadership Team and the school's Governing Body, and has been disseminated to staff, pupils, parents and carers and partner agencies.

It forms part of the induction of all new staff, including voluntary staff and is reviewed every 2 years.

Definition of Confidentiality

The dictionary definition of confidential is "something which is spoken or given in confidence; private, entrusted with another's secret affairs".

When speaking confidentially to someone the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.

In practice, there are few situations where absolute confidentiality can be offered in our school. We need to strike a balance between ensuring the safety, well being and protection of our pupils and staff, ensuring there is an ethos of trust where pupils and staff can ask for help when they need it, and ensuring that when it is essential to share personal information, child protection issues and good practice is followed.

This means that in most cases what can be offered is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.

The general rule is that staff should make clear at the beginning of the conversation that there are limits to confidentiality. These limits relate to ensuring childrens' safety and well being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

Different levels of confidentiality are appropriate for different circumstances.

1. In the classroom in the course of a lesson given by a member of the teaching staff or an outside visitor, including health professionals.

Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground rules to ensure that confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. (See setting ground rules and working agreements).

When a health professional is contributing to a school health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

2. One to one disclosures to members of **school staff (including voluntary staff)**.

It is essential that all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers (see note below) and any required actions and sources of further support or help available both for the pupil or parent/carer and for the staff member within the school and from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.

(Note: That is, that when concerns for a child or young person come to the attention of staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of staff should discuss this with the Designated Safeguarding Officer (Head Teacher) as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. Please see the school Safeguarding Policy.

3. Disclosures to a counsellor, school nurse or health professional operating a confidential service in the school.

Health professionals can give confidential medical advice to pupils provided they are competent to do so and follow the Fraser Guidelines (guidelines for doctors and other health professionals on giving medical advice to under 16s). School nurses are skilled in discussing issues and possible actions with young people and always have in mind

the need to encourage pupils to discuss issues with their parents or carers. However, the needs of the pupil are paramount and the counsellors will refer to the DSL if they have any concerns.

(If school based health services arrange to work at our school an agreement with the relevant local health trust will be appended to this policy).

The legal position for school staff:

School staff (including non-teaching and voluntary staff) should not promise confidentiality. Pupils do not have the right to expect that incidents will not be reported to his/her parents/carers and may not, in the absence of an explicit promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise.

The safety, well being and protection of the child is the paramount consideration in all decisions staff at this school make about confidentiality.

School staff are NOT obliged to break confidentiality except where child protection is or may be an issue; however, at our school we believe it is important that staff are able to share their concerns about pupils with colleagues in a professional and supportive way, on a need to know basis, to ensure staff receive the guidance and support they need and that the pupils' safety and well being is maintained. School staff should discuss such concerns with their line manager or the DSL (Designated Safeguarding Lead).

Teachers, counsellors and health professionals:

Professional judgement is required by a teacher, counsellor or health professional in considering whether he or she should indicate to a child that the child could make a disclosure in confidence and whether such a confidence could then be maintained having heard the information. In exercising their professional judgement the teacher, counsellor or health professional must consider the best interests of the child including the need to both ensure trust to provide safeguards for our children and possible child protection issues.

All teachers at this school receive basic training in child protection and safeguarding as part of their induction to this school and are expected to follow the schools' Safeguarding policy and procedures.

Visitors and non-teaching staff:

At our school, we expect all non-teaching staff, including voluntary staff, to report any disclosures by pupils or parents/carers, of a concerning personal nature to the designated Safeguarding Lead as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well being of all our pupils and staff. The designated Safeguarding Lead will decide what, if any, further action needs to be taken, both to ensure the pupil gets the help and support they need and that the member of staff also gets the support and supervision they need.

Parents/carers:

We believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it.

Where a pupil does discuss a difficult personal matter with staff at school, they will be encouraged to also discuss the matter with their parent or carer themselves.

Complex cases:

Where there are areas of doubt about the sharing of information, the DSL will seek a consultation with the LA Children's Safeguarding/Child Protection Officer.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with school policies covering:-

PSHE (+Drugs, Sex and Relationships)

Child Protection

Behaviour/ Bullying

Whistle-Blowing

Statement of Ground Rules to be used in lessons

(This should also always relate to the teaching of PSHE, including sex and relationship education and drug education)

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and circle time, pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of each term of teaching PSHE and Circle time.

This is an example of the ground rules for a class:

- We won't ask each other or the teacher any personal questions
- We will respect each other and not laugh, tease or hurt others
- We can pass or opt out of something if it makes us feel uncomfortable
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson, but
- If we are worried about someone else's safety we tell a teacher

When confidentiality should be broken and procedures for doing this:

See the Safeguarding Policy

Where this does not apply and you are still concerned and unsure of whether the information should be passed on or other action taken you should speak to the Head Teacher or Inclusion Manager.

If the Headteacher issues instructions that they should be kept informed, all staff must comply. There is always a good reason for this, which the member of staff may not know about.

The principles we follow at Coulsdon C of E school are that in all cases we:

- Ensure the time and place are appropriate; when they are not we reassure the child that we understand they need to discuss something very important and that it warrants time, space and privacy.
- See the child before the end of the school day where possible (and always in cases of suspected neglect or abuse). More serious concerns must be reported

immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

- Tell the child we cannot guarantee confidentiality if we think they will:
 - hurt themselves
 - hurt someone else
 - or they tell us that someone is hurting them or others
- Do not interrogate the child or ask leading questions
- Won't put children in the position of having to repeat distressing matters to several people
- Inform the pupil first before any confidential information is shared, with the reasons for this
- Encourage the pupil, whenever possible, to confide in his/her own parents/carers.

Support for staff

Staff may need support themselves in dealing with some of the personal issues of our pupils. At our school we prefer staff to ask for help rather than possibly making a poor decision because not all the facts are available. There are many agencies to which pupils needing additional support can be referred, and the school has procedures to ensure this happens. We all work together as part of a team to support our pupils and asking for help is a way we ensure our school is a happy and safe learning environment.

Onward referral:

The Head Teacher (Designated Safeguarding Lead), or the Deputy Head Teacher or Inclusion Manager in the absence of the Head Teacher, is responsible for referring pupils to outside agencies from the school. Staff should not make referrals themselves unless they believe a child protection referral to the police or SSD is necessary and the designated person does not agree. (*'What to do if you're worried a child is being abused'*, DfES, HO, etc., 2015).

Pupils can also obtain confidential help themselves from organisations such as Childline.

Distribution and implementation:

This policy has been distributed to all teaching and non-teaching staff, including volunteers, at the school.

All new staff, including volunteers, receive a copy of the policy, together with basic training on the school's Safeguarding Policy and procedures from the Designated Safeguarding Lead.

Review:

This policy is reviewed every 2 years or whenever deemed necessary by the Headteacher and Governors in the light of events and changes in the law.

Signed:  (Chair of Community Committee)

Dated: March 2023

Date of next review: March 2025