



Soudley School
Confidentiality Policy 2019

Article 2 (UNICEF's Rights of the Child)

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Introduction:

All schools are asked on occasion to keep information confidential. This can relate to a variety of issues, and it is important that the whole school follows the same clear and explicit policy. Schools staff, pupils, parents and carers should be made aware of it and how it works in practice.

Aims:

- To give clear guidance to all members of the school around confidentiality.
- To encourage young people to talk to a trusted adult if they are having problems.
- To give staff confidence to deal with sensitive issues.
- To understand that if information is disclosed that puts a child at risk of harm, we have a duty under Keeping Children Safe In Education to pass that information on to a safeguarding partner.

In Lessons:

- Ground rules and distancing techniques will be used where sensitive issues are to be addressed. However, staff will ensure they will make time to follow-up with the child sensitive issues that have been raised by not discussed.
- Staff should not put pressure on pupils to disclose personal information, and will discourage fellow pupils from applying any such pressure.

Personal Disclosures:

- Disclosures from pupils may take place at any time. Staff will give the child time to talk - confidentially where possible - and completing a 'suspected abuse form' as soon after as possible. Should the disclosure occur in front of others (children or adults), sensitivity will be applied in deciding on whether to allow the child to speak. Where it is felt appropriate to allow the disclosure to continue in front of others, it is of critical importance that the conversation is continued with the child, immediately if possible, or a soon after.
- Where a child makes a disclosure, the staff member will bring the information as soon as is possible to the DSL. To ensure the information is not being passed on third hand, it is important that that staff member then speaks to the Children's Helpdesk directly and records the information on our CP TRACKER
- Where physical harm is reported or noticed, staff will take a completed 'suspected abuse form', clearly and legibly completed to the Designated Safeguarding Lead - DSL- (Saron Hetenyi or DDSL Gemma Buckingham in her absence) immediately it is possible to do so. At no time may confidential issues be discussed with other colleagues unless it is necessary to share information in the best interests of the child.
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Key Points:

- Pupils should be reassured that their best interests will be maintained in line with child protection guidance, and therefore, staff cannot offer unconditional confidentiality. However, it is important the children understand that staff cannot keep information a 'secret', but will only



share information with people that they know they can trust.

- Pupils should be reassured that, if confidentiality has to be broken, they will be informed first and then supported appropriately.
- Pupils should be informed of sources of confidential help, for example, any trusted adult in the school, Mrs Fox, the Family Support Worker, Nicky Hughes counsellor, their doctor or other young person's advice service.
- Any personal information should be regarded as private and not passed on indiscriminately to others.
- If there is a safeguarding concern, the staff member MUST pass information onto the DSL. The DSL will take advice from the Children's Helpdesk.
- Pupils should be encouraged to talk to their parents, carers or trusted adult and be given support to do so wherever possible.
- 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/carers, unless a parent has asked you to make the referral and is already aware of it.

Please also see DFE Information Sharing Appendix 1

Further Guidance:

For all children and young people, 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, it is important that;

- staff do not discuss details of individual cases arising in staff meetings to any person without direct professional connection to and interest in the welfare and education of the individual concerned.
- no member of staff discusses an individual child's behaviour in the presence of another child in school - unless appropriate to do so to resolve the situation.
- staff do not enter into detailed discussion about a child's behaviour with other children or their parents.
- governors, in particular those sitting on Discipline Committees, do not divulge details about individual (staff, families or children) to any person outside of the meeting.
- parents/carers in school, working as volunteers, or as part of the Friends of Soudley School do not report cases of poor behaviour or pupil discipline of other parents in the school. Such matters will be dealt with in line with school policy.
- We do not make judgements about individual cases.
- At full Governing body meetings matters such as pupil exclusion, personnel issues and personal details of any member of the school community will not be referred to in any detail.
- Staff performance management will be carried out privately. Targets for individuals, named lesson observations sheets and other performance data will be in the head teacher's office and electronic records will only be available on the head teacher's computer.
- In Soudley School the vast majority of staff work in different classrooms across the week. Therefore it is often necessary to share information more widely than perhaps in a larger school. All information sharing will be confidential so that all those who work with that child can understand, monitor and report back if necessary.
- Importantly, those teachers and other staff in school aware of the confidential



matters will respect the sensitively to such cases and not divulge information to people unconnected professionally with the individual concerned.

- When volunteers are working in school they do not discuss educational matters outside the classroom.
- Volunteers, students and visitors to school (including supply teachers) are asked to read this policy before working in school.
- Safeguarding is monitored by the Safeguarding Governor (Chair – Mrs Laura Leonard)
 - . The purpose of the role is to:
 - Understand the safeguarding requirements
 - Support the work of the Designated Safeguarding Lead
 - Report back to the Governing Body about how effective safeguarding is
 - Check that the school is compliant with statutory guidance
 - Check out whether there is a consistency in safeguarding across the whole school
 - Make sure that there are effective systems in place to keep vulnerable children safe

Equal Opportunities:

Staff may wish to discuss an individual case with a class or group, for instance to support the inclusion of a child with specific difficulties, if informing their peers will provide support for the child. In this case permission will be sought from the child, parents/carers.

Health Professionals visiting school are bound by their professional codes of conduct to maintain confidentiality. When working in the classroom they are also bound by school policies. In line with best-practice guidance, like other school staff, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques, but ensuring that issues of concern are followed up as soon as possible, either by themselves, or by passing to the relevant member of school staff in line with school policies.

Reviewed October 2019 in line with KCSIE 2019



These are the Seven Golden Rules of Information Sharing as set out in *DfE Information Sharing July 2018*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 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, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis 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 clear of the basis upon which you are doing so. Where you do not 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 upto-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