

Confidentiality Policy

“We seek to develop the whole child within a Christian Ethos, preparing them for a happy, healthy and fulfilled life ahead.”

Confidentiality

Date	Review Date	Author	Curriculum Committee
June 2016	June 2020	S Kay	Replace policy from 2012 – new format
March 2017	March 2021		Moved to Pupils and Staffing under terms of reference.

We believe this policy relates to the following legislation:

- Children Act 1989
- Police Act 1997
- Police Act 1997 (Criminal Records) Regulations 2002
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We believe confidentiality is when someone during a private conversation entrusts another with their secrets and with the confider expecting absolute confidentiality from the confidante.

We feel we can only offer limited and not absolute confidentiality at this school as the safety, well-being and protection of our pupils are the main consideration in all decisions school personnel make.

We stress that school personnel must make it clear when in discussion with pupils or parents/carers that there are limits to confidentiality that can be offered, so that they can



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make informed decisions about the most appropriate person/s to talk to about the personal matters that have been disclosed.

We believe we have created a safe and supportive school environment which encourages pupils to talk to school personnel in order to share their problems. Trust between pupils and staff is an established part of the school ethos.

We acknowledge that a transparent confidentiality policy will ensure the health and safety of all pupils in this school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all information shared in confidence by pupils will only be used to enhance the safety, well-being and protection of all pupils in our care.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure that all school personnel are aware that they should not promise absolute confidentiality and that the safety, well-being and protection of the pupil is the principal consideration in all decisions school personnel make about confidentiality;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;



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- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- nominated a committee to liaise with the Headteacher and to report back to the Governing Body (Curriculum Committee);
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will communicate this policy to all school personnel, pupils, parents/carers, governors, outside agencies and visitors by:

- organising in-house training for school personnel on Child Protection and Safeguarding;
- flagging up the policy in the staff handbook;
- including the policy in the handbook for school visitors;
- including it on the School Website

The Headteacher will also:

- work closely with the Curriculum Committee;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff (Safeguarding Pathway)
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - speaking with pupils, school personnel, parents and governors
- report to the Governing Body on the success and development of this policy.

Role of the Pupils and Staffing Committee

The Pupils and Staffing Committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected
- training related to this policy;
- report to the Governing Body every term;
- report to the Governing Body on the success and development of this policy.

Role of School Personnel



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School personnel will:

- comply with all aspects of this policy by not promising at any time absolute confidentiality when a disclosure has been made to them;
- undertake appropriate training in the techniques to use when dealing with one-to-one disclosures; (Safeguarding pathways – see also Child Protection Policy)
- make it clear at the beginning of a conversation that there are limits to confidentiality;
- inform the confider when a confidence has to be broken for the safety and well-being of children;
- pass on confidential information for the safety, well-being and protection of our pupils to the Designated Child Protection Coordinator;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will be aware:

- that they can talk about any concerns or worries they have with school personnel;
- of how to access confidential support e.g. Childline
- that they will be encouraged by the school to discuss any matters that they have brought to the attention of the school with their parents/carers;
- treat others, their work and equipment with respect;
- support the school Behaviour Code and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys as appropriate

Role of the School Council

The School Council will be involved in:

- organise surveys to gauge the thoughts of all pupils when appropriate.

Role of Parents/Carers



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Parents/carers will:

- be guided to the website where this policy is accessible.
- be asked to take part periodic surveys conducted by the school;
- work in partnership with the school and are kept informed of their child’s progress and behaviour;
- have ready access to the files and records of their children

Role of School Visitors (Outside Agencies, Parent Helpers and Students)

- All visitors must report any concerns they have regarding a pupil/s.
- All disclosures must be reported.

Raising Awareness of this Policy

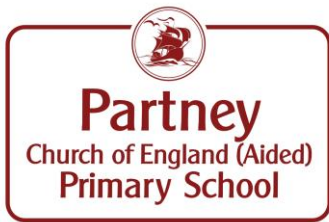
We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school personnel
- communications with home such as weekly newsletters reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Safeguarding & Child Protection
 - Dealing with Allegations Against School Personnel
 - Sex and Relationships
 - Anti-bullying
 - Confidentiality - Parent Involvement
 - Whistle Blowing
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.



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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

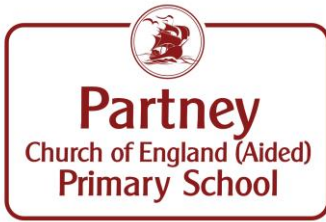
The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

<ul style="list-style-type: none"> ▪ Safeguarding & Child Protection and Whistle Blowing 	<ul style="list-style-type: none"> ▪ Complaints Policy
<ul style="list-style-type: none"> ▪ Sex and Relationships 	<ul style="list-style-type: none"> ▪ Anti-bullying

Headteacher:		Date:	
Chair of Governing Body:		Date:	



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Confidentiality Agreement

I understand that confidential information means all information obtained whether orally, in writing or by any other means.

I am in agreement that: -

- all personal information regarding pupils or school personnel is confidential and will be kept so;
- all school personnel and parental helpers will abide by a strict code of the highest professional and ethical standards in order to safeguard confidentiality of all practices and information held within the school;
- the Head teacher is responsible for taking action if a member of staff or parental helper is identified to having disclosed confidential information regarding school practices or personal information regarding a pupil or a member of the school staff;

I ,(_____), am in agreement with the above and agree that I will treat all information received in the strictest confidence and will not divulge any information outside the school.

Signed	Date Agreed	Review Date

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
		✓				✓				✓				✓				✓				✓				✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
		✓				✓				✓				✓				✓				✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
		✓				✓				✓				✓				✓				✓				✓			

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

Policy Title:						Date when written:			
Policy written by:					New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>	
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by Governors:			Date when presented to stakeholders:			Date when implemented:			
Published on: (✓ or x)	School Website			School Prospectus			Staff Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		