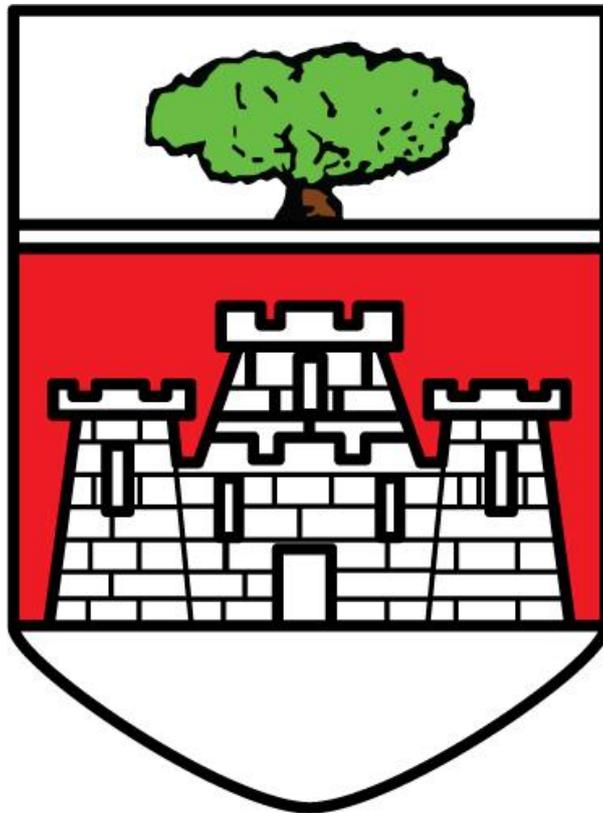


CASTLE BROMWICH JUNIOR SCHOOL

Confidentiality Policy

July 2013



At CBJs we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Confidentiality at CBJs

‘The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of the respect for and value given to the needs and wishes of each individual.’

‘Confidentiality in Schools’, by Sheila White, Brook, 2001

Links with RSE

At CBJs we understand that issues within RSE can be sensitive for children and for adults. It’s therefore important that children have opportunity to talk with trusted adults. Whilst we do encourage our children to talk with their parents and families, we also give them opportunities to access a range of trusted adults who can support them whilst actively creating an emotionally safe environment for talking and for learning. We see this as laying important foundations to enable them to confidently access help and support as they grow older.

Sharing of our policy

- Pupils are made aware of our policy through circle time and PSD lessons
- If a child wishes to speak to an adult confidentially, all staff know that they have to explain to the pupils that they may have to share the information with someone else.
- As part of an induction programme to our school, this confidentially policy is shared with them and all volunteers are given a copy of Solihull’s yellow poster ‘Confidentiality for Visitors’
- A copy of our confidentiality policy is on our school web site and it is shared at new parents meetings.
- The policy is regularly reviewed by staff and approved by governors

What it means in our school

Accessing help and support is often dependent upon a clear understanding of confidentiality. In our school, children understand that no adult can guarantee confidentiality if that adult is worried about their safety. This applies to the full range of adults working within our school and touching the lives of our children. However, where other professionals working 1:1 with a child work to their own professional codes of conduct e.g. school nurse, this must be made clear to that child from the outset. Adults within our school community need clarity of understanding about this.

- Our school recognises its legal duty under section 175 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”.
- As a recognized Healthy School, health and wellbeing is central to our core purpose
- We are proud of the positive relationships that exist across our school
- We encourage pupils, parents and families to talk to us and we aim to make our school a safe place for them to do so
- We actively promote a range of trusted adults for pupils to talk to, including promoting with pupils the importance of talking to and seeking support from their parents and families

At CBJs, in line with our values (accepting all and aspiring) confidentiality means:

- ✓ We do provide a range of supportive opportunities for all children to talk about any situation or concern
- ✓ We aspire to providing quality opportunities for our pupils to talk so that all pupils feel valued.
- ✓ As adults, we only talk in a professional manner about children and their families
- ✓ All adults in school are bound by these principles
- ✓ If an adult is worried about a child's safety and needs to discuss this with another adult, the child would always be informed first and supported
- ✓ Any issues that might be safeguarding issues e.g. sexual abuse are always referred to the designated members of staff for Child Protection, who are Mr Backhouse and Mrs Hobden

What it looks like in our school

Circle Time enables all of our children to discuss issues; these may emerge through suggestion/question boxes. Circle Time/PSD ground rules support this. All classes discuss confidentiality and what this means in Circle Time/PSD and this is continually reinforced. Confidentiality should be explicitly reflected in the ground rules that are negotiated with classes. Learning and teaching strategies used within PSD include lots of opportunities to depersonalise issues e.g. through use of puppets, story characters. Children know to think about what they are saying about personal issues and, instead, to speak in the third person.

July 2013