

Holy Trinity Primary School
Confidentiality Policy

Introduction

All schools are asked on occasions to keep information confidential. This can relate to a variety of issues including under age sexual activity, drugs use, abuse or other dangerous or illegal activities. It is important that the whole school follows the same clear and explicit policy. Pupils, parents and carers should be made aware of this 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

Teaching and Learning methods

- Ground rules and distancing techniques should be used where sensitive issues are to be addressed.
- Staff should not put pressure on pupils to disclose personal information and should discourage fellow pupils from applying any such pressure.
- Staff should not put themselves at risk.

Key Points:

- Pupils should be reassured that their best interests will be maintained.
- **Pupils should know that staff cannot offer unconditional confidentiality.**
- 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, the school nurse, designated TSA, Safeguarding and Nurture Officer, GP or local young person's advice service.
- **Any personal information should be regarded as private and not passed on indiscriminately (for example in the staff room).**
- If a member of staff receives information that leads them to believe that there is a child protection issue, they should refer the case to a designated teacher following a discussion with the young person involved if appropriate.
- Pupils should be encouraged to talk to their parents or carers and be given support to do so where ever 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 agree 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. **All referrals must be dealt with by the Headteacher** who is the Designated Teacher

Personal Disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the members 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, without giving the name of the pupil.

Further Guidance

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, 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.
- 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 individuals (be they staff, families or individual children) to any person outside the meeting.
- **Parents in school, working as volunteers, or as part of FOHT, do 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.**
- At full Governing body meetings matters such as pupil exclusion, personnel issues and personal details of any member of the school community will be dealt with in the head teacher's report. This is not for the knowledge of persons outside the Governing body meeting.

- Staff performance management will be carried out privately. Targets for individuals, named lesson observation sheets and other performance data will be in the Line Manager's office and electronic records will only be available from the Line Manager's computer.
- Matters of Safeguarding 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.
- When volunteers, such as parents and friends of the school are working in classes, they do not discuss educational matters outside the classroom. For example the specific use of teaching assistant time for particular pupils or groups of pupils, teaching assistants have different roles within a class, including the support of children with special educational needs, the provision and work with these children is for the teacher to discuss with the relevant parents or carers.
- Volunteers, students and supply teachers are asked to read this policy before working in school.

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.

Health Professionals

Health professionals are bound by their professional codes of conduct to maintain confidentiality when working in a one to one situation. When working in a classroom, they are bound by relevant 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.

Review and Evaluation

Reviewed: March 2016

Approved by Governors:

To be reviewed: March 2018

Further Resources

Children's books

Carle, Eric, *The Very Hungry Caterpillar* (Hamish Hamilton, 1970)

Fox, Mem, *Wilfred Gordon McDonald Partridge* (Puffin Books, 1987)

McKee, David, *Tow Monsters* (Andersen Press, 1985)

Useful Websites for Teachers

www.teachernet.gov.uk/healthyliving is the supporting website for the Healthy Living blueprint. It provides a one-stop shop for a range of national and local initiatives to support schools in promoting healthy living.

www.wiredforhealth.gov.uk is the website for the National Healthy School programme. On this site you will find evaluation evidence, guidance material and other contacts. The site also contains information and exercises for pupils, as well as information for parents and teachers, and links to other sites organised in the following way.

www.welltown.gov.uk for Key Stage 1 (5-7 year olds);

www.galaxy-h.gov.uk for Key Stage 2 (7-11 year olds).

www.lhsp.org.uk will quickly show you how to contact your local healthy schools programme.

Emotional Health and Well-being Websites

www.youngminds.org.uk/publications

YoungMinds has developed a range of publications that address the mental health problems affecting young people. They are based upon concerns heard via their telephone helpline (YoungMinds Parents Information Service) or through their research projects.

www.teachernet.gov.uk/wholeschool/healthyliving/behaviours/mentalhealth

Topical information and links to other useful sites and ideas can be found here.

Environmental Websites

www.eco-schools.org.uk

www.cadburylearningzone.co.uk/environment

Healthy-eating Websites

www.foodinschools.org.uk

This site supports the work of healthy schools in relation to all aspects of eating at school, including breakfast clubs, vending machines, tuck shops, lunch boses, water, dining room environment, school lunches (pending), growing clubs, cooking clubs and the Food Partnership scheme in which secondary and primary schools work together.

www.foodafactoflife.org.uk

This site provides advice and downloadable resources for teachers about healthier eating in school and contains interactive learning activities for children.

www.5aday.nhs.uk

This site supports the government's drive to encourage more people, including your people, to eat five or more portions of fruit and vegetable each day.

For 42 weeks a year, the Cooking Bus travels to different destinations around the country where its two teachers work with school staff to teach pupils how to make healthy dishes, to encourage children to think about what ingredients are used in each dish, the origin of different foods and the importance of eating healthily. Priority is given to schools in low income areas.

The bus is an articulated lorry that opens out to provide a fully equipped state of the art kitchen classroom that holds up to 16 students.

To find out more about the Foods Standards Agency's Cooking Bus and to apply for the bus to visit your school, long onto: www.food.gov.uk/cookingbus

Physical Activity Websites

www.teachernet.gov.uk/pe

The comprehensive teachernet site has information about PE and school sport.

www.sportengland.org

This site has a wealth of information about sport and physical activity, including the location of 15,000 local sporting facilities (www.activeplaces.com) and details of the Everyday Sport campaign.

PSHE Websites

www.teachernet.gov.uk/pshe

The comprehensive teachernet site has information about PSHE and related issues.

www.qcaq.org.uk/pshe

The site for the Qualifications and Curriculum Authority has useful information about the subjects of the National Curriculum and the non-statutory framework for PSHE, supported by end of Key Stage statements and schemes of work.