

# Glynwood Community Primary School



## Confidentiality Policy

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## **1. Background to the school**

Glynwood Community Primary is a community primary in central Gateshead. It takes children from three to eleven and currently has 247 children on roll. Approximately one quarter of children are on the Special Educational Needs register, they have a range of needs but mainly moderate learning difficulties.

## **2. Formulation of the policy**

The policy was written following contributions from the following parties:

- PSHEE/C Co-ordinator
- Inclusion Manager
- Child Protection Co-ordinator
- Senior Leadership Team
- Curriculum and Pupils Sub-committee
- School Council

The policy was drawn together from principals contained within the policy and practice for Child Protection, Equal Opportunities and PSHEE/C, together with Government and local guidelines.

## **3. Statement of Intent**

It is our intention to respect the privacy of children, their families and staff while ensuring that they are provided with a high standard of education and a safe environment in which to grow and learn.

## **4. Aim and objectives of the policy**

- To provide a clear school confidentiality policy which everyone including pupils, parents and carers know, understand and work within - is a vital part of meeting pupil's welfare needs as required by the Education Act.
- To provide a clear and consistent message for pupils, staff, parents / carers and visitors about confidentiality in school.
- To provide guidance about who needs to know what - in particular instances.
- To respect every individual's right to privacy.

Young people occasionally make personal disclosures, either in class or to individual teachers.

They may disclose that they are engaging in under-age sexual activity, that they, or friends or relatives, are using illegal drugs or that they have been abused.

Teachers may come to possess sensitive information about pupils, some of it about illegal activity.

All parties need to be clear about the rules of confidentiality, which apply in these circumstances.

Sensitive and controversial issues are certain to arise in the teaching of Personal, Social, Health, Economic Education and Citizenship (PSHEE/C) curriculum. The aim of the programme may be to enable pupils to address these issues directly and to develop the skills of reasoned argument.

Sex and Relationship Education (SRE) and Religious Education are examples of topics which cover values and beliefs and which may, therefore arouse strong feelings.

Law regulates their place in the curriculum. Other issues likely to be sensitive or controversial include family lifestyles and values, law and order, environmental issues bullying and bereavement.

The school policy may also include reference to e.g.

- Every Child Matters and its outcomes
- Other relevant policies:

PSHEE/C, SRE, Drugs Education and procedures for dealing with Incidents, Child Protection and Anti-Bullying, Racism. Inclusion, Guidance for Visitors, Agencies and Adults Other than Teachers (AOTT's), Data Protection, Medical, Digital Imagery

## **5. Procedures for monitoring and evaluation**

- Records will be kept of any incidents / complaints.
- The policy will be reviewed on a biannual basis by the Head teacher and Curriculum and Pupils Sub Committee.

## **6. Dissemination of the policy**

- The policy will be made available to all. A copy will be available to view from the school reception on request.
- Confidentiality will be discussed with pupils through the PSHEE/C Curriculum, School Council and Pastoral System.
- The policy will be available for teaching staff, non-teaching staff governors, parent / carers and visitors.
- Staff training will be held as and when appropriate and guidance reference included in Staff Handbooks and School Prospectus.

## **7. Guidelines**

### **How will the objectives be met?**

Information about pupils should not be passed on indiscriminately.  
The Headteacher may wish to be informed in all or some circumstance.  
Staff have a contractual obligation with the policy.

Unconditional confidentiality should not be offered to pupils or their parents.  
Information about behaviour likely to cause harm to the pupil or to others must be passed on to the appropriate agency.

It should be made clear to pupils that although most information can be kept confidential, some may need to be passed on in the young person's interest. However, the pupil should be informed about when this has to happen, what will be done with the information and who will have access to it.

In the case of illegal activity the school should take actions in the best interest of the pupil. This does not necessarily involve informing the police. For example, teachers are not obliged to inform the police about illegal drug activity.

Teachers are not obliged to pass on information about pupils to their parents / carers although where the teacher believes the pupil to be at moral or physical risk, or in breach of the law, they must ensure that the pupil is aware of the risks and encourage them to seek support from their parents / carers.

Outside agencies and other providing support for the PSHEE/C programme must be aware of and abide by, the school policy on disclosures and confidentiality.

However, they may also have a role in providing advice and support directly to pupils.

The boundary between these two roles must be agreed with school and the distinction, in terms of the right to confidentiality, be made clear to pupils.

Some people, such as the School Health Advisers (SHA) School Nurses, are bound by their own professional codes of conduct - confidentiality in their work with children and young people i.e. the medical code of confidentiality (FRASER Guide Lines). Pupils, young people who seek help from teachers about their personal health e.g. contraception or pregnancy can be referred to the school nurse or their family doctor whose professional code of practice will be followed.

In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information.

Ground rules, which ensure pupils agree not to pressure one another to answer questions about their own experiences, also apply to staff.

When dealing with sensitive or controversial issues teachers should:-

- ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with.
- judge when to allow pupils to discuss issues on their own in small groups and when to join in and offer support.
- ensure that pupils are clear about the difference between fact, opinion, and belief and that they have access to balanced information and views against which they can then clarify their own opinions and views including contributions made by visitors to the classroom.

- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the school's values framework.
- provide appropriate support after a session for any pupil who may be troubled by an issue raised.

It is important that all staff are consistent in their support for pupils / young people in their care.

If in doubt seek advice from your Headteacher.

Next review November 2019

**Can I keep it confidential?**



**Is it child protection issue?  
Reported abuse?  
Suspected abuse?  
Coercion?  
Sexual exploitation?**



**Yes**

**Follow the school protection procedures.  
There will be a named lead for child protection in the school.**

**Name: Mrs Ryan**



**No**

**There is no reason to inform anyone.**

**If you are worried then have an informal chat with your child protection lead.**