

Reviewer Head Teacher	BROOKFIELD JUNIOR SCHOOL <u>Confidentiality Policy</u>	Review date Term 6 2019
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This policy can be accessed on our school website and it forms part of the induction of all new staff.

Confidentiality Policy Overview

DSL = KAREN DOWN

At Brookfield Junior School we respect confidentiality.

1. Parents will have access to the files and records of their own children but will not have access to information about any other child
2. Information about children will not be given to any unauthorised person without written permission (an authorised person is one who needs the information to do his/her job eg: school nurse)
3. Any anxieties/evidence relating to a child's personal safety will be kept confidentially and passed onto the appropriate professionals. This information will be shared with Social Care/police when the child may be at risk of harm.
4. Issues relating to the employment of staff, whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions
5. Volunteers and Students on work experience or other recognised courses will be advised of our confidentiality policy and be required to respect it.

The importance of confidentiality

At Brookfield Junior School we believe that:

- The safety, well being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our pupils' well being and safety.
- It is an essential part of the ethos of our school that trust is established to enable pupils, staff, and parents/carers to seek help both within and outside the school and minimise the number of situations when personal information is shared to ensure pupils and staff are supported and safe.
- Pupils, parents/carers and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues and concerns, including sex and relationships.
- The school's attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school.
- Issues concerning personal information including sex and relationships and other personal matters can arise at any time.

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- Everyone in the school community needs to know that no one can offer absolute confidentiality.
- Everyone in the school community needs to know the limits of confidentiality that can be offered by individuals within the school community so they can make informed decisions about the most appropriate person to talk to about any health, sex and relationship or other personal issue they want to discuss.

Definition of Confidentiality

The dictionary definition of confidential is "*something which is spoken or given in confidence; private, entrusted with another's secret affairs*"

When speaking confidentially to someone the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.

In practice there are few situations where absolute confidentiality is offered. At Brookfield we have tried to strike a balance between ensuring the safety, well being and protection of our pupils and staff, ensuring there is an ethos of trust where pupils and staff can ask for help when they need it and ensuring that when it is essential to share personal information, child protection issues and good practice is followed.

This means that in most cases what is on offer is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues but the confider would not be identified except in certain circumstances.

The general rule is that staff should make clear that there are limits to confidentiality, at the beginning of the conversation. These limits relate to ensuring children’s safety and well-being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

Different levels of confidentiality are appropriate for different circumstances.

1. In the classroom in the course of a lesson given by a member of teaching staff or an outside visitor, including health professionals.
Careful thought needs to be given to the content of the lesson, setting the climate and establishing ground-rules to ensure confidential disclosures are not made. It should be made clear to pupils that this is not the time or place to disclose confidential, personal information. (See setting ground-rules and working agreements).

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When a health professional is contributing to a school health education programme in a classroom setting, s/he is working with the same boundaries of confidentiality as a teacher.

2. One to one disclosures to members of school staff (including voluntary staff).

It is essential all members of staff know the limits of the confidentiality they can offer to both pupils and parents/carers (see note below*) and any required actions and sources of further support or help available both for the pupil or parent/carer and for the staff member within the school and from other agencies, where appropriate. All staff at this school encourage pupils to discuss difficult issues with their parents or carers, and vice versa. However, the needs of the pupil are paramount and school staff will not automatically share information about the pupil with his/her parents/carers unless it is considered to be in the child's best interests.

(*Note: That is, that when concerns for a child or young person come to the attention of staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of staff should discuss this with the Designated Safeguarding Lead (Karen Down) as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. (Please see the school Child Protection Policy.)

3. Disclosures to a counsellor, school nurse or health professional operating a confidential service in the school.

Health professionals such as school nurses can give confidential medical advice to pupils provided they are competent to do so and follow the Fraser Guidelines (guidelines for doctors and other health professionals on giving medical advice to under 16s). School nurses are skilled in discussing issues and possible actions with young people and always have in mind the need to encourage pupils to discuss issues with their parents or carers. However, the needs of the pupil are paramount and the school nurse will not insist that a pupil's parents or carers are informed about any advice or treatment they give.

Note: *It is the view of Kent Police that they should be informed of cases where a person under the age of 16 discloses sexual activity, which includes sexual intercourse. This is not for the purpose of prosecution, unless that course of action was appropriate, but to enable the Police to share information concerning the parties concerned. The Police are of the view that this information sharing would enable a better assessment as to whether a child was being abused or exploited.*

The legal position for school staff:

School staff (including non-teaching and voluntary staff) should not promise confidentiality. Pupils do not have the right to expect that incidents will not be reported to their parents/carers and may not, in the absence of an explicit

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promise, assume that information conveyed outside that context is private. No member of this school's staff can or should give such a promise.

The safety, well-being and protection of the child are the paramount consideration in all decisions staff at this school make about confidentiality.

School staff are NOT obliged to break confidentiality except where child protection is or may be an issue, however, we believe it is important staff are able to share their concerns about pupils with colleagues in a professional and supportive way, on a need-to-know basis, to ensure staff receive the guidance and support they need and the pupils' safety and well-being is maintained. School staff should discuss such concerns with their line manager or the DSL.

Teachers, counsellor and health professionals:

Professional judgement is required by a teacher, counsellor or health professional in considering whether he or she should indicate to a child that the child could make a disclosure in confidence and whether such a confidence could then be maintained having heard the information. In exercising their professional judgement the teacher, counsellor or health professional must consider the best interests of the child including the need to both ensure trust to provide safeguards for our children and possible child protection issues.

All teachers at this school receive basic training in child protection as part of their induction to this school and are expected to follow the schools' Child Protection policy and procedures.

Visitors and non-teaching staff:

At Brookfield we expect all non teaching staff, including voluntary staff, to report any disclosures by pupils or parents/carers, of a concerning personal nature to the Designated Safeguarding Lead as soon as possible after the disclosure and in an appropriate setting, so others cannot overhear. This is to ensure the safety, protection and well-being of all our pupils and staff. The DSL will decide what, if any, further action needs to be taken, both to ensure the pupil gets the help and support they need and that the member of staff also gets the support and supervision they need.

Parents/carers:

At Brookfield we believe that it is essential to work in partnership with parents and carers and we endeavour to keep parents/carers abreast of their child's progress at school, including any concerns about their progress or behaviour. However, we also need to maintain a balance so that our pupils can share any concerns and ask for help when they need it. Where a pupil does discuss a difficult personal matter, they will be encouraged to also discuss the matter with their parent or carer themselves.

The safety, well-being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality.

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Complex cases:

Where there are areas of doubt about the sharing of information, we seek a consultation with our local KCC Children’s Safeguards Service Child Protection Co-ordinator.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with the school's:-

- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Drugs Awareness Policy
- Looked After Children Policy
- PSHE Policy
- Sex and Relationship Education Policy
- & Whistle-Blowing Policy

Statement of ground rules to be used in lessons

We adopt ground-rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.

At the beginning of each PSHE lesson and Circle time, pupils are reminded of the ground-rules by the teacher or outside visitor.

This is an example of the ground-rules for a class:

- We won't ask each other or the teacher any personal questions
- We will respect each other and not laugh, tease or hurt others
- We won't say things we want to keep confidential
- We can pass or opt out of something if it makes us feel uncomfortable
- If we do find out things about other pupils, which are personal and private, we won't talk about it outside the lesson, but
- If we are worried about someone else's safety we tell a teacher

When confidentiality should be broken and procedures for doing this:

Where staff are still concerned and unsure of whether the information should be passed on or other action taken they should speak to the DSL (Karen Down) who will advise.

The principles we follow at Brookfield are that in all cases we:

- Ensure the time and place are appropriate, when they are not we reassure the child that we understand they need to discuss something very important and that it warrants time, space and privacy.
 See the child normally (and always in cases of neglect, or abuse) before the end of the school day. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

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- Tell the child we cannot guarantee confidentiality if we think they will:
 - ❖ hurt themselves
 - ❖ hurt someone else
 - ❖ or they tell us that someone is hurting them or others
- Not interrogate the child or ask leading questions
- We won't put children in the position of having to repeat distressing matters to several people
- Inform the pupil first before any confidential information is shared, with the reasons for this
- Encourage the pupil, whenever possible to confide in his/her own parents/carers

Support for staff

Staff may have support needs themselves in dealing with some of the personal issues of our pupils. At Brookfield staff are encouraged to ask for help rather than possibly making a poor decision because they don't have all the facts or the necessary training, or taking worries about pupils home with them. There are many agencies we can refer pupils to who need additional support and we have procedures to ensure this happens. We all work together as part of a team to support our pupils and asking for help is a way we ensure our school is a happy and safe learning environment.

Any unresolved issues should be discussed with the Head Teacher.

Onward referral:

Melanie Blewer, the Head Teacher, and Karen Down, the Designated Safeguarding Lead and SENCo, are responsible for referring pupils to outside agencies from the school. Other staff should not make referrals themselves unless they believe a child protection referral to the police or Social Services Department is necessary and the designated person does not agree. (*'What to do if you're worried a child is being abused', DfES, HO, etc., 2003*).

Pupils can also obtain confidential help themselves; (see the information available from Childline ~ contact details on posters around the school).

Dissemination and implementation:

This policy has been shared with all teaching and non-teaching staff at the school. All new staff are made aware of the policy, together with basic training on the school's Child Protection Policy and procedures from the Designated Safeguarding Lead.

Review:

This policy is reviewed every 2 years or whenever deemed necessary by the Headteacher and Governors in the light of events and changes in the law.

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