

Jesmond Gardens Primary School

Confidentiality Policy



Date Implemented – February 2007

Date Reviewed – February 2017

Date of next review – February 2019

Signature of Chair of Committee _____

Date _____

Our Vision

**To be world-class leaders of learning,
life changing for each and every learner.**

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

Gender, Ethnicity and Disability Equality Statement

March 2009

We aim to:-

- promote equality of opportunity for all pupils regardless of gender, ethnicity and disability
- ensure that all teaching and learning experiences promote equality of opportunity between genders, ethnicity, disability and challenge stereotypes

As a school, we have prepared and published a Single Equality Scheme,

We will continue to:-

- gather and use information on how the school's policies deliver equality across the school and address the outcomes identified within the Every Child Matters Agenda
- assess the impact of current practice to ensure that neither sex is disadvantaged by school action, any particular ethnicity or by disability
- implement the actions identified in the Single Equality Scheme within other strategic documents, such as the School Development Plan and inclusion policies
- ensure that all teaching and learning experiences comply with the Equality Act 2006, which came into effect on 6th April 2007

Confidentiality Policy

This policy provides guidance for teachers on confidentiality and has been developed in line with the QCA guidance on the Teaching of controversial issues (QCA 2000: Key Stage 3 and 4 Citizenship Guidance) It has been developed in consultation with staff and governors. Parents have been made aware that we have a confidentiality Policy and they were invited to make comments in February 2007.

Pupils occasionally make personal disclosures, either during classroom activities or to teachers. Such disclosure may include:

- The use of drugs, either their own use of drugs or that of friends or their parents/siblings
- The inappropriate engagement in sexual activity
- Physical, emotional and/or sexual abuse

All parties, staff, pupils and parents/carers should be aware of the rules around confidentiality and disclosure and that teachers are unable to offer pupils or their parents/carers unconditional confidentiality. If information is received regarding behaviour that is likely to cause harm either to the young person or others, school staff must use the school's child protection procedures (see the Child Protection Policy). The schools designated child protection teacher is currently Mrs. Jane Loomes (Headteacher). Mrs. V Kelly & Mrs. A Docherty are designated officers.

Essential conditions for confidentiality

There are three principles to be applied in assessing whether information given is to be treated as confidential:

- 1) The information must be confidential. Once the information is in the public domain and is generally accessible to others, it is no longer confidential. Thus if a child discloses information within a classroom activity the information would be regarded as being in the public domain
 - 2) The information must not be useless or trivial, such information does not give rise to a confidential relationship
 - 3) The information must be given in circumstances where the confidant must reasonably understand that what was said was confidential
- (Children's Legal Centre 2001)

Teachers should establish clear ground rules that cover issues such as the teachers' and pupils' right to privacy and respect, highlighting that although most information can be kept confidential, some information may need to be passed on to others in the best interests of the pupil. If this does occur, the pupil(s) concerned should be informed that this has to happen including what will happen with that information and who will have access to it. Teachers are not obliged to pass information to their parents, however, based on the age, understanding and competence of the pupil. Where the teacher believes the pupil is either morally or physically at risk or is in breach of the law, they must

ensure that the pupil is aware of the risks and encourage them to seek support from parents. If, due to the age and apparent lack of understanding, the pupil is not deemed competent then the parent or carer should be contacted. The Head Teacher will consider if there are any special circumstances, which may temper this right. The child protection service may be contacted in the first instance and advice sought (see Schools child protection policy/procedures).

It should be noted that if the preservation of a confidence:

- a) Enables criminal offences to be committed, or
- b) Results in serious harm to the pupil's health and welfare

criminal proceedings could ensue. For example, in the case of illegal activity such as a drug/substance misuse, action should be taken in the best interests of the child. Staff should be aware that if they:

- a) Fail to take action in a drug-related incident, or
- b) Allow drug use to continue on school premises

They could contravene the Misuse of Drugs Act 1971.

In determining the action to be taken, following an incident reference should be made to other school policies including:

- Inclusion/Behaviour and Attendance Policy
- Anti-Bullying Policy
- Sex and Relationship Education Policy
- Drug Education Policy
- Child Protection Policy
- Safeguarding Policy

Where outside agencies and others provide support within the PSHE, Citizenship or any other part of the Curriculum, they must be made aware of and abide by this policy. It should be noted that other professions are bound by their own codes of conduct, for example health professionals such as the school nurse, are bound by the medical code of confidentiality in their work with children and young people (see "Best Practice Guidance for Doctors and other Health Professionals on the provision of advice and treatment to young people under sixteen on Contraception, Sexual and Reproductive Health" DoH 2004). Where the role of the external visitor involves the provision of advice and support directly to pupils, the boundaries and distinctions between the school policy and the work of the external visitor regarding confidentiality should be established and made clear to the pupils.

The usual application of the Data Protection Act applies to this policy.

Date of implementation March 2007

Reviewed February 2017

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