



Barrow CEVC Primary School

Inspire, Create, Discover, Together

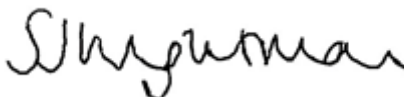
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Headteacher: Mrs H Ashe BA (Hons)



Confidentiality Policy

Originated by:	Sarah Wightman
Reviewed by:	Helen Ashe
Review date:	March 2025
Distributed to:	All Staff
Distribution date:	April 2025
Adopted at Governors' Meeting	March 2025
Signature of Chair of Governors:	
Next review date	Spring 2028

Introduction

There will be many occasions when Staff and Parents become aware of information from another party. Much of that information may be necessary to their role as an effective Teacher, Teaching Assistant, Admin or member of the Support Staff. A conflict of interest may arise when a third party seeks access to that information or when a member of staff is asked to confirm or deny something about which they have been told "in confidence".

We follow a code of behaviour towards each other and we take pride in the good relationships between staff. Minor irritations that arise from time to time should be resolved in a professional manner. Staff should at all times avoid 'gossip' or 'off the record' criticism of colleagues and working practices, because of the destructive effect this has on working relationships. Most problems that arise are best tackled directly through calm discussion. For any serious concerns, staff should discuss the matter with the Headteacher or a member of the governing body in private.

Aims

- To ensure good practice throughout the School which Staff, Pupils, Parents, Volunteers and Visitors understand.
- To define the likely parameters within which confidentiality can be guaranteed
- To indicate those areas where, for what should be obvious reasons, confidentiality cannot be assured.

Underlying principle

Information about Pupils, Parents, Volunteers, Colleagues and those in the wider community should be considered private unless there are issues concerning the welfare of the person involved that outweigh the need to keep such information from wider circulation. The word "information" in this document refers to the spoken and written word.

Definitions, *examples* and guidelines

Private information: *Information such as a Teacher's age, a pupil's score in the Suffolk Reading Test, a parent's home address/phone number.*

As a guideline, private information will be made available:

- to the person to whom it refers,
- to their parent as the result of a specific request (or in the Annual Data Sheet as appropriate) or when considered appropriate *in loco parentis*,
- to a member of Staff for recognised, professional reasons,
- to statutory bodies involved with the child's education/welfare.

Sensitive information: *For example – information from one parent about the imminent break-up of a relationship.*

As a guideline, sensitive information will be made available:

- to the person to whom it refers,
- to a member of staff for recognised, professional and/or pastoral reasons,
- to statutory bodies involved with the child's education/welfare,
- to a third party only with the consent of the person to whom it refers.

Confidential information: *For example - Information proffered by a pupil about their home situation.*

As a guideline, confidential information will be made available:

- to the person to whom it refers,
- to a member of Staff for recognised, professional and/or pastoral reasons,
- to statutory bodies involved with the child's education/welfare.

Personal and Confidential information: *Issues which would automatically trigger the School's safeguarding procedures.*

As a guideline, personal and confidential information will be made available:

- to a member of staff on a strictly "need-to-know" basis, i.e. when a pupil moves into their class or office staff,
- to the statutory bodies (possibly without reference to the parents).

Health & Safety

Some information may need sharing across many members of the school community e.g. health information about a long term condition. 'Need to know' considerations still apply and all involved must ensure that information does not go beyond the required group.

When staff deal with challenging incidents e.g. violence to the person, they may need time to offload/discuss the occurrence though. This should always be arranged but needs to be undertaken in an appropriate place following guidance from the Head teacher or member of the governing body.

Context for Sharing Information

When information needs to be shared between staff about pupils or other this should be undertaken in the appropriate professional context – meetings, briefings or reviews. Informal contexts are not appropriate e.g. during break time in the staff room or while on playground duty.

Dissemination

The principles and content of this Policy will be made known to Parents, Staff, Volunteers, Governors and Visitors to the School.

Safeguarding, Training and Induction

This policy will form part of the induction pack and safeguarding procedures for newly appointed staff to sign. A copy will be available to all staff. A resume of this policy will be available for all volunteers, contractors and visitors to sign.

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Confidentiality Policy							
2. Aim(s) of the policy or practice being assessed:							
Information about Pupils, Parents, Volunteers, Colleagues and those in the wider community should be considered private unless there are issues concerning the welfare of the person involved that outweigh the need to keep such information from wider circulation. The word “information” in this document refers to the spoken and written word.							
3. Type of policy or practice being assessed:							
Existing				Proposed			
□							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Mrs Helen Ashe				Mrs Helen Ashe			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
X	X	X	X	X	X		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is ‘yes’ or ‘not sure’.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
<i>Undertake a full EIA if any answer is ‘no’ or ‘not sure’.</i>							
<i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i>							