Confidentiality and Information Sharing Policy

This policy applies to the whole school including boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

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Agreed by:

Head of School	**Chair of the Board**
Bryan Nixon	David King
12 October 2026	12 October 2026

TASIS England is committed to safeguarding and promoting the welfare of students and expects all faculty, staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

1. Introduction

1.1. This policy applies to the whole school including boarding and our Early Years programs and is publicly available on the school website. On request, a copy may be obtained from the school Office.

1.2. Legal Context:

- Complies with applicable data protection legislation, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025
- Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners (DfE, September 2026), issued pursuant to section 16LA of the Children Act 2004
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Human Rights Act 1998 - Article 8, European Convention on Human Rights
- Children Act 2004, including section 16LA (information sharing duty), as amended by the Children's Wellbeing and Schools Act 2026
- Children's Wellbeing and Schools Act 2026
- Online Safety Act 2023

1.3. Applies to all:

- activities undertaken by the school inclusive of those outside of usual school hours and away from the school site
- who work, volunteer or supply services to the school - that is all staff (teaching, boarding and support staff) students on placement and the Proprietary Board of Directors (the Board)

1.4. Related Documents (available on the school website or by request from the school Office):

- Safeguarding Children Child Protection Policy
- Online Safety Policy including Cyber-Bullying and Acceptable Use Policy
- Data Protection Policy
- Preventing Extremism and Radicalisation Policy
- Relationship and Sex Education Policy
- Race Equality Policy
- Single Equality Policy
- Records retention Policy
- Boarding Principles and Practice Policy

1.5. Aims and Objectives: This policy provides guidance on the school's confidentiality and information sharing procedures for staff, students, parents/carers and the proprietary Board of Directors.

1.6. This policy is available on the school website and is subject to regular review and updates when necessary or when there is a change in the law or statutory guidance.

2. Information Sharing Duty and Principles

2.1. TASIS England complies with section 16LA of the Children Act 2004 and the associated statutory guidance. Where the statutory criteria are met, the School must share relevant information, proactively or in response to a request, with another organisation or practitioner within the scope of the duty where this may facilitate the safeguarding or promotion of a child's welfare. Sharing is not dependent on a child meeting a statutory intervention threshold or on obtaining consent. The duty does not apply where disclosure would be more detrimental to the child than not disclosing the information. All sharing must comply with applicable data protection law, and decisions and their rationale must be appropriately recorded.

2.2. Be open and transparent with the child and/or their family about why, what, how and with whom information will or could be shared where it is safe and appropriate to do so. Transparency does not amount to seeking consent where consent is not the appropriate lawful basis.

2.3. Seek advice from the DSL, Data Protection Officer or another appropriate practitioner if you are in doubt about sharing information. Where possible, seek advice without identifying the individual; however, advice-seeking must not delay necessary or urgent safeguarding information sharing.

2.4. Consent is not required where the section 16LA duty applies or where another lawful basis permits or requires sharing. The wishes and views of the child and family should be considered and recorded where appropriate, but they do not override a statutory duty to share. Where special category personal data is involved, staff must apply the relevant conditions under the Data Protection Act 2018 and UK GDPR, including the safeguarding of children and individuals at risk condition where applicable.

2.5. Consider safety, wellbeing and potential detriment to the child. The section 16LA duty does not apply where disclosure would be more detrimental to the child than not disclosing the information. Any decision to rely on this exception should be rare, carefully considered and recorded.

2.6. The principles of information sharing are that it should be:

- Necessary
- Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure, and
- To make a written record

Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, is shared securely and a written record is made.

2.7. Keep a record of your decision and the reasons for it whether information is shared or not. Where information is shared, record what was shared, with whom, for what purpose and any follow-up action. Where information is not shared, record the rationale, including any assessment of detriment to the child.

3. Rationale – We Believe That:

3.1. The safety, wellbeing and protection of our students are the paramount consideration in all decisions members of faculty/staff make about confidentiality. The appropriate sharing of information between school staff members and departments/sections is an essential part of ensuring the wellbeing and safety of our students and is our primary consideration.

3.2. It is an essential part of the school ethos that trust is established to enable students, faculty/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 students and staff are supported and safe.

3.3. Students, parents/carers and members of faculty/staff need to know the boundaries of confidentiality that can be offered in order for students to feel safe and comfortable in discussing personal issues and concerns, including sex and relationships.

3.4. All faculty/staff should be able to trust the boundaries of confidentiality operating within the school, as defined in this policy.

3.5. Everyone in the school community needs to know that absolute confidentiality cannot be offered to a student if there may be safeguarding or child protection concerns. This is so that students 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.

4. Confidentiality Definition

4.1. For the purpose of this policy, confidentiality is defined as:

> "*Something which is spoken or given in confidence; private, entrusted with another's secret affairs*".

4.2. In practice, there are few situations where absolute confidentiality can be offered within the school. A balance is made between ensuring the safety, wellbeing and protection of our students and faculty/staff, ensuring there is an ethos of trust where students and faculty/staff can ask for help when they need it and ensuring that when it is essential to share personal information, safeguarding and child protection procedures and good practice are followed.

4.3. 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 only be identified in certain circumstances. Faculty/staff should make it clear that there are limits to confidentiality at the beginning of the conversation.

4.4. The student will be informed when information has to be shared for the reasons of safeguarding their welfare or the welfare of others. Students will be encouraged to do this for themselves if it is deemed appropriate and possible, but faculty/staff should be clear with students that they will still need to share certain types of information in order to safeguard the student's wellbeing.

5. Moral and Values Framework

5.1. The Confidentiality and Information Sharing Policy at TASIS England reflects the school Mission of being principled and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and the wider community

6. Policy Statement

6.1. The School operates in a way that respects every individual and family's right to privacy. All our faculty/staff and visitors are therefore expected to work within the guidelines of this policy which conforms to recent legislation and government guidelines, and which protects confidentiality. In practice this means:

- making it clear that 'gossiping' or idle chatter is discouraged
- keeping personal records of behaviour confidential
- not discussing student or family personal matters in a general way
- using teaching methods which protect confidentiality; and
- always encouraging students to talk to their parents or carers about any anxieties they may have, while at the same time offering support for individuals and families from staff specialising in pastoral care.

7. Personal Disclosures

7.1. Students will be made aware that some information cannot be held confidentially so they understand that if certain disclosures are made, faculty/staff will need to take certain action to discuss the information with certain people such as informing the Designated Safeguarding Lead (DSL), the Head of School and/or their line manager

7.2. If this occurs, students will be offered the appropriate support. Procedures outlined in the school's Safeguarding Children Child Protection Policy will be adhered to by all faculty/staff if a disclosure is made by a child or young person or where there may be any suspicion of possible abuse.

8. Confidentiality in the Classroom

8.1. All teaching will be undertaken in a way that reaffirms respect for everyone in, and associated with, the school.

8.2. The following strategies for maintaining confidentiality in a class or group situation will be used in the school:

- **Setting ground rules.** Teaching and boarding staff will work with students to develop 'ground rules' for lessons and discussions to show why these rules need to be agreed and respected by everybody. For example:
  (i) neither staff nor students have to answer personal questions or disclose any personal details
  (ii) everyone has the right to 'pass' on a personal question if they want to
  (iii) no-one will be forced to take part in a discussion relating to personal information
  (iv) everyone has the right to be listened to and have their views respected
  (v) no teasing or bullying of any kind; and
  (vi) if you don't want anyone to know something, talk about it as though it was someone else.

- **Depersonalising.** Faculty/staff will protect students' privacy by always depersonalising discussions. Students can then explore the issues being raised without having their personal lives or those of their families implicated or invaded and '*used*' inappropriately by other students. For example:
  (i) use the third person to allow students to keep a distance ('If you were Jamie/Sara what do you think they would do?' rather than 'What would you do?');
  (ii) collect answers anonymously so that students can express their feelings without risking exposure; and
  (iii) collect group ideas without identifying individuals.

Faculty/staff must remain aware of their terms of contract and that they cannot promise children or young people absolute confidentiality.

9. Maintaining Confidentiality in a Classroom

9.1. Other professionals may need some guidance in working with groups while ensuring confidentiality is protected. In a one-to-one setting, it is good practice for professionals to talk directly to a child or young person to ensure their concerns are clearly identified, and they understand the advice being given. However, in a classroom setting, it is not appropriate to address individuals about their personal experiences directly. This helps maintain confidentiality and ensures that sensitive information is not shared in front of others.

10. One to One Disclosures to Members of School Faculty/Staff (Including Boarding and Voluntary Staff)

10.1. It is essential that all members of faculty/staff know the limits of the confidentiality they can offer to both students and parents/carers (see point 10.3 below) and any required actions and sources of further support or help available both for the student or parent/carer and for the staff member within the school and from other agencies, where appropriate.

10.2. All faculty/staff at the school encourage students to discuss difficult issues with their parents or carers (and parents with their children). However, the needs of the student are paramount and school

faculty/staff will not automatically share information about the student with their parents/carers unless it is considered to be in the best interests of the student.

10.3. When concerns for a child or young person come to the attention of faculty/staff, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, the member of faculty/staff should discuss this with the DSL as soon as possible; this can be in person, by email, via the Child Protection Online Management System (CPOMS) or telephone. Serious concerns must be reported immediately to ensure that any intervention necessary to protect the student is instigated as early as possible. Also please refer to the school Safeguarding Children Child Protection Policy.

11. Disclosures to a School Counsellor, School Nurse or Health Professional Operating a Confidential Service in the school

11.1. Health professionals such as school nurses can give confidential medical advice to students provided they are deemed to be competent and qualified to do so and follow the Fraser Guidelines (guidelines for doctors and other health professionals on giving medical advice to under 16s) and Gillick Competency guidelines (whether a child under 16 years of age is able to consent to their own medical treatment, without the need for parental permission or knowledge).

11.2. School nurses are skilled in discussing issues and possible actions with children and young people and always have in mind the need to encourage students to discuss issues with their parents or carers. However, the needs of the students are paramount, and the nurse will not insist that a student's parents or carers are informed about any advice or treatment they give unless it is deemed to be in the best interests of the student.

11.3. School counseling services are available to all students at TASIS England. School Counselors have a professional and ethical duty of care in terms of confidentiality, which is laid out by the British Association for Counselling and Psychotherapy (BACP), The International School Counselling Association (ISCA), and American School Counselor Association (ASCA). More about School Counselor confidentiality can be viewed within the school's Counseling Handbook available on the school LMS Parent and Faculty pages

11.4. Where safeguarding concerns are identified, health professionals should follow the school's reporting mechanisms and report to the DSL.

12. Contraceptive Advice and Pregnancy

12.1. The Department of Health has issued guidance (July 2004) which clarifies and confirms that health professionals owe the same duty of care and confidentiality to young people under 16 as they do to older patients. It sets out principles of good practice in providing contraception and sexual health advice to under-16s. The duty of care and confidentiality applies to all under-16s.

12.2. Whether a young person is competent to consent to treatment or is in serious danger is judged by the health professional on the circumstances presented of each individual case, not solely on the age of

the patient. However, the younger the patient the greater the concern that they may be at risk of, or are, being abused or exploited.

12.3. The guidance makes it clear that health professionals must make time to explore whether there may be coercion or abuse involved. Cases of grave concern would be referred through safeguarding and child protection procedures. For more information on this refer to the most recent government guidance documents, 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'. Talk to the DSL if you are unsure or think there may be a safeguarding concerning.

13. The Legal Position for School Staff

13.1. TASIS England faculty/staff (including non-teaching and voluntary staff) should never promise confidentiality.

13.2. Students 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 promise, assume that information conveyed outside that context is private.

13.3. No member of school faculty/staff can or should give such a promise. The safety, wellbeing and protection of the child is the paramount consideration in all decisions school faculty/staff make about confidentiality.

13.4. School faculty/staff have a professional responsibility to share relevant information where required or permitted by law and safeguarding guidance. This is not limited to cases where a significant-harm or statutory intervention threshold has been met. Where section 16LA applies, relevant information must be shared where this may facilitate safeguarding or promoting the welfare of a child, unless sharing would be more detrimental to the child than not sharing. Internal sharing must remain proportionate and on a need-to-know basis. Staff should discuss concerns with the DSL, their line manager or the Data Protection Officer as appropriate.

14. Teachers, College Counselor or Boarding Staff

14.1. Teachers, College Counselors, or boarding staff should never indicate to a child or young person that the ~~child~~ they could make a disclosure in confidence as such a confidence may not be possible once the disclosure has been made.

14.2. Teachers, College Counselors, or boarding staff must always consider the best interests of the child or young person including the need to provide safeguards for the child or young person and any ensuing possible safeguarding or child protection concerns.

14.3. All teachers, College Counselors, or boarding staff at the school receive training in safeguarding & child protection as part of their ongoing professional development and are expected to follow the schools Safeguarding Children Child Protection Policy and Procedures at all times.

15. Visitors and Non-Teaching Staff

15.1. We expect all non-teaching staff, including voluntary staff to report any disclosures by students or parents/carers, of a concerning personal nature to the DSL as soon as possible after the disclosure

15.2. Staff will need to ensure that this is undertaken in an appropriately private setting, so that any discussion cannot be overheard.

15.3. This is to ensure the safety, protection and wellbeing of all our students and staff. The DSL will decide what, if any, further action needs to be taken, both to ensure the student gets the help and support they need, and that the member of staff also gets the support and supervision they need.

15.4. Reporting a safeguarding issue can be done through CPOMS, telephone, email or in person to the DSL.

16. Disclosures to The Police

16.1. Faculty/staff should be aware that delays in the processing of information could have a detrimental effect on a student or risk causing a student significant harm.

16.2. Police requests for information regarding a student will be considered promptly. Information will be shared where there is a legal requirement or an appropriate lawful basis to do so, and only to the extent necessary and proportionate for the purpose. Where circumstances permit, and it is safe and appropriate, the student may be informed of the request in advance; however, information will not be withheld or delayed where this could prejudice an investigation or increase risk.

16.3. In the interests of confidentiality, disclosures to the police regarding students should be limited to the minimum required and should be processed through the Director of Pastoral Care or the Head of School.

17. Discharge from Hospital

17.1. Hospital staff can be expected to contact general practitioners about students discharged from the Accident and Emergency department or inpatient wards with significant medical problems.

17.2. Doctors, together with school nurses, will be able to undertake continuing responsibility and will be fully aware of the consequences for schools.

17.3. Students will often be willing for hospital staff and doctors to speak directly to Senior Managers at the school, and it is helpful if those responsible for student welfare have discussed issues and procedures with their local GP and school nurse beforehand.

18. Risk of Self-Harm

18.1. If it appears that a student is at risk of self-harm, concerns should be reported to the DSL immediately.

18.2. It is often sensible to discuss these concerns directly with the student. The school nurse or boarding staff should be consulted. Even when the nurse or boarding support are unable to comment about a particular case for reasons of confidentiality, it can be useful to discuss general issues.

18.3. Since self-harming activity can vary in its level of immediate danger, discussion with a professional is important to assess what action is needed. Where there are clear indications that the student is in imminent and/or serious danger, 999 emergency services should be contacted. The DSL should be consulted as quickly as possible as should the Section Head and the Head of School.

19. Serious Crime

19.1. Victims of serious crime, including sexual crime may fear reporting the matter to the police.

19.2. Advice should be sought via the DSL on how to support victims in such circumstances and on the details of confidential referral routes.

20. Dealing with the Media

20.1. No member of faculty or staff should speak to the Media unless they have specific instructions to do so from the Head of School.

20.2. All Media enquiries should be referred in the first instance to the Head of School.

21. Professional Codes of Conduct

21.1. Professional codes of conduct operate alongside, and do not displace, statutory safeguarding and information-sharing duties. Professionals working with individual students should explain the limits of confidentiality relevant to their role and must follow applicable law, professional standards and the School's safeguarding procedures.

21.2. Where information must or may lawfully be shared to safeguard or promote the welfare of a child, the child should normally be informed where this is safe and appropriate. Information should not be withheld or delayed in order to inform the child where doing so could increase risk, prejudice an investigation or otherwise conflict with the child's best interests. In classroom or boarding situations, including small-group work, all School policies and procedures apply to faculty/staff and other professionals alike.

22. Parents and Carers

22.1. It is essential to work in partnership with parents and carers, and the school endeavours to keep parents/carers informed of their child’s progress at school, including any concerns about their progress or behaviour.

22.2. However, there also needs to be a balance so that students can share any concerns and ask for help when they need it.

22.3. Where a student raises a difficult personal matter with a member of faculty/staff at the school, they will be encouraged also to discuss the matter with their parents or carers.

22.4. Parents and carers need to be aware that the school can never offer complete confidentiality if there is a chance that a child is at risk of harm.

23. Procedures for When Confidentiality Should be Broken

23.1. In the first instance faculty/staff should refer to the Safeguarding Children Child Protection Policy.

23.2. Where this does not apply, and you are still concerned and unsure of whether the information should be passed on or some other action should be taken you should speak to the DSL.

23.3. Where the Head of School needs information in order to discharge safeguarding, governance or management responsibilities, relevant information will be shared on a necessary and proportionate, need-to-know basis. No role carries an automatic entitlement to all confidential information.

23.4. The principles we follow at our school are that in all cases we:

- Ensure the time and place are appropriate. If they are not, reassure the student that you understand they need to discuss something very important and that it warrants time, space and privacy.
- See the student usually (and always in cases of suspected neglect or abuse) before the end of the school day. Serious concerns must be reported immediately to the DSL and possibly to Surrey Children's Services to ensure that any intervention necessary to protect the student is instigated as early as possible.
- Explain to the student that confidentiality cannot be guaranteed for the following reasons:
    - it may place them at risk of harm from themselves or someone else
    - it may place someone else at risk of harm
- Do not interrogate the student or ask leading questions.
- Try not to put students in the position of having to repeat distressing matters to several people.
- Where it is safe and appropriate, explain to the student why information may need to be shared and, where possible, what will be shared and with whom. Do not delay or prevent necessary sharing in order to provide prior notification.
- Encourage the student, whenever possible to confide in their own parents/carers if possible and appropriate to do so.

24. Record Keeping

24.1. All records involving confidential disclosures are securely stored in an electronic record on CPOMS. If the records are of a sensitive nature, they are stored in the students file in a sealed envelope with a signature over the seal, within a locked cabinet inside a locked office.

24.2. Any disclosures which may involve safeguarding and/or child protection issues are securely stored in an electronic record in CPOMS which is accessible by the DSL and the Head of School. Where a decision

is made to share or not share safeguarding or welfare information, the record should include the decision, the rationale, what was shared (or not shared), with whom, for what purpose, and any follow-up action.

24.3. Questions regarding the following points should be addressed to the school's Data Protection Officer or the Director of Inclusion, Wellbeing and Compliance. Faculty/staff may explain to students or parents:

- The purpose for which the information is being recorded.
- Where and for how long the record will be kept.
- The circumstances in which it may be shared with other people.
- Any other people and agencies who may have or may be given access to the information.

24.4. Records are kept for the duration permissible under the TASIS England Records Retention Policy.

25. Data Protection

25.1. Confidentiality does not just relate to disclosures of information which could have legal implications such as abuse. All Personal Data must be managed in accordance with the school's Data Protection Policy

25.2. Faculty/staff members should not handle any confidential information carelessly, as students and other members of staff may regard this as usual practice and respond in a similar way if a confidence is passed to them.

25.3. The following measures are in place to ensure confidential information is dealt with appropriately:

- Student records are kept in a locked filing cabinet.
- Students, SEN, EAL and Child Protection files are retained in accordance with the Record Retention Policy and then securely destroyed after they have been reviewed by authorised personnel.
- Personal student information is not stored in the staffroom and is not displayed on notice boards, except for health and safety notices about specific allergies etc.
- Discussing student, family or other staff members personal matters in a general way is discouraged.

26. Equal Opportunities Statement

26.1. Our policy aims to respond to the diversity of students and their families' cultures, faiths, gender, race, family backgrounds and any other protected characteristic as outlined within the Equality Act 2010.

26.2. Please see the school website where our published Single Equality Policy can give more detail.

27. Information Sharing

27.1. The sharing of information is an integral part of the faculty/staff role when working with children. Failure to share the right information could have serious consequences for a student's outcome, fears about sharing information cannot be allowed to obstruct the promoting of children's welfare.

27.2. All practitioners should be alert to the signs and symptoms of abuse and neglect and understand the procedures for reporting cases of suspected abuse in line with our Safeguarding Children Child Protection Policy. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

27.3. Surrey's safeguarding partners and relevant agencies play an important role in supporting effective information sharing between and within organisations and in addressing barriers to appropriate sharing. In addition, safeguarding partners may require a person or body to provide information under section 16H of the Children Act 2004 where the statutory criteria are met. TASIS England will comply with lawful requests and with the separate section 16LA duty to share relevant information where applicable.

28. When and How to Share Information

28.1. When deciding whether to share information, whether proactively or in response to a request, staff should apply the following questions. Where section 16LA applies, the statutory duty to share takes precedence over a consent-led approach. See Appendix 1.

- **When**
  (i) Is the information relevant to safeguarding or promoting the welfare of a child, including information about another individual connected to the child?
  (ii) Could sharing the information with the proposed recipient facilitate that recipient's relevant safeguarding or welfare functions or services?
  (iii) Would sharing the information be more detrimental to the child than not sharing it? If so, do not share under section 16LA and record the reasons.
  (iv) Is the recipient within the scope of section 16LA, or does another statutory duty, power or lawful basis apply?
  (v) Consent is not a precondition where section 16LA or another lawful basis applies. Where safe and appropriate, be transparent with the child and/or family about the sharing.

- **How to share Information:**
  (i) Confirm the purpose of the sharing and the intended recipient.
  (ii) Share only information that is relevant, necessary and proportionate, while providing enough context for the recipient to understand the safeguarding or welfare issue.
  (iii) Distinguish observed fact, the child's or another person's account, professional opinion and historic information.
  (iv) Ensure the information is accurate and up to date where possible, and that it is shared with the right individual or organisation.
  (v) Share promptly and securely; do not delay necessary sharing in order to seek consent.
  (vi) Record the decision and rationale, what was shared (or not shared), with whom and for what purpose. Inform the individual where safe and appropriate.

29. Consent, Transparency and Sharing Without Consent

29.1. TASIS England faculty/staff must always consider the safety and welfare of a child or young person when making decisions on whether to share information about them about information sharing and must apply the statutory information-sharing duty and applicable data protection law.

29.2. The section 16LA duty is not limited to cases where a child is suffering or likely to suffer significant harm. It applies to relevant information where sharing may facilitate safeguarding or the promotion of the child's welfare, including early support and emerging needs.

29.3. -Where section 16LA applies, consent is not required. The wishes and views of children, young people and families should be taken seriously and considered where appropriate, but they do not provide a veto over information sharing that is required by law. Where the duty does not apply, staff should identify another appropriate lawful basis before sharing.

29.4. As children and young people mature,-they should be involved appropriately in decisions about their information, and their wishes should be respected where possible, subject to safeguarding duties, applicable law and their best interests.

29.5. Where disability or another factor affects a child's ability to understand or participate in a decision, reasonable support should be provided. Lack of capacity or lack of consent does not prevent sharing where a legal duty or another lawful basis applies.

29.6. Gillick competence and the Fraser guidelines remain relevant to decisions about a young person's consent to healthcare. They do not provide a veto over information sharing that is required or otherwise lawfully undertaken for safeguarding or promoting welfare.

30. Confidentiality and Information Sharing within the Early Years Program

30.1. To ensure that all those using the school's Early Years Progam can do so with confidence, we will respect confidentiality in the following ways:

- Parents will have ready access to the files and records for their own children but will not have access to information about any other child.-Information may be shared without parental consent where this is required or permitted by law for safeguarding or promoting the welfare of a child, or where another lawful basis applies.
- Staff, volunteers and students on placement have a confidential Information clause included within their contracts, which they sign.
- Staff, volunteers and students on placement will not discuss individual children other than for purposes of curriculum planning/group management, with people other than parents/carers of that child.
- Information given by parents/carers to faculty/staff will be treated confidentially and shared within the School only where necessary and proportionate for a legitimate purpose, including safeguarding

or promoting the welfare of a child or young person, or where another legal obligation or lawful basis applies.

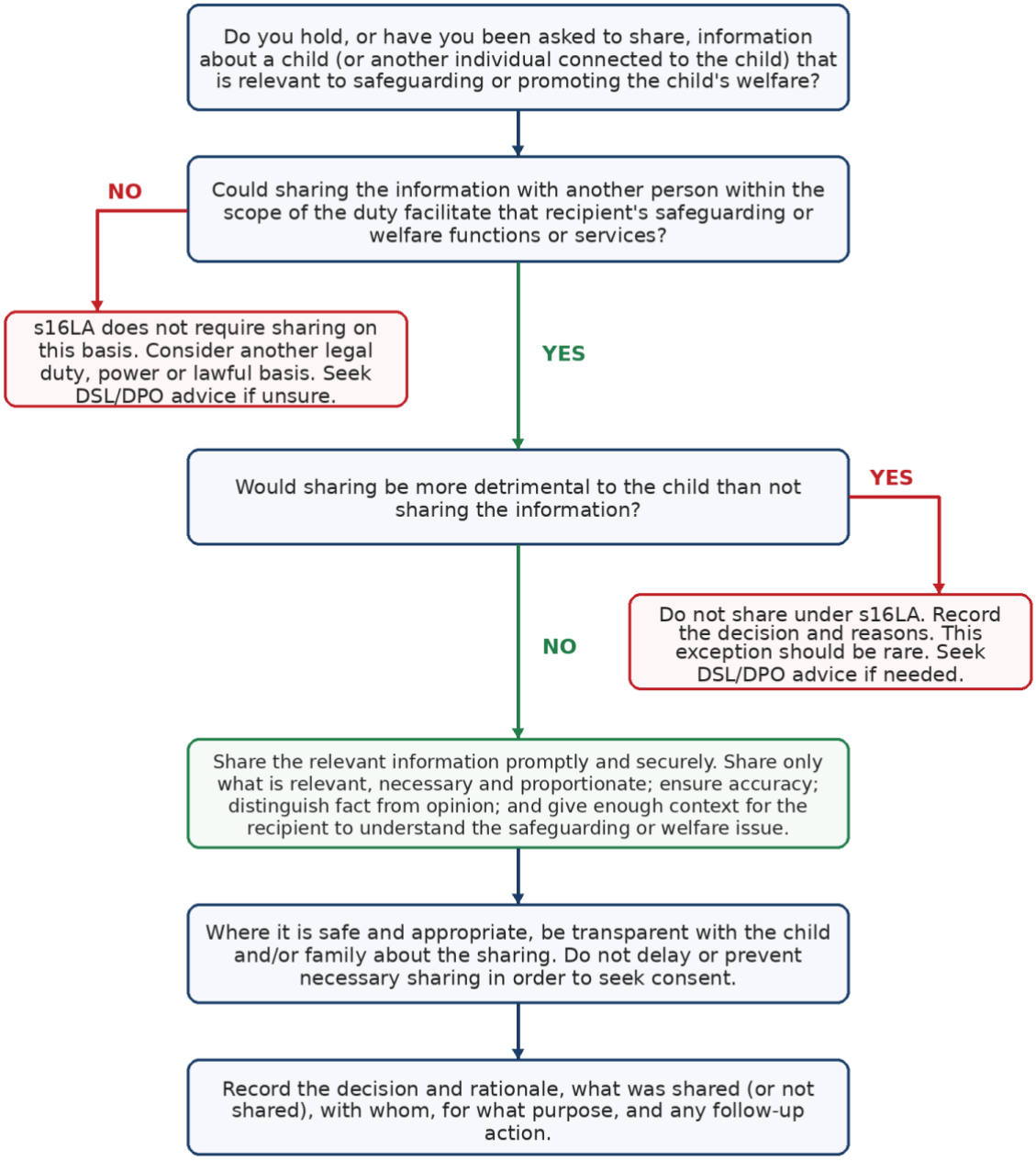
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will be shared with appropriate faculty/staff on a need-to-know basis. Where necessary and lawful, relevant information may also be shared with professionals or agencies working to safeguard or promote the welfare of the child, such as the police, Children's Social Care and the Independent Schools Inspectorate (ISI). Information sharing will be limited to what is relevant, necessary and proportionate, and all recipients must treat the information confidentially.

- Students attending the school will be advised of our confidentiality policy and will be required to follow the guidelines laid down.

Appendix 1

Information Sharing Decision Flow (s16LA)

Use alongside the Confidentiality and Information Sharing Policy and safeguarding procedures.



Key point: Consent is not a precondition where section 16LA applies, and the child does not need to meet a significant-harm or statutory-intervention threshold.