

European Azerbaijan School



Confidentiality Policy **European Azerbaijan School**

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

European Azerbaijan School

Open-Minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced – We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

EAS Mission Statement

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

Confidentiality Policy

‘Staff’ refers throughout this document to all adults working within the school, or on the school’s behalf, whether on a permanent, paid basis or not. ‘Confider’ refers to the person who is sharing information of a confidential nature. ‘Confident’ refers to the person who the confider is sharing information with. ‘Safe-guarding Team’ refers to two teams, one in Primary and one in Secondary which are headed by the child protection officers from each campus, reporting to the Director.

Definition of Confidentiality

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

European Azerbaijan School

We have tried to strike a balance between ensuring the safety, well-being and protection of our students and staff (ensuring there is an ethos of trust where students and staff can ask for help when they need it) and ensuring that, when it is essential to share personal information, safeguarding procedures and models of good practice are followed.

This means that in most cases there is limited confidentiality. Disclosure of the content of a conversation could be discussed with members of the safeguarding team if necessary.

The principle of confidentiality

The general rule is that all staff should make clear that there are limits to confidentiality, at the beginning of the conversation, or as soon as the issue arises during a conversation. These limits relate to ensuring safety and well-being. The student or adult (confider) 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.

At EAS we believe that:

- The safety, well-being and protection of our students and staff are the paramount consideration in all decisions made at this school about confidentiality. The appropriate sharing of information between and/or by school staff is an essential element in ensuring our well-being and safety.
- It is an essential part of the ethos of our school that trust is established to enable students, staff, and parents/guardians to seek help both within and outside the school and minimise the number of situations when sensitive information is shared to ensure students, staff are supported and safe.
- Issues concerning personal information can arise at any time.
- The duty of confidentiality applies to every person in the school/setting regardless of age. • 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 professional or personal issue they want to discuss.
- 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.

The principles we follow at EAS are that in all cases we will:

- Ensure the time and place are appropriate for discussions which may be sensitive; when they are not we reassure the child/staff member/parent that we understand they need to discuss something very important and that it warrants time, space and privacy.
- For children: 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.

European Azerbaijan School

• For adults: See the person - normally before the end of the working day. • Tell the child/adult that we cannot guarantee confidentiality if we think they have or will:

- hurt themselves
- hurt someone else or if they tell us that someone is hurting them or others or if they have committed a criminal offense.

We do:

- not interrogate the child/adult or ask leading questions.
- not put children/adults in the position of having to repeat distressing matters to several people.
- inform the child/adult first before any confidential information is shared, with the reasons for this.
- encourage a student, whenever possible to confide in his/her own parents/guardians.

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 everyone involved in the lesson that this is not the time or place to disclose confidential, personal information.

2. One to one disclosure to members of school staff.

It is essential all members of staff know the limits of the confidentiality they can offer to students, parents/guardians and other staff and any required actions and sources of further support or help available for the confider and for the confidant within the school and from other agencies, where appropriate.

3. All staff at this school encourage students to discuss difficult issues with their parents or guardians, and vice versa. However, the needs of the student are paramount and school staff will not automatically share information about the student with his/her parents/guardians unless it is considered to be in the child's best interests.

Guidance for school staff, visitors and non-teaching staff:

School staff (including non-teaching and voluntary staff) should not promise confidentiality. Students do not have the right to expect that incidents will not be reported to his/her parents/guardians and may not, in the absence of an explicit 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 is the paramount consideration in all decisions staff at this school make about confidentiality.

European Azerbaijan School

At EAS, we expect all staff, non-teaching staff, to report any disclosures by students or parents/guardians, of a concerning personal nature to the Head of Section (Primary/Secondary) 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 students and staff. The Head of Section (Primary/Secondary) 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.

Parents/carers:

EAS believes 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 students can share any concerns and ask for help when they need it. Where a student does discuss a difficult personal matter with staff at EAS they will be encouraged to also discuss the matter with their parent or carer themselves.

Where there are areas of doubt about the sharing of information, all staff should seek advice from the Head of Section (Primary/Secondary) or Director.

If a Head of Section (Primary/Secondary) or Director issues instructions that s/he should be kept informed, all staff must comply. There is always a good reason for this, which may not be known by all for good reason.

Support for staff

Staff may have support needs themselves in dealing with some of the personal issues of our students and/or parents and guardians. At EAS we prefer staff to ask for help rather than to make a poor decision because they don't have all the facts or the necessary training, or take worries about students or other staff home with you. We all work together as part of a team to support our students and asking for help is a way we ensure EAS is a happy and safe learning environment.

Teaching staff should discuss any concerns about students with the appropriate Child Protection Officer, Primary/Secondary Principal and/or The Director.