



Barrow CEVC Primary School

Inspire, Create, Discover, Together



Whistleblowing Policy

Originated by:	SCC Model Policy
Reviewed by:	Mrs J Woodland
Review date:	October 20
Distributed to:	All staff, governors & volunteers
Distribution date:	
Adopted at Governors' Meeting	November 2020
Signature of Chair of Governors:	
Next review date	Autumn Term 2022

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, the Local Designated Officers (LADO) can be contacted via email on LADOCentral@suffolk.qcsx.gov.uk or using the LADO central telephone number 0300 123 2044
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

What happens next

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.

- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self -reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

The NSPCC's Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organization.

Whistleblowing Helpline: 0800 028 0285

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Whistle Bowling Policy							
2. Aim(s) of the policy or practice being assessed:							
Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies.							
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 Jo Woodland			
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 –	
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
<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>							

Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.

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2. Assessment of impact (with regard to protected characteristics)

Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			

3. Monitor for adverse impact in the future

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4. Publication of results of the impact assessment

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Part C :- EIA ACTION PLAN

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications