



TATSFIELD PRIMARY SCHOOL

**Whistle-Blowing (Safeguarding)
Policy**

September 2022

Safeguarding Children: Whistle-blowing

This guidance is written for staff working with children and young people at Tatsfield Primary School and should be read in conjunction with the school's Safeguarding and Child Protection Policy and the Tandridge Learning Trust Whistleblowing Policy.

Purpose of the policy

Staff are often the first to realise that there may be something wrong however, staff may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also 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.

Each person working at the school needs to realise that they not only have the right, but also a duty to report any improper actions or omissions.

The school also recognises and appreciates that staff who raise concerns regarding malpractice or wrongdoing are an asset to the school, and not a threat. This policy makes it clear that they can raise concerns without fear of victimisation, subsequent discrimination or disadvantage. The whistle blowing policy is intended to encourage and enable staff to raise serious concerns within the school.

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

Reasons for whistle-blowing

- 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 Headteacher, or the Designated Safeguarding Lead Teacher
- If your concern is about your Headteacher contact the Chair of Governors on j.hancock@tatsfieldtlt.co.uk
- 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 and low level concerns should also be reported.

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
- All concerns will be treated in confidence but at the appropriate time, the whistle blower may be asked to come forward as a witness, and this will be discussed with them.

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 whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department at Trust level and/or your professional or trade union

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" - Barnardos)

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