



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Whistleblowing Policy

| Key Document Details: | | | |
|-----------------------|------------------------------|----------------|--------------|
| Author: | Headteacher | Department: | Safeguarding |
| Reviewer: | Designated Safeguarding Lead | Version No: | 1.0 |
| Last Review: | March 2025 | Next Review: | March 2028 |
| Approver: | CEO | Date Ratified: | |

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

This policy aims to:

- Encourage individuals affected to report suspected wrongdoing as soon as possible in the knowledge that their concerns will be taken seriously and investigated and that their confidentiality will be respected.
- Let all staff at The Walderslade & Greenacre Partnership (WGSP) know how to raise concerns about potential wrongdoing in or by the WGSP.
- Set clear procedures for how the WGSP will respond to such concerns.
- Let all staff know the protection available to them if they raise a whistleblowing concern.
- Assure staff that they will not be victimised for raising a legitimate concern through the steps set out in the policy even if they turn out to be mistaken (though vexatious or malicious concerns may be considered a disciplinary issue).

This policy does not form part of any employee's contract of employment and may be amended at any time. The policy applies to all employees or other workers who provide services to WGSP in any capacity including self-employed consultants or contractors who provide services on a personal basis and agency workers.

Legislation

The requirement to have clear whistleblowing procedures in CPD induction and in staff areas.

This policy has been written in line with the above document, as well as government guidance on whistleblowing. We also take into account the Public Interest Disclosure Act 1998.

This policy complies with our funding agreement and articles of association.

Definition of Whistleblowing

Whistleblowing covers concerns made that report wrongdoing that is "in the public interest". Examples of whistleblowing include (but are not limited to):

- Criminal offences, such as fraud or corruption.



- Students or staff's health and safety being put in danger.
- Failure to comply with a legal obligation or statutory requirement.
- Breaches of financial management procedures.
- Attempts to cover up the above, or any other wrongdoing in the public interest.
- Damage to the environment.

A Whistleblower is a person who raises a genuine concern relating to the above. Not all concerns about WGSP count as whistleblowing. For example, personal staff grievances such as bullying, or harassment do not usually count as whistleblowing. If something affects a staff member as an individual, or relates to an individual employment contract, this is likely a grievance.

When staff have a concern, they should consider whether it would be better to follow our staff grievance or complaints procedures.

Protect (formerly Public Concern at Work) has [Further guidance](https://protect-advice.org.uk/advice-line) on the difference between a whistleblowing concern and a grievance that staff may find useful if unsure: <https://protect-advice.org.uk/advice-line>.

Procedure for Staff to Raise a Whistleblowing Concern

If the concern is not about the Headteacher, it should be reported to the Headteacher of WGSP and/or the named LGB Governor with responsibility for Whistleblowing within WGSP. If the concern is about the Headteacher of the school, it should go to the named LGB Governor with responsibility for Whistleblowing at WGSP and the Beyond Schools Trust's named Trustee with responsibility for Whistleblowing.

When to Raise a Concern

Staff should consider the examples in "Definition of Whistleblowing" when deciding whether their concern is of a whistleblowing nature. Consider whether the incident(s) was illegal, breached statutory or WGSP procedures, put people in danger or was an attempt to cover any such activity up.

Who to Report to

Staff should report their concern to the Headteacher of WGSP. If the concern is about the Headteacher of the school or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the LGB named Governor with responsibility for Whistleblowing and/or the Beyond Schools Trust's named Trustee with responsibility for Whistleblowing.



How to Raise the Concern

Concerns should be made in writing wherever possible. They should include names of those committing wrongdoing, dates, places and as much evidence and context as possible. Staff raising a concern should also include details of any personal interest in the matter.

WGSP Procedure for Responding to a Whistleblowing Concern

Investigating the Concern

When a concern is received by the Headteacher/named LGB Governor/Beyond Schools Trust trustee referred to from here as the 'recipient' - they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative.
- Get as much detail as possible about the concern at this meeting and record the information. If it becomes apparent the concern is not of a whistleblowing nature, the recipient should handle the concern in line with the appropriate policy/procedure.
- Reiterate, at this meeting, that they are protected from any unfair treatment or risk of dismissal as a result of raising the concern. If the concern is found to be malicious or vexatious, disciplinary action may be taken (see Page 6 of this policy).
- Establish whether there is sufficient cause for concern to warrant further investigation.
- If there is sufficient cause for concern to warrant further investigation:
 - The recipient should then arrange a further investigation into the matter, involving the CEO/Local Governing Body and/or Chair of Trustees, if appropriate. In some cases, they may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police.
 - The person who raised the concern should be informed of how the matter is being investigated and an estimated timeframe for when they will be informed of the next steps.

Outcome of the Investigation

Once the investigation, whether this was just the initial investigation of the concern, or whether further investigation was needed is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether any wrongdoing has occurred. The report will include any recommendations and details on how the matter can be rectified and whether a referral is required to an external organisation, such as the local authority or police.



They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, The Headteacher, Governors, Trustees, and other staff if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing. Whilst we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

Malicious or Vexatious Allegations

Staff are encouraged to raise concerns when they potentially believe there to be an issue. If an allegation is made in good faith, but the investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern. If, however, an allegation is shown to be deliberately invented or malicious, the School will consider whether any disciplinary action is appropriate against the person making the allegation.

Escalating Concerns Beyond WGSP

WGSP encourages staff to raise their concerns internally, in line with this policy, but recognises that staff may feel the need to report concerns to an external body. A list of prescribed bodies to whom staff can raise concerns with is included [Here](#). The Protect advice line, linked to in Definition of Whistleblowing section of this policy, can also help staff when deciding whether to raise the concern to an external party.

Approval

This policy will be reviewed every 3 years. This Policy has been agreed by the CEO of the Beyond Schools Trust, who will approve it whenever reviewed.

Links with other policies

This policy links with our policies on:

- Staff Grievance Policy
- Complaints Policy & Procedure
- Safeguarding and Child Protection Policy
- Dignity at Work Policy

In some circumstances these policies may be more appropriate for your concern.



Named LGB Governors

The Walderslade & Greenacre Schools Partnership named Governor with responsibility for Whistleblowing: Tom Gasson whistleblowing@wgsp.org.uk

Beyond Schools Trust's named Trustee with responsibility for Whistleblowing: Emma Day bey-whistleblowing@beyondschools.co.uk



Appendix A

WHISTLEBLOWING CONTACTS



WGSP Headteacher
Responsible for Whistleblowing
Louise Campbell
headteacher@wgsp.org.uk



Local Governing Body Governor
Responsible for Whistleblowing
Tom Gasson
whistleblowing@wgsp.org.uk

Beyond Schools Trust
Trustee Responsible for Whistleblowing
Rita Lawrence
bey-whistleblowing@beyondschools.co.uk



Equality Impact Assessment

| Who is the policy or process intended for? | Students | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Student groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |

