Appendix 1 – Additional School Specific Safeguarding Information and Procedures

"Safeguarding and promoting the welfare of children is everyone's responsibility"

(Keeping Children Safe in Education 2026)

This appendix sets out the safeguarding procedures specific to Woodloes Primary School. It should be read alongside the Community Academies Trust (CAT) Child Protection and Safeguarding Policy for Warwickshire schools, available on the school website.

Safeguarding in School

Staff must act immediately on any safeguarding concern and tell the designated safeguarding lead (DSL) or a deputy (DDSL) without delay. Record the concern in CPOMS using Reporting a Concern. For urgent concerns, speak to the DSL or a deputy immediately as well as making the record.

Record the concern, the child's account where relevant, actions, decisions, reasons and outcomes. The DSL or deputy reviews the concern, agrees next steps and shares relevant information securely with those who need it. The safeguarding team meets fortnightly to review patterns. Leaders report safeguarding to the relevant governance committee each half term.

Call 999 if a child is in immediate danger. Where a child is suffering or is likely to suffer harm, refer immediately to children's social care. Any staff member can refer directly and should inform the DSL as soon as possible. Contact Warwickshire Family Connect on 01926 414144 and select the professional option. For out-of-hours emergencies, call 01926 886922.

Use the school's white form to record concerns about adults, including low-level concerns and concerns about supply staff, volunteers, trainees or contractors. Report them promptly to the headteacher or, if the concern is about the headteacher, to the appropriate chair under the Trust policy. Report directly to the LADO where there is a conflict of interest. The case manager contacts the Warwickshire LADO without delay about allegations that may meet the harm threshold and follows the local Position of Trust referral process. Seek LADO advice if the threshold is unclear.

Training

All staff, including those who do not work directly with children, must read Part One of KCSIE 2026 in full. Staff receive safeguarding and child protection training at induction, including online safety and their filtering and monitoring responsibilities, and regular updates at least annually. The safeguarding team provides annual refresher training covering local procedures. Staff also complete relevant online safeguarding training. Safeguarding remains a standing item at staff meetings.

Building Safety

The school boundary gates open from 8.30 am and are locked at 9.00 am. They reopen at 3.10 pm for afternoon access. Staff are on duty at gates and entrances while the gates are open.

The pedestrian gate provides access to the school during the day. Access to pupils is restricted. The school uses coded doors to control access throughout the day.

Staff wear school lanyards. Visitors wear a visitor lanyard or sticker. Staff and visitors sign in and out using InVentry. Staff challenge anyone without the appropriate identification.

Online Safety

The school uses filtering and monitoring to help protect pupils using school systems and devices. The DSL leads the safeguarding response to online safety concerns, including acting on monitoring reports. A designated senior leader leads the review of filtering and monitoring at least annually, with support from the DSL and IT staff or provider. The review considers changes in technology and risk, including how filtering and monitoring apply to generative AI tools.

Adults working in school read and sign the Acceptable Use Policy. Pupils are taught to protect their logins and passwords. Staff report online safeguarding concerns promptly to the DSL or a deputy and record them through the school's safeguarding procedures.

Age-appropriate online safety teaching is planned through computing and reinforced when pupils use devices. It covers risks relating to content, contact, conduct and commercial exploitation. Teaching also helps pupils recognise misleading information and understand risks from AI-generated or digitally altered content. Additional sessions respond to incidents or emerging risks.

Pupils learn how to tell a trusted adult if something online makes them feel unsafe. Staff report suspected online grooming, harassment and the making or sharing of nude or semi-nude images of children, including AI-generated or altered images, to the DSL or a deputy. The DSL follows the Trust procedures and relevant national guidance.

The school's approach to mobile phones is set out in its policies, in line with the DfE expectation of a phone-free school day by default. The school shares online safety information with parents and carers through newsletters and email. Further information is available in the Online Safety Policy.

Curriculum

Pupils learn about personal safety through Protective Behaviours, PSHE, RSHE and assemblies. They learn to recognise their Early Warning Signs, explain what helps them feel safe and identify trusted adults on their network hand. Staff listen to pupils and provide accessible ways for them to share concerns.

Teaching about relationships and emotions helps pupils name how they feel and practise strategies for managing those feelings. Age-appropriate teaching covers boundaries, respectful relationships and how to ask for help, including when they experience bullying, harassment or other harm from another child.

Staff review pupils' network hands at the end of each half term. Before the summer holidays, pupils take part in age-appropriate NSPCC Talk PANTS sessions.

Vulnerable Pupils

Staff use their knowledge of pupils to identify changes in attendance, behaviour or wellbeing and to act early. Some pupils need short-term support and others benefit from a planned approach with regular review. Staff consider the child's views and adapt how they communicate and provide support, including for pupils with SEND and pupils in Juniper, the school's specialist resource provision.

The DSL or a deputy considers which help is appropriate, from universal services and community-based early help to targeted early help through Family Help or statutory children's social care. Staff follow up agreed actions and escalate concerns if the child's situation does not improve.